

**COMMUNITY AND HEALTH SCIENCE LIBGUIDES: A CASE STUDY ON THE
USE OF LIBGUIDES TO ENHANCE LIBRARY ELECTRONIC RESOURCES AND
SERVICES AT THE UNIVERSITY OF THE WESTERN CAPE LIBRARY**

By

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A Mini Thesis Submitted in Partial Fulfilment of the Requirements for the Degree of Masters
in Library and Information Science, Department of Library and Information Science
at the University of the Western Cape

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2019

ABSTRACT

Academic libraries worldwide are using the digital content management and information sharing LibGuides as a platform to provide and promote subject or course orientated information resources, to share knowledge, to provide information literacy education, utilize the Web 2.0 features to communicate with users to support teaching, learning and research. This study explored the use of LibGuides by four departments in the Community and Health Science (CHS) Faculty at the University of the Western Cape (UWC) among students, academics and the faculty librarian. A descriptive case study research design with a sequential explanatory mixed methods approach was adopted. As data gathering tools web based questionnaires, face to face interviews and system generated LibGuides page views were employed. Findings revealed that although the CHS librarian spent quality time to create LibGuides and to expose faculty members to them, only a few students and teaching staff actually used the LibGuides and that there was confusion between LibGuides and study or course guides. Those who used LibGuides, found the information resources they contained useful – especially course specific resources. Students and teaching staff being made aware of LibGuides demonstrated willingness to use them, thus librarians should deploy strategies to market, promote and educate users of LibGuides by amongst others, seeking collaboration. The impact of the study was revealed by a teaching staff embedding CHS LibGuides in e-learning courses, teaching staff introducing LibGuides during lectures and students approaching the CHS librarian for training. It is recommended that the CHS librarian incorporate suggested information resources into LibGuides, that LibGuides awareness should be raised, more training be done and that further research to explore the use and benefits of LibGuides at UWC be undertaken. It is recommended that library managers deploy strategies to reach out to faculties to enhance the use of library resources using LibGuides.

KEYWORDS: LibGuides, subject guides, faculty pages, University of the Western Cape Library, UWC, library e-resources, Community and Health Science Faculty.



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DECLARATION

I declare that “*Community and Health Science LibGuides: a case study on the use of LibGuides to enhance library electronic resources and services at the University of the Western Cape Library*” is my own work, that it has not been submitted before for any degree or examination in any other university, and that all the sources I have used, have been indicated and acknowledged as complete references.



Veliswa Tshetsha

August 2019



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DECLARATION

I declare that the thesis “*Community and Health Science LibGuides: a case study on the use of LibGuides to enhance library electronic resources and services at the University of the Western Cape Library*” was submitted to Turnitin resulting in a similarity index of 1%.



Dr Lizette King

August 2019



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DEDICATION

To God Almighty, you are the King of Glory, you are strong and Mighty. Thank you for your grace. This case study is dedicated to my father Julius Tshetsha and my late Mother Nosebenzile Tshetsha who nurtured, loved and supported me since the day I was born. You have given me the greatest gift of all, education. Thank you Mamncotshe and Mqwathi omkhulu, I love you. I extend this thanks to my siblings, UWC and CPUT colleagues, dearest and closest friends for supporting me with prayers, encouraging words that gave me strength to make this dream a reality. Thank You.



ACKNOWLEDGEMENTS

A special thank you to:

- The University of the Western Cape Library Deputy Director Allison Fullard for giving me the opportunity to teach library staff about LibGuides and to pursue studies on LibGuides
- University of the Western Cape and Cape Peninsula University of Technology for financial support
- My previous supervisor Mrs Sally Witbooi who later became ill and retired
- My supervisor Dr Lizette King, thank you for accepting the added responsibility to supervise my work. I would like to express my special gratitude for your endless support, guidance, mentoring, coaching and making sure this case study gets completed. Thank you so much
- Prof Genevieve Hart for teaching me research methods
- Prof Sandra Zinn for total quality assurance and checking
- University of the Western Cape Library staff for patience and willingness to learn LibGuides technology and Post Graduate Division for organising thesis workshops
- Cape Peninsula University of Technology Statician Dr Corrie Uys
- My two coaches, Clement Mensah and Daniel Adeoluwa Seun Adeniyi
- Dr Ahmed Shaikjee for CHS data and distributing my questionnaires
- CHS students and staff who participated in this case study
- Dr. Tumi for your Gospel music which has been my soul food, God bless you
- My siblings, UWC and CPUT colleagues, dearest and closest friends for supporting me with prayers, encouraging words that gave me strength to make this dream a reality

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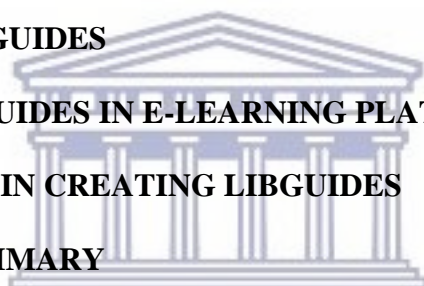
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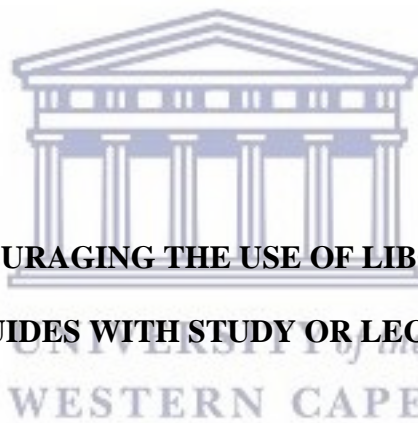
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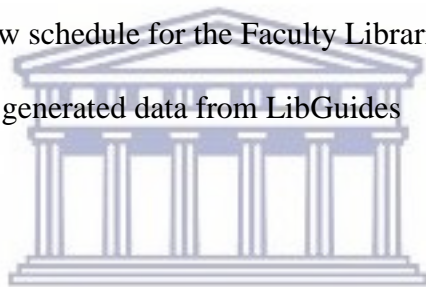
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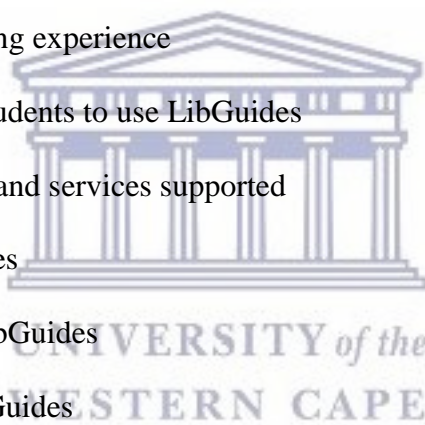
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LIST OF ACRONYMS

CHS	Community and Health Sciences
ROI	Return on Investment
RSS	Really Simple Syndication
URL	Uniform Resource Locator
UWC	University of the Western Cape



CHAPTER 1

INTRODUCTION TO THE STUDY

1.0 Introduction

This chapter provides background motivation for conducting this case study and an overview of the LibGuides studies related to the research. Furthermore, it provides the problem area and research questions.

The use of Web 2.0 technologies contributes to better learning, knowledge sharing, proper use of references by students and academics when conducting literature reviews (Arasteh & Koczkas, 2012:4). Owusu-Ansah et al. (2015) citing O'Reilly (2006) defines Web 2.0 technologies as World Wide Web sites that provide user-generated content, usability, and interoperability. The concept was introduced by Tim O'Reilly and Dale Dougherty at the O'Reilly Media Web 2.0 Conference in the late 2004 (O'Reilly, 2006) and quickly gained spread popularity.

Academic libraries are now employing Web 2.0 applications in teaching, as well as in sharing and enhancing library resources (Mooney, 2012: 2). As part of this movement, libraries have adopted amongst others, the content management LibGuides platform which offers Web 2.0 features like Twitter, Facebook, e-mail alerts, web feeds like Really Simple Syndication (RSS), multimedia, marketing and Google analytics (Mokia & Rolen, 2012: 38).

This study investigated the benefits and value of LibGuides in promoting, marketing and enhancing library resources and services, the instructional value thereof in teaching information literacy skills and tutorials as well as the impact of the system on individual users.

1.1 The Libguides concept

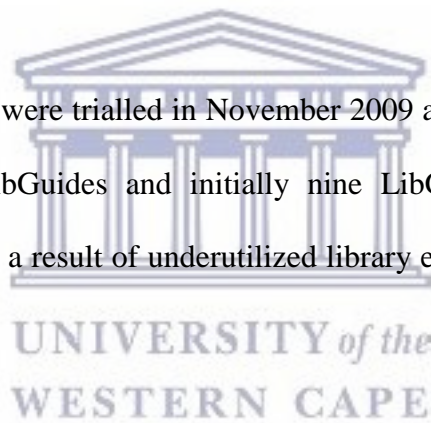
LibGuides, also known as subject guides, are defined as content management tools that allow librarians to organize and present library collections to users in a customizable fashion using Web 2.0 applications (Bushhousen, 2009: 66). Springshare (2016) defines LibGuides as a content management system used by librarians to organize knowledge and share information by creating online guides on any topic, subject or course. Similarly, Sonsteby and DeJonghea (2013: 83) defined LibGuides as a system used to create subject guides. As described by Griffin and Lewis (2011:5), they are the best tools for creating subject guides for general circulating and reference collections or research pathfinders for specific courses. Creating a LibGuide is simple and one does not need any special html coding knowledge. They are created using existing templates or by developing a new template from scratch. LibGuides can be customized to match institution colors and branding (Brandon, Sattler & Tobias, 2011).

Due to the different guides being created using the LibGuides system, the library community uses different terms like guides, research guides, library guides, library pages and subject guides. Gonzalez and Westbrook (2010: 648) indicated that the use of different terms originated when librarians did not attach detailed meaning to the term. To prevent confusion, for the purpose of this study, the term LibGuides will be used.

1.2 Background and motivation

The technology company Springshare developed LibGuides in 2007 for libraries worldwide to create and share knowledge, analyse services, and to connect to users (Springshare, 2016) in order to improve ways in which libraries respond to user information needs. The design and creation of LibGuides were based on the pathfinder concept. Glassman and Sorensen's (2010: 282) state that pathfinders became popular in the 1970s and can be described as paper or electronic documents created by subject specialists guiding a person to information resources on a particular topic. The UWC Library also used pathfinders initially in the form of folded A4 pages and later A5 sized guides displayed in the library for students to use (Cook, 2015).

The UWC Library LibGuides were trialled in November 2009 and launched in 2013. Faculty librarians started creating LibGuides and initially nine LibGuides were published. The LibGuides initiative started as a result of underutilized library e-resources and library budget cuts.



In the CHS Faculty, the departments of Psychology, Social Work, Dietetics and Nutrition and the School of Natural Medicine were the first to be introduced to the LibGuides innovation. Through departmental meetings and library faculty committee meetings where departmental representatives were present, LibGuides were introduced. In these forums faculty librarians introduced LibGuides hoping that representatives would report back in their respective departments. Even though students and staff were introduced to LibGuides, the LibGuides usage statistics were very low.

Even though LibGuides were created to support CHS teaching, learning and research and to enhance faculty information resources, minimum usage was determined.

The LibGuides platform produced by Springshare moved the pathfinder concept into the 21st century. The evolution of LibGuides into an easy to use tool produced many advantages for libraries worldwide. Librarians in the evolving digital world have used LibGuides as cost effective solutions for managing electronic resources in different ways and to connect users directly to relevant and useful library resources (Chiwere, 2014: 29 and Xiao, 2008). From a faculty librarian's point of view, it improved the creation and publishing of content to support faculty research needs and can be used in building partnerships between librarians, faculties and students (Bushhousen, 2009: 66; England & Fu, 2011: 41; Grays, Bosque & Costello, 2008: 432; Griffin & Lewis, 2011: 5 and Mokia & Rolen, 2012: 39).

Many studies revealed that libraries employ LibGuides to offer various services such as online library instruction, curriculum needs, research skills support, support for distance learning, information literacy education and critical thinking skills training (Gonzalez & Westbrook, 2010: 651; Mokia & Rolen, 2012: 42; Mooney, 2012: 3 and Neves & Dooley, 2011: 96).

Embedded in LibGuides is statistical software providing statistics and rankings of all libraries using the LibGuides platform (Springshare, 2019). The libraries that have adopted LibGuides technology are known as the LibGuides community. The LibGuides community in South Africa consists of eighteen university libraries (Springshare, 2019).

Table 1.1 South African LibGuides community (Springshare, 2019)

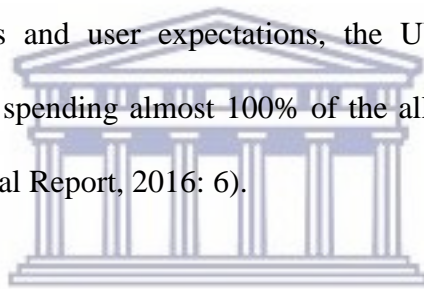
University Libraries	Number of Guides Published
University of the Witwatersrand	293
University of Cape Town	264
University of Pretoria	232
University of Johannesburg	196
University of South Africa (UNISA)	192
University of the Western Cape	158
Cape Peninsula University of Technology	132
University of KwaZulu-Natal	109
Rhodes University	94
University of Fort Hare	73
North-West University	64
University of the Free State	40
Central University of Technology, Free State	35
Monash University South Africa	32
University of Limpopo	30
Sefako Makgatho Health Sciences University	11
University of Mpumalanga	10
Tshwane University of Technology	2
Total	1967

The total number of published LibGuides since 07 August 2019 in South Africa by the aforementioned libraries, is one thousand nine hundred and sixty-seven (1967) (Springshare, 2019). A detailed price analysis by Spomer (2010: 288) indicated that LibGuides are not for free as there is a price attached to the product. According to Spomer (2010: 288) the pricing is based on institutional Full Time Equivalent including the cost of hosting the LibGuides product, usage statistics, customer support, LibGuides community forums, LibGuides tutorials, automatic link checking, and other features. The return on investment in the library context as used by Tenopir (2013: 272) is a quantitative measure expressed as a ratio of the value returned

for each monetary unit invested in the library. The cost of LibGuides must therefore be measured against the cost of library collections and services in order to effectively provide research and educational support.

1.3 Problem statement

The Faculty of Community and Health Sciences (CHS) is a multi-disciplinary team committed to producing a high degree of excellence in education, research and community service. The CHS academic program, with its flexible, semester, part-time design and growing number of distance learning courses, requires library support. In responding to the educational and research needs, global trends and user expectations, the UWC Library shifted towards becoming a hybrid library by spending almost 100% of the allocated budget on e-resources accessible online (UWC Annual Report, 2016: 6).



According to Fry (2014: 2) the value of a product has to be measured based on its usage. In meeting the expectations of current academic library users, using Web 2.0 applications, and in particular LibGuides, will boost the usage of and add value to library resources (Foster et al., 2010: 604; Miller, 2014: 2 and Neves & Dooley, 2011: 95). Even though the study by Griffin and Lewis (2011: 5) focused on special collections, it revealed that using LibGuides to market collections increased the library website usage as well as increased the number of users visiting the guides. Given the cost of LibGuides, it would be useful to see what LibGuides are used for, and how they can be improved. The use of LibGuides differs from library to library, depending on the student population, the focus of the curriculum, students' use of the library and factors affecting the usage (Staley, 2005: 4).

The faculty librarians created LibGuides for courses in each faculty to support teaching, learning and research processes. LibGuides usage statistics reports show minimum usage compared to high annual subscription cost which may be seen as minimum investment for the library. It is therefore suggested that, if UWC librarians increasingly publish LibGuides to support teaching, learning and research through collaboration with the CHS community, the underutilized faculty information resources, the awareness and usage of library electronic resources will be enhanced and students will benefit from the ‘one stop’ guide with the information resources needed to complete individual courses and assignment provided by LibGuides. This study can be used as a base by the UWC library to promote and market LibGuides to faculties as to enhance the use of electronic library resources and services.

1.4 Research purpose and questions

This study aimed to examine the use of LibGuides by students and teaching staff in the departments of Psychology, Social Work, Dietetics and Nutrition as well as School of Natural Medicine in the CHS faculty at UWC to determine the benefits and value of LibGuides in promoting the use and enhancement of library resources and services, the instructional value thereof in teaching information literacy skills and tutorials as well as the impact of the system on individual users.

This exploratory study aimed to answer the following research questions:

- What do CHS students and teaching staff use LibGuides for?
- How satisfied are CHS students and teaching staff with LibGuides?
- What factors, if any, influence the use of LibGuides?

- How can librarians make LibGuides more useful for different departments across the CHS faculty at UWC?

1.5 Theoretical framework

This case study used mixed methods (qualitative and quantitative) to fully explore and answer the research questions from the data collected from the CHS population on the use of LibGuides system using questionnaires, interviews and usage statistics from LibGuides system. The DeLone and McLean Information Systems Success (ISS) Model was deemed a suitable theoretical framework to underpin this study as it gives a detailed and multidimensional framework explaining the success and effectiveness of a system. It also demonstrates the dynamic aspects of the use of a system.

The ISS Model was introduced by DeLone and McLean in 1992 (DeLone & McLean, 2003: 9). There is a long history attached to this model dating back to the 1970's and 1980's. The roots of this model can be traced back to Mason's modification of the Shannon and Weaver model (Mehdikashi, 2013:13). The DeLone and McLean Information Systems Success (ISS) Model will be used in conjunction with the literature review to guide, frame, collect, interpret data and answer the research questions in this case study. DeLone and McLean (1992: 62) measure the success and the effectiveness of an information system based on five dimensions. Table 1.2 reflects the alignment of these dimensions with the research questions.

Table 1.2 Alignment of DeLone and McLean ISS model with research questions

Dimensions of the Theoretical framework	Research questions
System quality	What do CHS students and teaching staff use LibGuides for?
Information quality	How satisfied are CHS students and teaching staff with LibGuides?
Use or user satisfaction	What factors, if any, influence the use of LibGuides?
Individual impact	
Organizational impact	
	How can librarians make LibGuides more useful for different departments across the CHS faculty at UWC?

These features are dynamic and are influenced by preceding factors. Figure 1.1 demonstrates six dimensions of the success of the information system indicating that the system and information within the system's quality will influence the use thereof which in turn will influence the satisfaction a user will derive from using the system and/or the information from the system. The use and user satisfaction will consequently influence whether the system or information will impact on the individual user. The joint impact on individual users will affect the impact the system has on the organization.

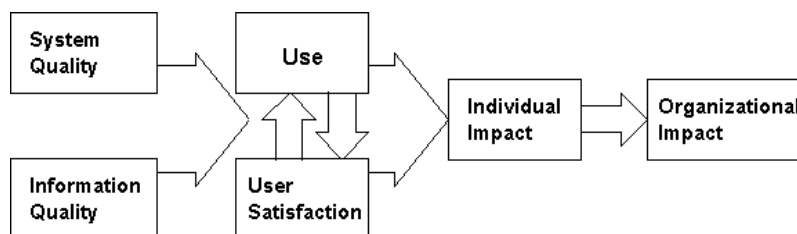
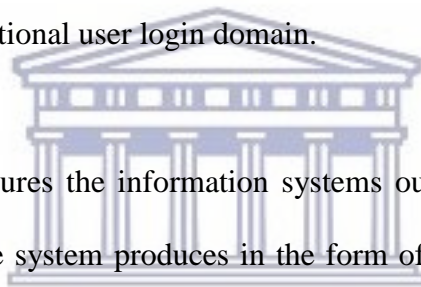


Figure 1.1 Delone and McLean IS Success Model (DeLone & McLean, 1992: 62).

The *system quality* is characterized by the level of data accuracy, reliability, system flexibility, ease of use, completeness and timeliness (DeLone & McLean, 1992: 62). If applied to LibGuides, Bushhousen (2009:68) describes the dynamic qualities of LibGuides based on different types of collections that can be produced using the system. Furthermore, LibGuides contain different secured social applications that allow users to access library resources. Other qualities include LibGuides being created in secured and protected portals and in institutional servers (Maxymuk, 2010: 67). Skelly, Eidelman and Underwood (2013: 191) explained that if the selected software is supported by the university or university library, it is likely to be utilized by users. Furthermore, there is an institutional support with back-up provision and troubleshooting for all library resources. LibGuides can only be created and maintained by authorized authors with institutional user login domain.



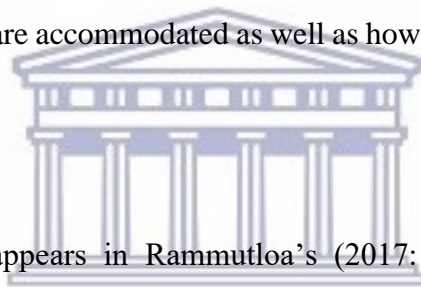
The *information quality* measures the information systems output and this is based on the quality of information that the system produces in the form of reports (DeLone & McLean, 1992: 62). The Google analytics which can be embedded within LibGuides helps to analyse the most accessed categories within the LibGuides (Gonzalez & Westbrook, 2010: 651).

Whether users use and interact with the product determines the degree of the *use* or *user satisfaction* (DeLone & McLean, 1992: 62). Users who interact with the system use the system and may be satisfied. In the case of LibGuides technology use is determined by the number of views per tab or page viewed by users. These tabs or pages contain relevant information resources for the course topics (Hampton, 2009: 86).

The last feature of the model determines whether the information system has impact on individual users and the organization. DeLone and McLean (1992: 62) suggested *individual*

impact to be measured against the effect of the information on the behavior of the recipient (user). In turn, the impact of individual behavior can be based on user performance, usage of the system and user satisfaction. If applied to LibGuides, individual impact can be measured by the actual use of the system by individuals and whether users are satisfied with ease of use as well as the design and contents thereof.

The effectiveness of the information system is also measured against the *organizational performance*. When applied to LibGuides, factors determining organizational performance might be how well academic libraries perform using the system, the instructional value thereof in teaching information literacy skills and tutorials, the support provided in faculty research needs, whether distance users are accommodated as well as how it is used as a promotional and marketing tool.



The success of this model appears in Rammutloa's (2017: 12) study in measuring the effectiveness of the library intranet system for knowledge sharing practice. Findings revealed that Unisa library staff use email and the library website as communication systems. Ojo (2017: 60) validated the success of DeLone and McLean Information System Success Model in the context of hospital information system in the Nigerian teaching hospitals. The study revealed that the system quality influences the use of the hospital information system.

For the purpose of this study, similar research done at Linnaeus University in Sweden (Mehdikashi, 2013) used the DeLone and McLean ISS Model to gain an understanding of the students' perspective on some of the quality aspects of LibGuides.

1.6 Scope and limitations of the study

As delimitation the researcher limited the scope of this study to the use of LibGuides by students, academic staff and the librarians from the departments of Psychology, Social Work, Dietetics and Nutrition as well as School of Natural Medicine in the Community and Health Science (CHS) Faculty at the University of the Western Cape. Limitations experienced were very low response rates even after the researcher was obliged to send questionnaires to respondents more than once.

1.7 Significance of the study

Limited research has been conducted on the use of LibGuides in South Africa and there is no study found on LibGuides at UWC. This research is worth pursuing due to technological advancements and the ways libraries are responding to teaching, learning and research environments. Given the cost of LibGuides, evaluating the usefulness thereof, how they can be improved, their educational value as versatile tools in promoting, marketing, increasing visibility and accessibility of library resources for students, academics and librarians (Bushhousen, 2009: 66-68; Griffin & Lewis, 2011: 5; Staley, 2005: 1-2), LibGuides should provide needed information to enhance the LibGuides platform at UWC, but also at other academic libraries. The use of LibGuides today might, however, has changed significantly since the pilot phase and during the time when the data was collected.

1.8 Ethics statement

The study followed proper ethical procedures as required by the Research Committee of the University of the Western Cape. There were no sensitive and personal questions asked and the participants who wished to withdraw from the study were given the option to withdraw at any given time. The consent forms provided accurate and correct information outlining the nature and objectives of the study as well as expectations from participants in order for them to make informed decisions regarding their participation. The intention not to invade privacy or reveal confidential information was maintained, hence identities of participants were not revealed and the data from participants remained anonymous.

1.9 Chapter outline

Chapter 1 outlines the study and supplies a rationale behind the research.

Chapter 2 discusses and analyse critically literature pertaining to LibGuides features, their instructional value, their use to support faculty research needs, their value as promotional and marketing tools as well as their value as tools for electronic resources management.

Chapter 3 describes the research design and methodology in detail.

Chapter 4 presents the quantitative and qualitative data collected using web-based questionnaires.

Chapter 5 presents the qualitative data collected during interviews.

Chapter 6 analyses and interprets the findings through the lens of existing literature and the theoretical framework.

Chapter 7 concludes the study by answering the research questions, making recommendations and reflecting on the significance of the study. The chapter also points to further research regarding LibGuides.

1.10 Concluding summary

To put the study in context, the chapter explored concepts forming the basis of the study. It also provided the motivation for the study, describe the research problem and analysed the DeLone and McLean ISS Model chosen to theoretical framework. The limitation, delimitations, ethical statement and an outline of the study. The next chapter provides a review of research based studies relevant to this study.



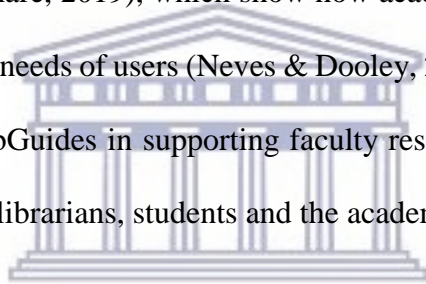
CHAPTER 2

LITERATURE REVIEW

2.0 Introduction

The previous chapter introduced the background, motivation and definition of concepts related to LibGuides. This chapter examines empirical research in the literature relating to themes emanating from various studies on the use of LibGuides.

The fact that libraries worldwide have adopted LibGuides is reflected in the LibGuides community statistics (Springshare, 2019), which show how academic libraries are responding to the curriculum and research needs of users (Neves & Dooley, 2011: 95). The most important part is the effectiveness of LibGuides in supporting faculty research needs and in increasing faculty collaboration between librarians, students and the academics.



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This literature review is grouped according to themes on how academic libraries have used libguides to support faculties, factors that influence the use thereof as well as best practices in creating course specific libguides:

- LibGuides features and content
- The instructional value of LibGuides in teaching information literacy skills and tutorials
- LibGuides in support of faculty research needs and distance users
- LibGuides as promotional and marketing tools
- LibGuides as evaluation tools for the electronic resources management process

2.1 LibGuides features and content

LibGuides features can be described as Web 2.0 applications with unique combinations of blogs, wikis and social networks allowing librarians to design and publish subject guides to market library resources, and increase visibility of subject specific or disciplinary resources (Bushhousen, 2009: 66).

Figure 2.1 is an example of the homepage of the Department of Dietetics, CHS Faculty at UWC demonstrating the features of a LibGuide. The blue tabs or pages give the user the option of linking to the homepage, books, e-journals, databases, referencing style guide, open access (OA) journals, online educational resources (OER), information literacy or the CHS faculty. The books tab or page allows users to access print and e-books. The e-journal, databases, OA journals and OER will link users to scholarly journal articles. The information literacy tab contains online tutorial and videos instructing users on different aspects of information literacy. The CHS faculty page will link the user to all faculty LibGuides and information resources. The homepage contains previous question papers, a direct link to the library search box to search for all library material. The LibGuides title appears on top to allow users to browse and search from the alphabetical list of LibGuides. A Google Scholar search box is also embedded to allow students to search for additional scholarly articles. Other search boxes include Google Books and Google Web.

As multimedia and images can also be embedded (Maxymuk, 2010: 67), a photo and contact details of a faculty librarian appear on the homepage allowing users to interact with him for research support, guidance and training.

An example of a LibGuide

The screenshot shows a LibGuide for Dietetics. At the top left is the UWC Library logo. A red box highlights the 'Libguides' text in the header. Below the logo, a navigation bar includes 'Library', 'LibGuides', 'Dietetics', and 'Home'. A red box highlights 'Dietetics : Home'. The main content area has a navigation menu with 'Home', 'Books and eBooks', 'Journals', 'Databases', 'Referencing Style Guide', and 'Information Literacy'. Below this is a sub-menu with 'Dietetics Accredited Open Access Journals', 'Open Educational Resources (OER)', and 'Community and Health Science'. The central content area features a Google search box, a photo of fresh vegetables, a profile for Gerald Louw with an 'Email Me' button, and contact information: '+27(0)21 9569471' and social media links. On the right, a list of LibGuides is shown: 'Community and Health Sciences', 'Dietetics', 'Psychology', 'School of Natural Medicine', 'Social Work', and 'Social Work Research Support'.

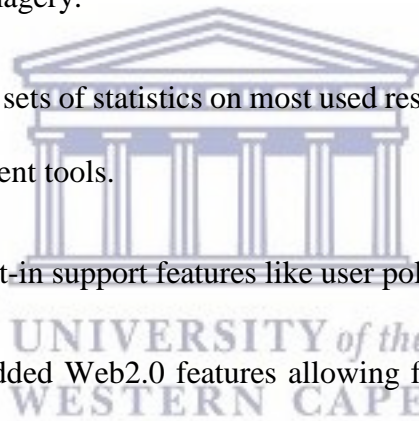
Figure 2.1 Example of a CHS LibGuide

The study by Bushhousen (2009: 66) conducted at the University of Florida in Health Science Center Library concluded that due to the versatility of LibGuides, librarians created many LibGuides for different subjects like nursing, public health, consumer health, pharmacy and dentistry within health sciences. Librarians also created sets of orientation LibGuides to assist the faculty members to become familiar with library resources.

The reasons for libraries adopting the LibGuides innovation as indicated by Bushhousen (2009: 68-69) as well as Mokia and Rolen (2012: 38) are based on following features:

- LibGuides are easy to use and require no special HTML coding knowledge.

- Existing LibGuides templates can be used.
- New templates can be created for individual subjects, courses or faculty guides.
- LibGuides are easily customizable and can be manipulated to match institution or faculty colors.
- LibGuides have features to make guides appealing. An example is that book cover images can be added to make the lists more user friendly and to ensure that users find books easily in the library.
- Multimedia can be added to LibGuides thus allowing embedded web based and recorded videos and imagery.
- LibGuides provide full sets of statistics on most used resources and thus can be utilized as collection management tools.
- LibGuides contain built-in support features like user polls, surveys and comments.
- LibGuides have embedded Web2.0 features allowing for amongst others RSS feeds, podcast widgets (chats), wikis, blogs, twitter and emails.



Chiware (2014: 29) and Xiao (2008) both emphasized LibGuides as tools with characteristics including accurate data, reliability, system flexibility, completeness and timeliness connecting users directly to relevant and useful library resources. Bushhousen (2009: 68) describes the dynamic qualities of LibGuides based on a wide range and different types of collections that can be produced thus providing a way of working smarter when doing research. From a librarian point of view, Miner and Alexander (2010: 40) as well as Verbit and Kline (2011: 24) emphasized ease of use allowing librarians to quickly create pages and to access information.

Miner and Alexander (2010: 40) as well as Bangani and Tshetsha (2018: 3) confirmed the use of LibGuides as a solution to referencing guidance and the ethical use of information - a big challenge for students.

2.2 Instructional value of LibGuides

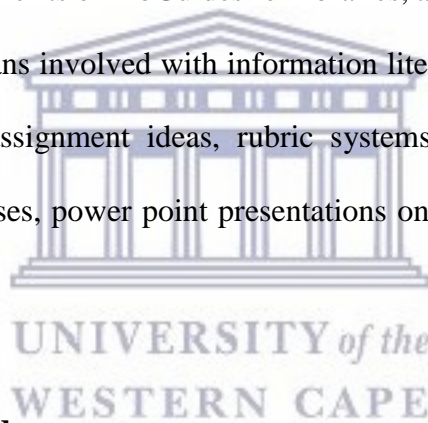
LibGuides can be used as tools for teaching information literacy skills by creating dynamic subject pages and can accommodate many Web 2.0 applications (Kolah & Fosmire, 2010: 2; Skelly, Eidelman & Underwood, 2013: 196-197). As proof thereof, LibGuides at Santa Clara University library in California were used during information literacy sessions and resulted in higher awareness of the guides (Strutin, 2008: 8).

In the United Kingdom LibGuides were used to improve the level of information literacy and subject knowledge skills of Liverpool University students (Mooney, 2012: 3). The University of Liverpool Library trialled LibGuides during 2010 and adopted the system later that year. Initially the library did not have a specific design template and conducted a study to explore the impact of design interfaces in order to improve the levels of students' information literacy and subject knowledge of the library resources. The goal was to create user-friendly LibGuides allowing students to engage with them and to promote information literacy skills. The study used a survey method and questionnaires. Mooney (2012: 3) concluded that students' involvement in the creation of LibGuides, is an important factor in them using the guides. The following recommendations were made by Mooney (2012: 3):

- LibGuides templates must be created based on the input from students.
- If students are engaged in the process of designing LibGuides, a specific user friendly template can be created.

- A user friendly template should contain different aspects and contents of information literacy.

The study conducted in 2011 by Mokia and Rolen (2012: 42) in the United States of America reveals best practices amongst many academic libraries and explores the use of LibGuides to help students master information literacy, critical thinking and research skills. The study used surveys and quantitative approaches to determine the usage level of information literacy LibGuides. After using Springshare to perform key word searches on information literacy, thirty-seven (37) information literacy LibGuides were retrieved. After studying the guides, the study revealed the potential benefits of LibGuides for libraries, academics and students. It was also found that faculty librarians involved with information literacy projects, used LibGuides amongst others to provide assignment ideas, rubric systems, articles on how to embed information literacy into courses, power point presentations on how to avoid plagiarism and online credit-bearing courses.

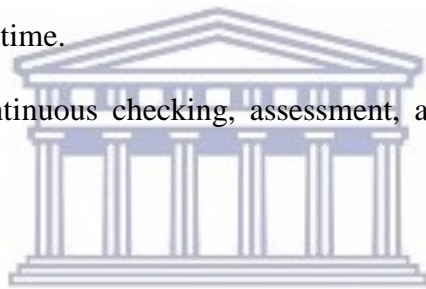


2.3 Support value of LibGuides

According to Dobbs, Sittler and Cook (2013: 215), Gonzalez and Westbrook (2010: 651) as well as Smulewitz, Celano, Andrade and Leshar (2013: 217), the increase in the number of distance education programs offered in higher education can pose challenges to librarians in supporting the information needs of these distance students. A research study on the value of LibGuides in supporting distance students was conducted by Gonzalez and Westbrook (2010: 642-651) at the New Mexico State University Library in Las Cruces, USA. Due to technological advancements and increased numbers of students, the form of information service delivery had to change. A LibGuides project was identified as one way to implement

new Web2.0 technology to respond and reach out to New Mexico State University students, to address the issue of outdated and not user-friendly paper guides and to address student information needs. The built-in survey form and Google Analytics of the LibGuides platform were used to analyse statistics to determine the impact of the subject guides. The research study findings of Gonzalez and Westbrook (2010: 651) show the following:

- After subject and reference desk guides were published there were fewer queries at the physical reference desk librarian.
- Librarians responded to all user research queries using subject guides.
- Unlike before, users were able to access information using online subject guides anywhere at any given time.
- LibGuides require continuous checking, assessment, analysis and regular feedback from users.



The study concluded that creating and publishing subject guides using the LibGuides platform enabled librarians to deliver information to both full time and distance students in a well-organized and reliable format, to respond quickly to all user research queries and to ensure that students are able to access subject guides anywhere at any given time.

To accommodate undergraduate medical students from the Faculty of Medicine at Dalhousie University in Canada, not visiting the library, librarians adopted a specific LibGuides design to respond to curriculum needs (Neves & Dooley, 2011: 96). The pages contained resources within units to respond to the different curriculum needs for different years. For example, first year pages contained resources on the human body; metabolism and function; pathology, immunology, microbiology; and pharmacology. To the second year pages, resources on skin,

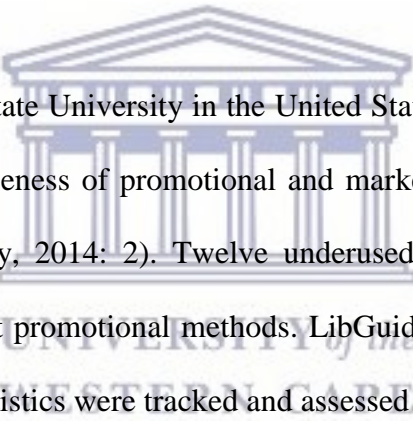
glands, blood; respiratory, cardiovascular; gastroenterology, genitourinary and musculoskeletal were added (Neves & Dooley, 2011: 96). Quantitative data through monitoring the usage statistics using LibGuides administrative platform as collected. The study concluded that

- High web page views across all units indicating relevant, useful resources supporting the curriculum.
- LibGuides contained library electronic (e.g. eBooks, databases like PubMed, Cochrane and Embase) as well as evidence-based resources (e.g. BMJ's clinical evidence and ACP pier).
- Some pages were more popular (e.g. human body) and received high hits.
- Key selected readings were made available in the guide.
- Instant messaging widget added to the LibGuides were used by students to interact with librarians.
- A feedback box embedded was used by students to rate the guide and to suggest changes.
- The library classroom sessions were converted into five online modules allowing students to view and access these modules online.
- The Web 2.0 technologies converted classroom sessions into virtual spaces (Neves & Dooley, 2011: 96).

2.4 LibGuides as promotional and marketing tools

Marketing the LibGuides can be done through campus-wide emails as well as through faculty collaborative efforts (Little et al., 2010:440). Griffin and Lewis's (2011: 5) study explored the

value of utilizing LibGuides for special and digital collections repositories at the University of South Florida. These unique collections, which tend to be kept separate from other collections for reasons of, for example, preservation, should be promoted to enhance knowledge sharing and access to the information contained in the collections. The library website was used to promote special collections' guides as well as to advertise events like lectures, seminars, symposia and workshops associated with these special collections. The application programming interface which measures the impact of various services within LibGuides and the embedded online survey forms to analyse statistics was implemented. Statistics revealed that the marketing further increased the library website's usage and that more users visited the special collections guides than before.



Databases at Bowling Green State University in the United States were underutilized and the librarians explored the effectiveness of promotional and marketing tools to promote library databases and e-resources (Fry, 2014: 2). Twelve underused databases were selected for promotion by thirteen different promotional methods. LibGuides were amongst the selected promotion tools. The usage statistics were tracked and assessed to measure the impact of each marketing strategy. The study concludes that all databases promoted received high usage levels (Fry, 2014: 7).

2.5 Value of LibGuides to manage e-resources

Managing e-resources like aggregated databases, e-book and e-journal collections as well as individual subscriptions, is increasingly becoming important and requires a critical evaluation system. Because of the costs involved, librarians need to annually review the e-resources collection and select, cancel and retain collections. The rationale underpinning the reviewing is that the cost of library collections and services should bring value in research and education

(Smulewitz et al., 2013: 220) or as named by Bausman, Ward and Pell (2014: 120), the library value in the research process - including the use of the e-journal collections – to motivate grant funding. Librarians should examine the value of a product by looking at its economic value such as cost per usage, goal values, increase database usage, visits and paths and subscription traffic (Dobbs et al., 2013: 192). The favourite marketing tool used by libraries is usage statistics (Fry, 2014: 2 and Neves & Dooley, 2011: 94). This correlates with Adebonojo's (2010: 398) study which predicted that because of increased databases as part of library collections, users may find it difficult to use these resources and often choose to search Google to find information for academic tasks.

Dobbs, Sittler and Cook (2013: 208) as well as Smulewitz et al. (2013: 220) pointed out the economic value of LibGuides providing basic statistics as the embedded software can track the number of times a link in a database has been followed and/or can measure the LibGuides activities. LibGuides also provide statistics of links that are mostly used within a guide. They can also be used to market the less utilized expensive e-resources.

England and Fu (2011: 31) at the University of Maryland University College Library, USA explored effective ways to manage the evaluation process of library e-resources in order to save time and to assist library staff to make informed and analytical decisions. The study used a quantitative approach to evaluate an Evaluation Central LibGuide containing seven pages or tabs with useful links to vendor sites so that e-resources statistics can be automatically collected using Google Analytics embedded within the LibGuides platform. LibGuides statistical and analytical reports instead of printed Excel spreadsheet on the e-resources usage were generated during e-resources evaluation meetings. The study concluded that the LibGuide was visited 245 times in six week indicating an effective and time saving process.

2.6 Use of LibGuides

Smulewitz et al. (2013: 220) explained that libraries should execute return on investments therefore the cost of LibGuides platforms should be measured against the educational value thereof. In terms of the usage of LibGuides, Gonzalez and Westbrook (2010: 648) as well as Chiware (2014: 31) found a connection between library instruction and high usage of LibGuides. Staley (2005: 28) agreed with them indicating that usage trends are unique to each discipline based on whether users have received library instruction on LibGuides. Alverson et al. (2015: 125) explain that without library instruction, users might get confused.

LibGuides usage is also influenced by factors such as knowledge about them (Gessner, Chandler & Wilcox, 2015: 503; Miner & Alexander, 2010: 46 and Ojo, 2017: 65), direct marketing, seeing them on student e-learning spaces, allowing users to browse and practise using them (Gessner et al., 2015: 497) as well as course-based designs (Adebonojo, 2010: 409; Bushhousen, 2009: 68; Gonzalez & Westbrook, 2010: 648, 653; Kerico & Hudson, 2008: 40; Little, 2010: 61; Ouellette, 2011: 436, 438-439; Thorngate & Hoden, 2017: 846).

2.7 Evaluating LibGuides

According to Fry (2014: 2), the value of a product has to be measured based on the usage thereof. LibGuides can measure the usage of specific resources in an online environment. This corresponds with opinions by Corral, Kennan and Afzal (2013: 638) that librarians need to respond to emerging trends to support and evaluate research.

A study conducted by Reeb and Gibbons (2004: 123) found that students at various institutions in New York and Australia did not find subject guides (LibGuides) used to promote library and course material as useful as librarians thought they would. In assessing contextual and course specific LibGuides, the Reeb and Gibbons (2004: 123) study used surveys, observations, usage statistics and usability tests where test questions were based on LibGuides contents and students were expected to find answers there. Results revealed low hits in terms of usage indicating that students were not familiar with these guides and did not utilize them. The students also confused LibGuides with the library website and could not differentiate between them.

Grays, Bosque and Costello (2008: 432) suggested one method of assessment was to ask focus groups to comment on their LibGuides experiences. Gonzalez and Westbrook (2010: 640) had similar views suggesting using focus groups, continuous monitoring, observation and evaluation as effective tools to assess LibGuides. Their study recommended the evaluation criteria of consistency, scope, readability, URL's and usability. They designed questions which students had to answer using the available LibGuides. When students were asked to find specific resources like books and articles, they preferred using Google and other search engines instead of LibGuides or the library website.

2.8 Embedding LibGuides in e-learning platforms

A study conducted at the Meriam Library, California State University, Chico, USA assessed the value of placing course-level research guides generated through the LibGuides platform onto the e-learning management system. According to Bowen (2012: 449), the e-learning platform was designed to allow an instructor or teaching staff to send announcements to all

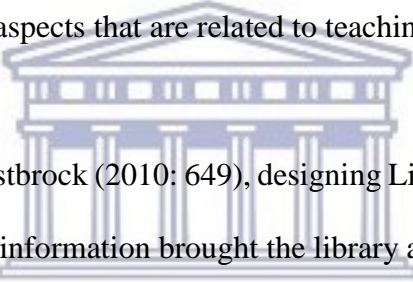
registered students, to deliver course materials, to allow students to interact with each other through discussion boards, to submit assessment tasks and to receive grades electronically. In the same year Shapiro (2012: 10) as well as Mokia and Rolen (2012: 44) documented the value of embedding LibGuides into e-learning platforms to save time and to help librarians to reach out to a wider audience.

Although academic libraries have been exposed to linking library resources to e-learning platforms, little is known on how best to make this connection. Bowen (2012: 450) looked at effective ways of connecting library resources with the e-learning environment. A library assignment at California State University, Chico, part of the Communication 131 module, consisted of six sequential sections containing instructions on constructing a search with Boolean logic, searching academic databases and the library catalogue and compiling a bibliography of the sources discovered. Fifty-seven students responded to a survey on their perceptions of this method of accessing library resources. The study concluded that point of access to library resources organised into LibGuides for courses withing e-learning platforms, which is always visible to a student, is a good idea.

Putting LibGuides containing course specific resources in spaces where students are completing module assignments or research projects can benefit students in accomplishing the tasks thus improving student success. Increasing access and usage of library e-resources through the e-learning platforms can add value to university investments. Many librarians, amongst them Gonzalez and Westbrook (2010: 640) and Strutin (2008: 5), also recommend designing LibGuides containing research resources geared towards a course-specific level rather than discipline-based level.

2.9 Collaboration in creating LibGuides

Both Mokia and Rolen (2012: 44) and Massis (2011: 275) emphasized the value of collaboration between librarians, students and faculty members in creating LibGuides for maximum benefits derived thereof. This corresponds with Hintz, Farrar, Eshghi, Sobol, Naslund, Lee, Stephens, and McCauley (2010: 42) who measured the usage and usefulness of LibGuides by getting feedback from the students. In a study by Gonzalez and Westbrook (2010: 649), the faculty established a partnership with the library after noticing the impact of LibGuides on their students and consequently requested more course guides. Along the same lines, Little et al. (2010: 432) suggested interdisciplinary collaboration of faculty and library staff in order to improve some aspects that are related to teaching and learning.



According to Gonzalez and Westbrook (2010: 649), designing LibGuides that contain valuable, relevant and current sources of information brought the library and faculty together to such an extent that teaching staff and students were heavily involved in helping librarians to design course specific guides. Another form of successful collaboration was recorded by Scull (2014: 319) where a teaching staff instructed students to create LibGuides according to a literature review assignment resulting in students becoming more familiar with library resources. The study by Daly (2010: 209) concluded that collaboration will result in students being able to complete assignments using LibGuides resources.

Bowen (2012: 461) emphasized collaboration to enhance return on investment as students become aware and use library resources listed on LibGuides when completing research projects. This corresponds with Hintz et al. (2010: 42) who measured the usage and usefulness of LibGuides by getting feedback from the students.

2.10 Concluding summary

The literature review reflected that academic libraries are using LibGuides differently in order to support teaching, learning and research. LibGuides were adopted to address reference desk research queries, to support distance students, to support information literacy education, to convert physical library classroom instructions to virtual classes, to enhance course specific learning, to market library resources and special collections and to managing electronic resources in the collection evaluation process. LibGuides should be created in collaboration with students and faculty members and should be embedded in e-learning platforms. The next chapter will address the research design and methodology in detail.



CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

Chapter two examined the professional literature according to themes that emanated from various studies on the use of LibGuides. This chapter outlines the methodology, data collection instruments design, population, sampling methods, data capturing, coding and analysis used in this study.

3.1 Research site

The case study was conducted at the University of the Western Cape in the CHS faculty. The CHS faculty is a multi-disciplinary team committed to produce a high degree of excellence in education, research and community service. The CHS academic programme, with its flexible, semester, part-time design and growing number of distance learning courses, requires library support. In responding to the educational and research needs and user expectations, the UWC Library shifted towards becoming a hybrid library by spending almost 100% of the annual budget on e-resources (UWC Annual Report, 2016: 6).

3.2 Research design and methodology

This study adopted a constructivist research approach as it investigated how users experience the real world (Creswell et al., 2011). The connection between the methodology and the adopted theory is that, the adopted theory DeLone and McLean Information Systems Success (ISS) demonstrates the dynamic aspects of the use of a system system based on five dimensions

such as system quality, information quality, use or user satisfaction, individual impact and organizational impact (DeLone & McLean, 1992: 62). The study also adopted a descriptive research design and in particular a case study method in exploring and answering the research questions. Dooley (2002: 335) explained that case study research designs are widely used across disciplines as it brings more understanding of complex issues and can add and strengthen what is already known through previous research. Case studies provide exploratory and explanatory strategies which can cover a university innovation (Yin, 2014: 7).

This case study used a mixed method (both qualitative and quantitative methods) approach to investigate the use of LibGuides amongst students, academic staff and librarians in the CHS faculty at UWC. Kloda (2016:174) suggested qualitative and quantitative methods in order to get multiple viewpoints for better accuracy. Qualitative methods work with people and in this case it was the views of the LibGuides users about utilizing the system. A quantitative method works with numbers (how many). In the case of LibGuides it was the viewing patterns by LibGuides users per guide, which is system generated data. Although the questionnaires produced some qualitative data, the case study used a sequential explanatory design as mostly quantitative data was collected first using questionnaires and system statistics followed by the collection of qualitative data using interviews. To achieve triangulation, three different sources of data (online questionnaire, interviews and system generated data) were collected and analysed. The aim, as Wilson (2016: 66) explained, is to collect detailed, rich and complete data contributing to confirm the results of the research.

3.3 Data collection tools

The best tools for collecting qualitative data, as Creswell (2014: 219) explained, are interviews, observations, documents and records. Kloda (2016:174) suggest on formulating accurate and answerable questions for efficient retrieval. This study used three different web based questionnaires designed using Google forms collected through an online survey link sent to the CHS students, teaching staff and librarians via email.

Quantitative data was obtained from some questions in the questionnaire to students and lecturers as well as from the statistical analysis of LibGuides usage as produced by Google Analytics. The LibGuides platform contains built in survey forms and Google Analytics which measure the web page visits (Skelly et al., 2013: 197 and Smulewitz et al., 2013: 220). Interviews as well as some closed and open-ended questions in the online questionnaires to students and lecturers collected qualitative data.

Table 3.1 reflects how the researcher ensured that data gathered from data collection tools provided relevant and sufficient data to answer the research questions.

Table 3.1 Research questions and data collection tools

Research questions	Data collection tools
Are students and academic staff of CHS faculty aware of LibGuides and use them?	<ul style="list-style-type: none"> - Online questionnaires - Interviews - LibGuides survey – contain Google analytics that provide statistics on the usage patterns per month per LibGuide
What factors, if any, influence the use of LibGuides among students and staff?	<ul style="list-style-type: none"> - Online questionnaires - Interviews
How satisfied are students and teaching staff about LibGuides?	<ul style="list-style-type: none"> - Online questionnaires - Interviews
How can librarians make LibGuides more useful for different departments across the CHS faculty at UWC?	<ul style="list-style-type: none"> - Online questionnaires - Interviews

3.3.1 Questionnaires

Questions were drafted on Microsoft word then copied and pasted into a Google form template. Separate questionnaires were created for students, teaching staff and the faculty librarian. Questions for students and teaching staff were divided into LibGuides users (those who have used LibGuides) and non LibGuides users (those who have not used LibGuides). Each questionnaire contained the title of the case study, assurance of anonymity, the purpose of the

survey, duration as well as a link so that participants could open the LibGuides to answer questions based on what they saw. The contact details for the researcher and the supervisor including ethics clearance number, were included in the information sheet. Participants were also informed that by completing the questionnaires, they were giving consent that data may be used for the study.

The first part in all three questionnaires sought answers on demographics (department, course, level of study, and gender). The second parts were based on how students and teaching staff went about looking and finding information for research projects or assignments.

3.3.1.1 Questionnaire for students

The student questionnaire contained 23 multiple choice and open ended questions. Students were asked if they have used LibGuides and if so what they used them for, where and how did they access LibGuides, frequency, ease of access and use, select types of information resources found in LibGuides. An open ended question asked whether LibGuides contain all information resources they needed. Participants were asked to suggest how LibGuides can be improved. Those who never used LibGuides were questioned on how and where they usually found information for research projects or assignments. See Appendix D for details.

3.3.1.2 Questionnaire for teaching staff

The teaching staff questionnaire contained 29 multiple-choice as well as open ended questions. Teaching staff were asked to indicate courses, levels they taught, whether they used LibGuides and whether they encouraged students to use LibGuides. If they made use of LibGuides, what did they use them for and how did they find out about them. The non LibGuides users were

asked how they go about finding information. Other questions were based on specific research tools and services recommended for students during the teaching process. The final question was whether teaching staff had integrated LibGuides links in the e-learning platform. See Appendix E for details.

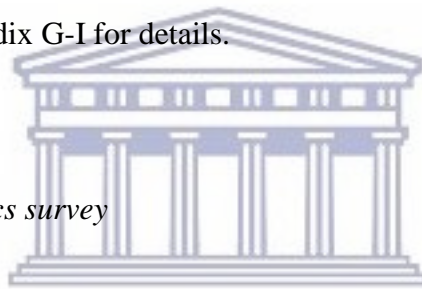
3.2.1.3 Questionnaire for faculty librarian

The faculty librarian questionnaire contained 25 multiple choice and open ended questions. The faculty librarian was asked to indicate for which subjects or departments she or he was responsible for as well as the total number of LibGuides created or designed in supporting teaching, learning and research in the four departments. Other questions included resources used by the faculty librarian during library instruction, if LibGuides were used during library instruction as well as lists of library instructions offered. There was also a question on whether the faculty librarian integrated LibGuides with the student e-learning spaces. Other questions asked were to determine the level of awareness as well as feedback about the usefulness of LibGuides. See Appendix F for details.

3.3.2 Interviews

Due to the low response rate from the online questionnaires, it was decided to conduct interviews with students, teaching staff and the faculty librarian, who did not partake in the online questionnaire, for additional and more in-depht information. Permission to conduct interviews was gained via the registrar's office who sent emails to all students and teaching staff.

The researcher visited the four identified departments and requested class time tables from the secretaries for each level of study - including post graduate students. The researcher targeted students who often came early and/or remained behind after the lecture in the lecture rooms. Interviews for students took place in classrooms and were conducted one hour before or after the lecture. Interviews with Social Work and Psychology students were held in the library in the afternoon as it was more quiet and convenient. The interviews were scheduled for at least fifteen minutes per non LibGuides users and 40 or more minutes for LibGuides users. Students were asked four main questions. Depending on answers, various probing questions were asked. Teaching staff were asked six main questions and depending on their answers, a few more probing questions. The faculty librarian was asked eleven main questions with additional probing questions. See Appendix G-I for details.



3.3.3 LibGuides usage statistics survey

Embedded in the LibGuides platform is survey forms and Google Analytics to generate and provide usage statistics in the form of page or tab views. The LibGuides built-in statistics measure the impact of the LibGuides by reflecting and analysing the most viewed or visited pages or categories (Gonzalez & Westbrook, 2010: 651). See Appendix J for details.

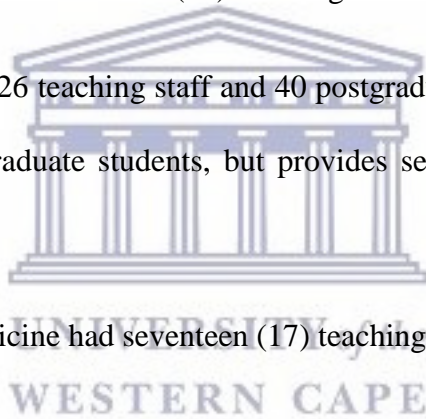
3.4 Population

Kumar (2005: 165) defined population as electors to question in order to find answers to your research question. For this case study it was decided to use the departments of Psychology, Social Work, Dietetics and Nutrition and the School of Natural Medicine in the CHS Faculty who received training on LibGuides as the population. Other departments in the CHS Faculty

and in other UWC faculties were not aware of LibGuides yet and would therefore not have been able to respond to questions on the use thereof.

On 26 April 2016 data from the registrar's office indicated that the departments of Psychology, Social Work, Dietetics and Nutrition and the School of Natural Medicine in the CHS Faculty had 755 registered students, 90 teaching staff members and one faculty librarian responsible for these four departments. The breakdown per departments was as follows:

- Social Work had 33 teaching staff and 441 students
- Dietetics and Nutrition had fourteen (14) teaching staff and 124 students
- Psychology employed 26 teaching staff and 40 postgraduate students. The department does not have undergraduate students, but provides service Psychology modules to 1800 students.
- School of Natural Medicine had seventeen (17) teaching staff and 150 students

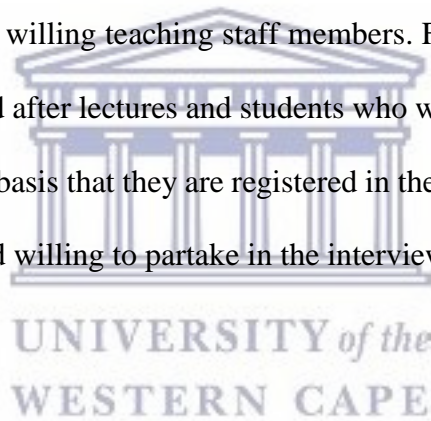


3.5 Sampling method

The study aimed at having a representative sample across the four departments in the CHS Faculty amongst undergraduate and post-graduate students, teaching staff and librarians. Initially probability sampling to select participants was considered. As part of probability sampling technique, the study used random stratified sampling technique by selecting people from each stratum (Skott & Ward, 2017:21). A stratified sampling technique is where by the researcher randomly selects from each group according to level of study (Skott & Ward,

2017:21). An example is selecting from first year to doctoral level per department within the faculty.

After the researcher was informed that the distribution of the questionnaires needs to be done by the UWC Information Communication Service (ICS) office, it was decided to rather mail the questionnaire to all CHS students and teaching staff and use the first couple of questions to verify the departments, programs and year levels. Thus total population sampling was executed. For the interviews, the random selection method was used for both students and staff. Initially invitations to partake in an interview were emailed to teaching staff. When they did not respond, the identified departments who were introduced to LibGuides were visited and appointments were made with willing teaching staff members. For student interviews, lecture venues were visited before and after lectures and students who were present were interviewed. Students were selected on the basis that they are registered in the CHS faculty, enrolled within four surveyed departments and willing to partake in the interviews.



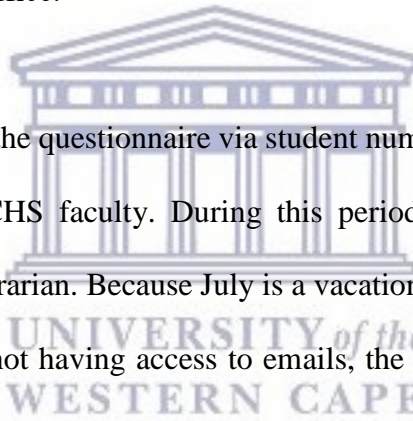
3.6 Reliability and validity of data gathering instruments

Cresswell (2014:247) referred to reliability as to whether the scores to data gathering instruments are internally consistent, while validity involves procedures of checking members, triangulating data and ensuring accuracy of the data. To test the reliability, a pre-test of the questionnaires was done. The questionnaire was mailed to eight students and one teaching staff member alerting them to the fact that this was a pilot study. From responses received, the researcher concluded that respondents understood and interpreted the questions correctly and that they were able to answer all the questions. The answers also provided the expected data enabling the researcher to answer the research questions.

3.7 Administering data collection tools

3.7.1 Questionnaires

After obtaining ethical clearance from the UWC Research Ethics Committee Officer, a request for a student mailing list for the four departments as well as for distributing the questionnaire was sent to the UWC Information Communication Service (ICS) office as this was standard protocol to protect the data of students and employers. After permission was gained, the two links to the online questionnaires for students and teaching staff were then submitted for distribution to the registrar's office.



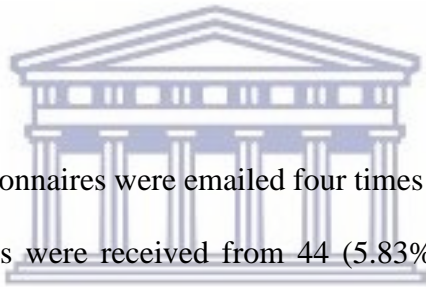
In July 2016 the registrar sent the questionnaire via student number emails to 755 students and to 90 teaching staff in the CHS faculty. During this period the researcher also sent the questionnaire to the faculty librarian. Because July is a vacation period with students and staff not on campus and therefore not having access to emails, the response rates for both groups were very low. By August 2016 four responses from teaching staff, 31 responses from students and no response from the faculty librarian were received. This demanded that questionnaires be sent out for a second time.

The registrar's office distributed the questionnaire the second time to students and teaching staff during August 2016. When no responses were received, the online questionnaire was sent for a third and fourth time in an attempt to improve the response rate.

3.7.2 Interviews

Because of the low response rate from the online questionnaires, the researcher contacted the students, teaching staff and the faculty librarian seeking permission to interview them. Having agreed the researcher introduced herself, the research topic and purpose of the interview. A brief description and explanation of the study on an information sheet was provided. Consent in terms of documenting and recording the interview was gained from all participants. Anonymity was explained and clarified to all participants. A total of 22 students and nine staff members were interviewed during August and September 2017.

3.8 Response rate



Although the web based questionnaires were emailed four times to respondents, by September 2016 completed questionnaires were received from 44 (5.83%) students and ten (11.11%) teaching staff. The faculty librarian did not complete the online questionnaire. Reasons for the low response rate were attributed to teaching staff being too busy with teaching responsibilities or that too many surveys were running during that period. Another contributing factor was the *fees must fall* movement. South African students protested from late 2015 and continued throughout 2016 against high tertiary tuition fees amongst others at UWC (Langa, 2017: 6; Luescher et al., 2017: 236). Due to safety risks students were not on campus resulting in them not having access to the internet to participate in the online questionnaire. The low response rate demanded verifying data using the interviews and system generated statistics. Because of the low response rate, no generalisations based on the results, could be made.

3.9 Capturing of data

For the different data gathering tools, different capturing methods were used.

3.9.1 Online questionnaires

The Google forms containing the online questionnaire and capturing the responses in excel format was transferred to and analysed on Stata. Stata is a data analysis, management, graphics and statistical software that provides complete and integrated statistics package for all types of data (StataCorp LLC, 2018).

3.9.2 Interviews

The researcher recorded the interviews using mobile devices but also documented in writing each participant's response on an interview sheet containing all the questions. After each interview the researcher transcribed the recorded responses onto a blank interview sheet and combined it with the draft handwritten interview sheet.

Audio recorded data was exported into Shareit, an application for sharing, transferring files and folders between platforms (Shareit, 2016). The transferring of data was from mobile devices to a laptop for ease of access as well as secured and unlimited storage. Written data from the interview schedule sheets was transcribed and loaded on the Atlas Ti version 7 system, a data analysis system for coding transcribed data and formulation of themes from coded data (Atlas.Ti, 2018). All the signed copies of consent forms from respondents were kept manually.

3.9.3 System generated usage statistics

LibGuides usage statistics for the four departments selected for the study was requested from the UWC Library. The LibGuides administrator sent LibGuides views in excel format containing usage statistics per year as well as per tabs or pages viewed within each department. Included was the overall usage statistics by each department since LibGuides were launched in the year 2013 to 2017.

3.10 Data analysis

The data from the online questionnaires was captured and analysed using computer-assisted quantitative data analysis software Stata. Depending on the type of question asked and the type of data received in response to the question, tables and graphs were generated to presented data in visual format. The interview transcribed data was analysed using Atlas Ti 7, a useful tool allowing researchers to code open and closed ended questions. According to Creswell (2014: 163), a statistical computer program is recommended in order to draw conclusions from the research questions. The quantitative data on LibGuides usage captured on excel spreadsheets was analysed using tables and figures.

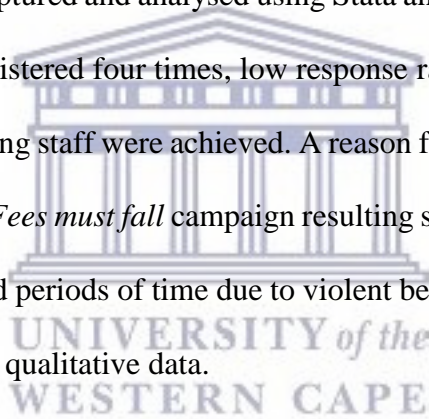
3.11 Data presentation

In and Lee (2017) suggested text, tabular and graphical forms as the best tools to present statistical data. The researcher therefore presented quantitative data in visual formats in the form of tables and graphs as well as in textual format. Qualitative data from online questionnaires and from interviews were presented in tabular and textual format. Visual

formats were used as it displayed data in a user friendly manner. Discussions and explanation of findings were presented in the form of written text.

3.12 Concluding summary

This study adopted a descriptive research design and in particular a case study method using a mixed method, in particular the sequential explanatory type of mixed methods, employing web based questionnaires, interviews and system generated statistics to gather both qualitative and quantitative data to achieve triangulation. The case study with different data sets were used to determine factors influencing the use of LibGuides and to understand the complex issue of LibGuides usage. Data was captured and analysed using Stata and Atlas Ti software. Although the questionnaires were administered four times, low response rates of respectively 5.83% for students and 11.11% for teaching staff were achieved. A reason for the low response rate might be because of the nation wide *Fees must fall* campaign resulting students and academics having to leave campuses for extended periods of time due to violent behaviour of protestors, Chapter 4 presents the quantitative and qualitative data.

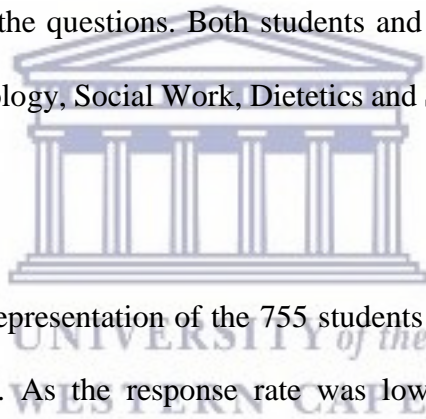


CHAPTER 4

QUANTITATIVE AND QUALITATIVE DATA PRESENTATION

4.0 Introduction

Chapter three outlined the methodology, data gathering tools, population, sampling method and methods of data capturing and analysis. This chapter presents data received from the student and teaching staff online questionnaires and LibGuides system survey. The data presented was retrieved from 44 (5.90%) students and ten (10) (11.10%) teaching staff. It should be noted that the faculty librarian did not participate in the online questionnaire and not all 44 students completed all the questions. Both students and teaching staff members were from the department of Psychology, Social Work, Dietetics and School of Natural Medicine in the CHS Faculty.



As the 44 students are not a representation of the 755 students enrolled in the year 2016, no generalizations will be made. As the response rate was low and with some participants confusing LibGuides with study or lecture guides, this chapter presents results as such. The presentation in the chapter will follow the questionnaire questions and focuses especially on the use and usefulness of LibGuides.

4.1 Parts of the web based questions

The first part of both student and teaching staff questionnaires was used to gather demographic data. The subsequent parts and questions related to how the participants found information and how they used LibGuides.

4.2 Student online questionnaire

4.2.1 Demographics

The student online questionnaire data was collected from students in the four departments within the CHS faculty. The reason for collecting demographic data was to create a profile of CHS students at the time of the study.

4.2.1.1 CHS departments

In order to determine the departments that participated in this case study, students were asked to indicate their designated departments. Responses are captured in Figure 4.1

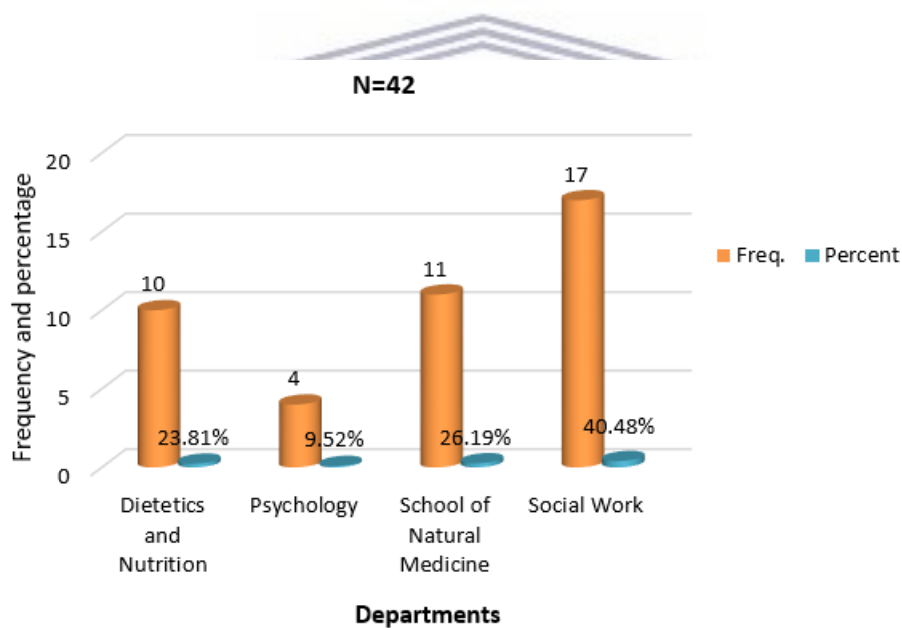


Figure 4.1 Departments

Of the 42 students who completed the online questionnaire, most students (40.48%) were from the Department of Social work, 26.19% from the School of Natural Medicine, 25.81% from the Department of Dietetics and Nutrition and 9.52% from the Department of Psychology.

4.2.1.2 Programs registered for

Participants were asked to indicate the programs they are registered for to ensure that participants are from the specified programs within selected departments in the CHS faculty. Options provided were diploma, degree, honors, masters and doctoral degree.

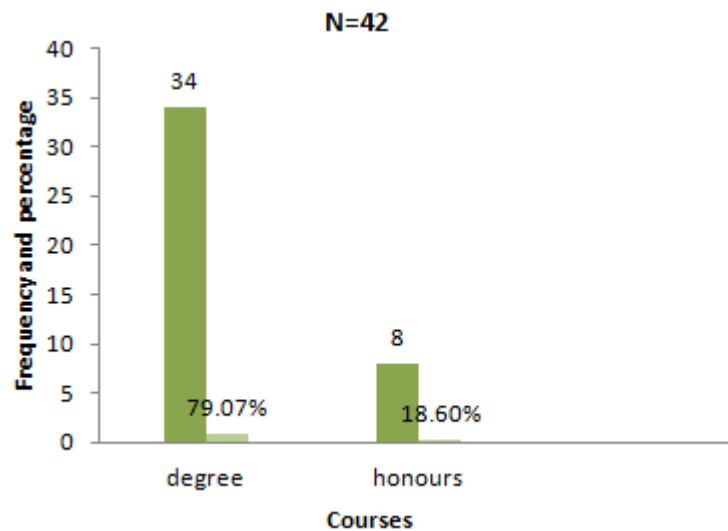


Figure 4.2 Programs

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Figure 4.2 reflects that of the 42 students who answered the question, the most students (79.1%) were registered for undergraduate degrees. The rest were registered for Honors degrees (18.6%). Two participants did not answer the question.

4.2.1.3 Year level of study

To determine whether all year levels of study were represented, students were asked to indicate their year of degree studies.

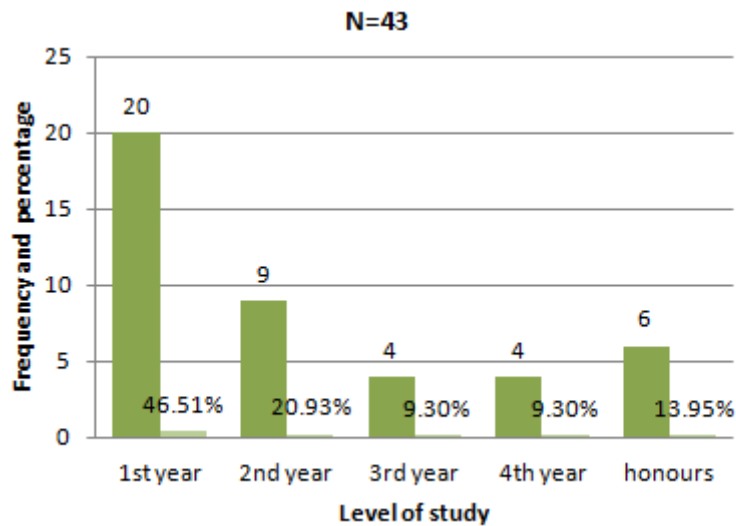
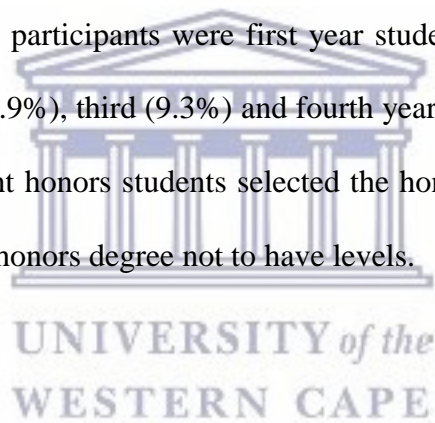


Figure 4.3 Level of study

The majority (46.51%) of the participants were first year students followed by second year students (20.93%), honors (13.9%), third (9.3%) and fourth year (9.3%) students. It should be noted that only six of the eight honors students selected the honors option. This could mean that two students regarded an honors degree not to have levels.



4.2.1.4 Gender

The subsequent question requested students to indicate their gender in order to determine if the respondents represented the gender ratio of students in the four departments of the CHS Faculty. Responses are captured in Figure 4.4.

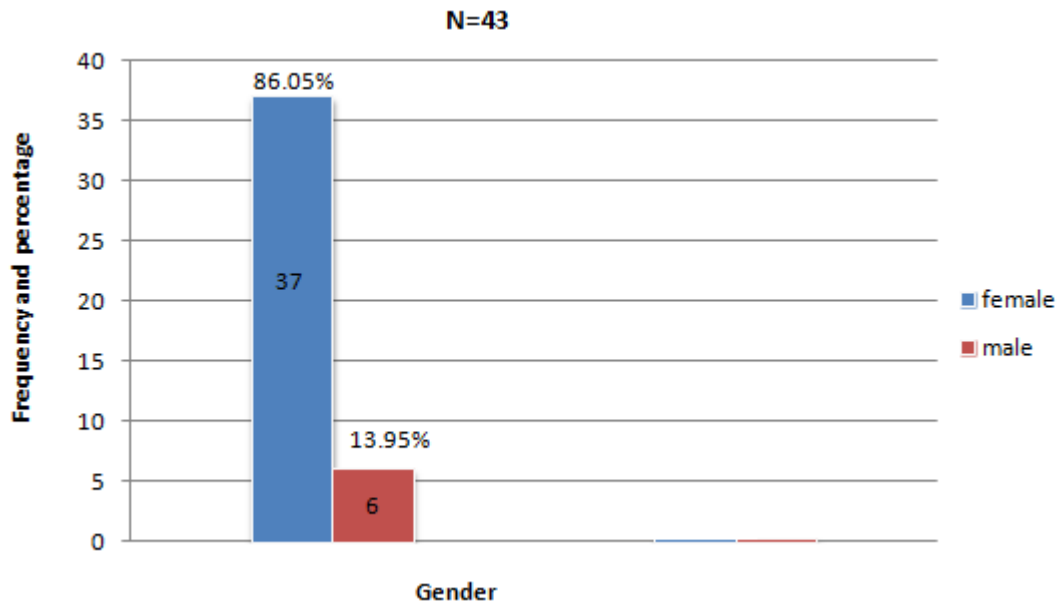


Figure 4.4 Gender

From Figure 4.4 it is clear that the majority (86.05%) of respondents were female students. The gender ratio for the study respondents was therefore about 1:6. As can be seen from Table 4.1, during the time of the study (2016), the majority of students enrolled at the four departments of the CHS Faculty were also female (79.2%). The gender ratio was however 1:3.8 thus not corresponding with the gender ratio of the study.

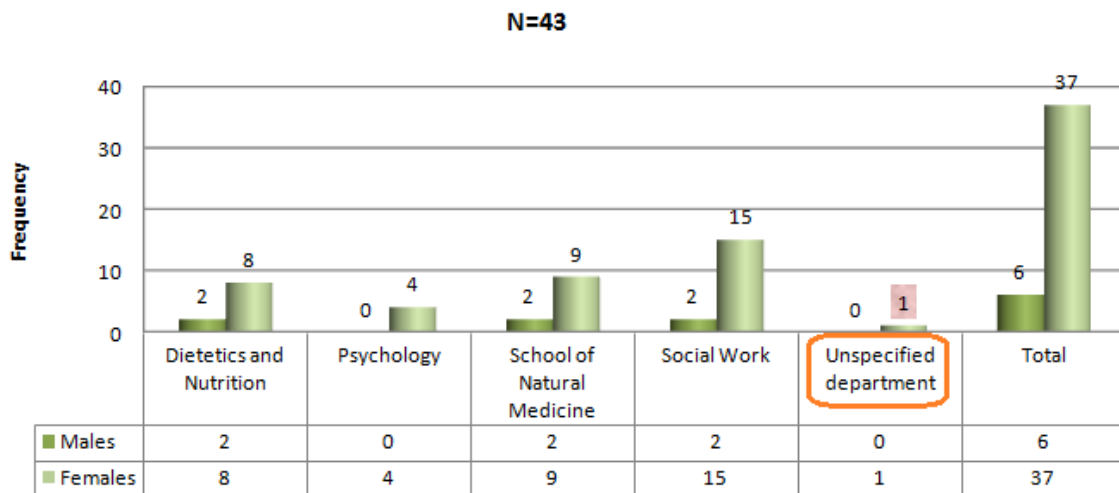
Table 4.1 Student enrolment and gender in 2016

Student enrolment	Males	Females	Total
School of Natural Medicine	53 7.0%	97 12.9%	150 19.9%
Dietetics and Nutrition	17 2.3%	107 14.2%	124 16.4%
Social Work	83 11.0%	358 47.4%	441 58.4%
Psychology (Honors only, no generic undergraduate program)	4 0.5%	36 4.8%	40 5.3%
TOTAL	157 20.8%	598 79.2%	755 100%

In comparing gender per department, as can be seen from Figure 4.5 there were female participants across all four departments in Dietetics and Nutrition (8), Psychology (4), School of Natural Medicine (9), and Social Work (15), while one female did not specify her department. No male participants were from the Psychology department, while the departments of Dietetics, School of Natural medicine and Social work were represented by two male students each resulting in a total of only six (13.95%) male participants.

In terms of the ratio of the population in the CHS faculty it means for every male student there are 3.8 female students. Female dominance was also found in the student enrollment data from Higher Education Management Information System database revealing more than half (58.1%) of enrollments in public Higher Education Institutions in 2016 being women (DHET, 2018: 12). A study by Van der Merwe et al. (2016: 79) on eight medical schools in South Africa revealed of the 9 293 students enrolled in these schools in 2014, the majority were females (62.2%). This study's findings also correspond with those of a comparative study on male

versus female dominant fields of study by Van Broekhuizen and Spaul (2017: 24). Male dominance was found in Engineering, Computer Sciences, Architectural Sciences, Mathematical Sciences and Agricultural Sciences, while female dominant fields of study were Consumer Sciences, Psychology, Social Sciences, Communication, Education, Health Sciences, Linguistics, Arts, Public Management, Natural Sciences, Law and Business Sciences.



Participants by gender per department

Figure 4.5 Participants by gender per department



4.2.2 LibGuides awareness

This part of the online questionnaire critically looked at the participants' level of awareness of LibGuides.

Participants were asked to indicate whether they were aware of LibGuides by answering yes or no. Responses are reflected in Figure 4.6.

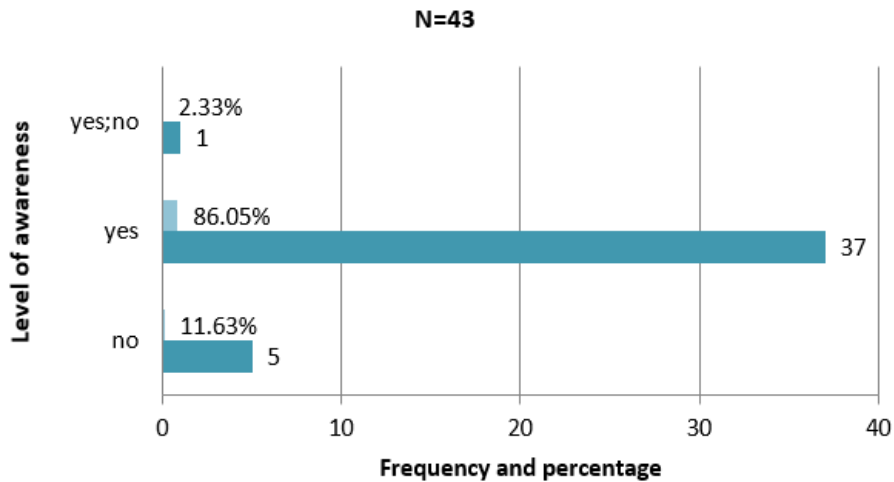


Figure 4.6 Awareness

A high percentage (86.1%) of students indicated awareness of LibGuides. Interestingly, one student selected both “yes” and “no”. Probably, this student was not sure whether he/she was aware or not. Five (11.63%) students acknowledged their lack of awareness about LibGuides. In response to the subsequent question asking them to provide reasons for not being aware of LibGuides, the following different reasons were provided:

- *Did not take the time to find out,*
- *I am not completely sure as to why I am*
- *I was not informed thereof*
- *Dunno [I don't know] what it is*
- *Never heard about it*

Responses showed that three students did not know what LibGuides is about, two students seemed to have never heard about it and one was not too sure about what exactly a LibGuide

was. One student acknowledged that she/he has never taken time to find out more about LibGuides while another one was surprised that she/he was not aware of it. The mere fact that the students were not even confusing it with lecture or study guides means they do not know about it and had not looked at LibGuides before. In the introduction of the online questionnaire, the researcher added a link directing participants to the list of CHS LibGuides. The above responses seemed to be based on what students saw when they opened the LibGuides link.

4.2.3 Discovering LibGuides

A question was asked to determine from whom they had discovered LibGuides. The options librarian, teaching staff and classmates were provided. Responses are recorded in Table 4.2:

Table 4.2 Discovering LibGuides by students

N=43	Freq.	Percent
Classmate	8	18.6%
Teaching staff	13	30.2%
Teaching staff; classmate	2	4.7%
Faculty librarian	12	27.9%
Faculty librarian; teaching staff	1	2.3%
Faculty librarian; teaching staff; classmate	1	2.3%
Other	6	14.0%
TOTAL	43	100%

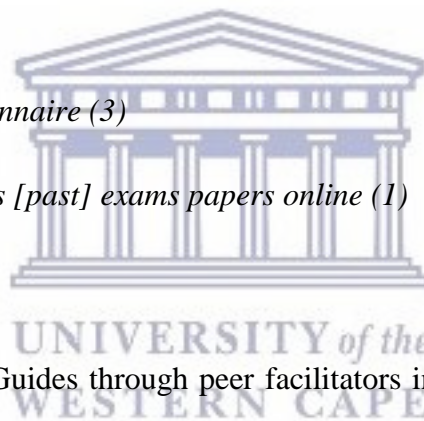
Responses received on how LibGuides were discovered were that most students learned about it through teaching staff (30.2%), the faculty librarian (27.9%) or through classmates (21.05%). This corresponds with what the librarian mentioned during the interview that s/he started

raising awareness late in the 2016 academic year. Eight (18.6%) students learned about LibGuides from fellow classmates. Interesting was that four students had chosen two options, namely teaching staff and classmate (2), faculty librarian and peer facilitator (1) as well as faculty librarian and teaching staff (1). One student indicated learning about LibGuides via the faculty librarian, teaching staff as well as classmates.

4.2.4 Discovering LibGuides through other means

In an open ended question on other means of discovering LibGuides, six students responded and provided the following different responses:

- *Peer facilitator (2)*
- *Via this survey/questionnaire (3)*
- *Was searching for pass [past] exams papers online (1)*



Two students discovered LibGuides through peer facilitators indicating the peer facilitators' knowledge about LibGuides. Leaf Group (2018) defined a peer facilitator as a student leader who is mature enough to recognize, intervene and share life experience to help others relate in solving their problems. At UWC peer facilitators orientate first year students about the courses and support services within the university. Three students discovered LibGuides through the online questionnaire for this current case study. One was searching for previous examination papers and came across LibGuides because the faculty librarian added question papers in one of the LibGuides.

Another student acknowledged that the faculty librarian covered too many items during orientation resulting in him/her not remembering everything:

“...he mentioned a lot of LibGuides so much that I failed to grasp everything especially Credo”

Perhaps after orientation the librarian should organize one on one session on all aspects covered during library orientation.

4.2.5 LibGuides usage

What determines usage of a system, according to DeLone and McLean (1992: 62), is whether users interact with the product or not and the ultimate measure will be the use or user satisfaction. Participants were asked to indicate whether they have used LibGuides by answering either yes or no.

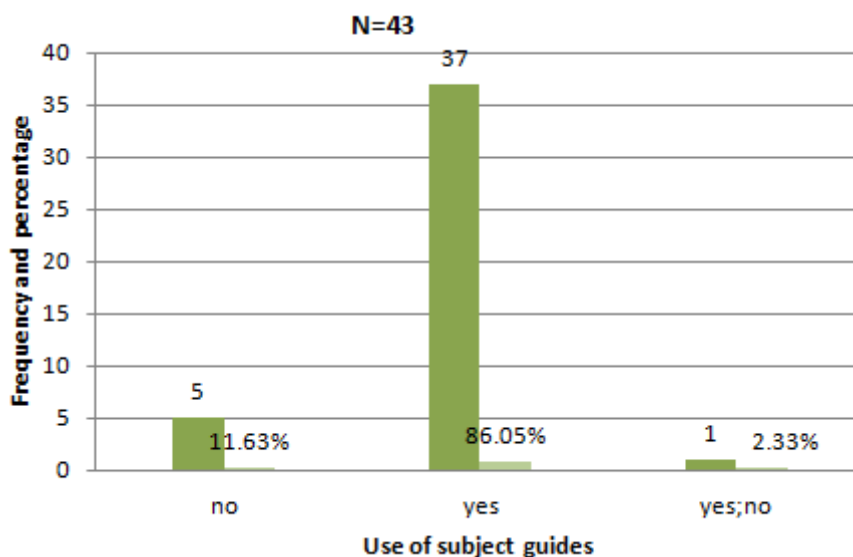
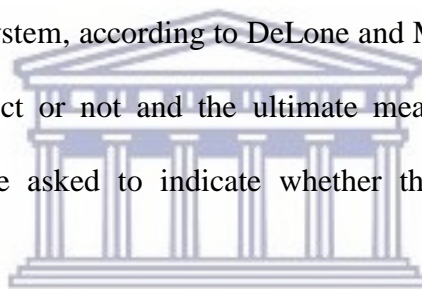


Figure 4.7 Usage of LibGuides

Thirty-seven (86.05%) students acknowledged to using LibGuides. Five had not used any LibGuides, while one student answered both yes and no meaning perhaps that he/she had been

introduced to it, but didn't know how to use it. The subsequent question asked the four students who did not use LibGuides to supply reasons for non-usage.

4.2.6 Reasons for non-usage

Students who indicated not using LibGuides were asked to supply reasons for not doing so. Four responses were received and recorded in Table 4.3. Responses show that one student didn't know about LibGuides and one didn't know how to use it effectively in studies and in preparing for tests and examinations but was willing to explore them. One student did not take time to find out about LibGuides. One student preferred to know everything but it was not the case with LibGuides; probably this is an indication that the student was not exposed enough to LibGuides.

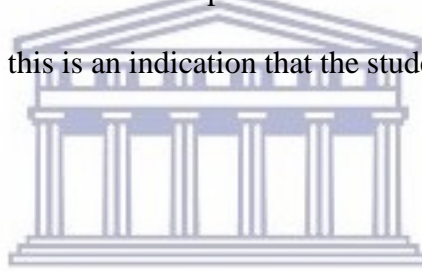


Table 4.3 Reasons for non- use of LibGuides by students (N=4)

<i>Don't know about them</i>
<i>I prefer knowing everything, it gives me a sense of security that I won't mess up if there are questions on topics that aren't in the guide.</i>
<i>I was not aware thereof</i>
<i>I don't know how to really use it effectively to aid in my study and preparation for test and exams, but will investigate further if it mite [might] be of any use to me</i>

4.2.7 Reasons for LibGuides usage

In response to the question what students used LibGuides for, varied responses were provided. Responses provided proved that students confused LibGuides with study and/or lecture guides like a manual study or lecture guides produced as word documents by teaching staff and posted on an e-learning platform. Twenty-five responses from participants captured in Table 4.4 were not reflecting any of the information resources appearing on LibGuides, but were related to assignments, course aims, test preparations and other information. Their responses are included to illustrate the confusion between LibGuides and other guides. Table 4.5 reflects responses related to LibGuides.

Table 4.4 Use of study or lecture guides

Theme	Use of study or lecture guides	Freq.
Assignment	<i>As a study guide and as a benchmark</i> <i>Assignments</i> <i>For my assignments</i> <i>To complete assignments and tasks</i> <i>Assignments, test preparation and general reading</i>	5
Course outline and content	<i>For my learning and gaining knowledge for my career</i> <i>Keep track of subjects outlines</i> <i>To familiarize myself as to what the subject entails</i> <i>Chemistry, EED and Life Science</i> <i>Finding literature on Chinese Medicine</i> <i>To give a better understanding around the subjects i [I] do</i> <i>To get more insight or depth understanding regarding a particular module and what is required of me</i> <i>To make sure that I study what is important and to have an idea of what i[I] am studying</i> <i>To guide me on what is going to happen to the subject in the long run</i>	

	<i>for further explanation on subjects if i [I]don't understand something completely</i> <i>To find out what a course is about</i> <i>What is expected of you as a student and to inform you about what tasks are coming up</i> <i>For the lesson of the day</i>	13
Test preparations	<i>They are used as guidelines when preparing for tests</i> <i>To get the information about the subject, the assessments</i> <i>Assignments, test preparation and general reading</i> <i>Study</i>	4
Not applicable	<i>Have not used it yet</i> <i>Make allocation</i> <i>Not applicable</i>	3
	TOTAL	25

From the responses listed in Table 4.4 it is evident that many respondents confused LibGuides with other guides. Responses related more to a study or lecture guide than LibGuides. Information regarding assignments, course aims and content, test preparations, assessments and lessons did not appear in any LibGuides. Three responses were found to be not applicable. Responses reflected that students were not familiar with LibGuides.

Table 4.5 Use of LibGuides

Theme	Responses	Freq
Research	<i>Access to e-journals for research assignments</i> <i>For research</i> <i>Research (2)</i> <i>Referencing, doing research reading journals</i> <i>Research purposes</i>	6
Resources	<i>Resources for assignments</i> <i>Searching for information especially for referencing my assignments</i>	4

	<i>To locate where the possible relevant sources can be assessed and used</i> <i>I use the LibGuides to find resources for tasks and assignments by locating books and articles in the library etc.</i>	
	TOTAL	10

The ten responses reflected in Table 4.5 show that students mainly used it for research like accessing e-journals for research assignments, referencing and reading journals and for finding and locating relevant resources for assignments.

4.2.8 Frequency of use

Students were asked how often they used LibGuides to determine whether students have been using the system on a regular basis by interacting and frequenting the system to find information.

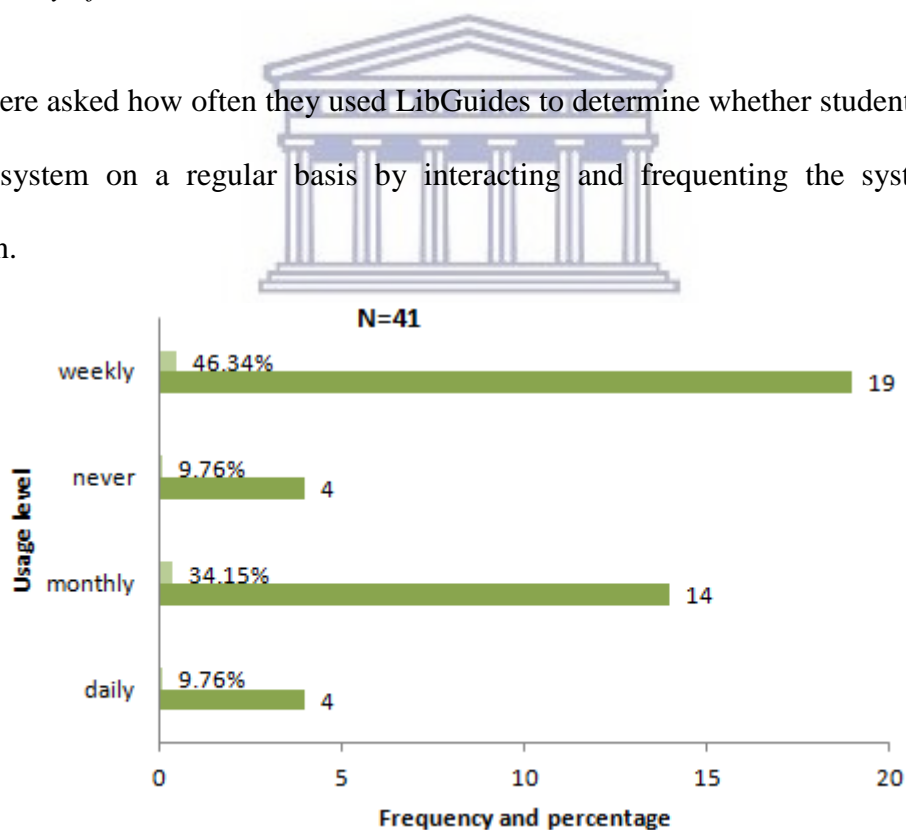


Figure 4.8 Frequency of usage

Figure 4.8 shows that students had been frequenting the system on a weekly (46.34%), monthly (34.15%) and daily (9.76%) basis. Four students (9.76%) had never used LibGuides. Two

students did not respond. It should be noted here that because students confused LibGuides with other guides, this frequency of usage might not be a true reflection of actual LibGuides use.

4.2.9 Ease of use

Those using LibGuides were asked to indicate whether it was easy to use it by choosing one of the options (very difficult, difficult, neutral, easy or very easy) provided. The 41 responses received were captured in Figure 4.8. More than half of the students (53.66%) were neutral about ease of use – perhaps because they were unsure or inexperienced in using LibGuides. Some students found it easy (21.95%) or very easy (12.2%) to use. On the other hand, 2.4% found it very difficult or difficult (4.88%) to use. Three students did not answer this question whilst two students were indecisive by selecting more than one option. One student chose very easy and easy while the other selected easy and neutral.

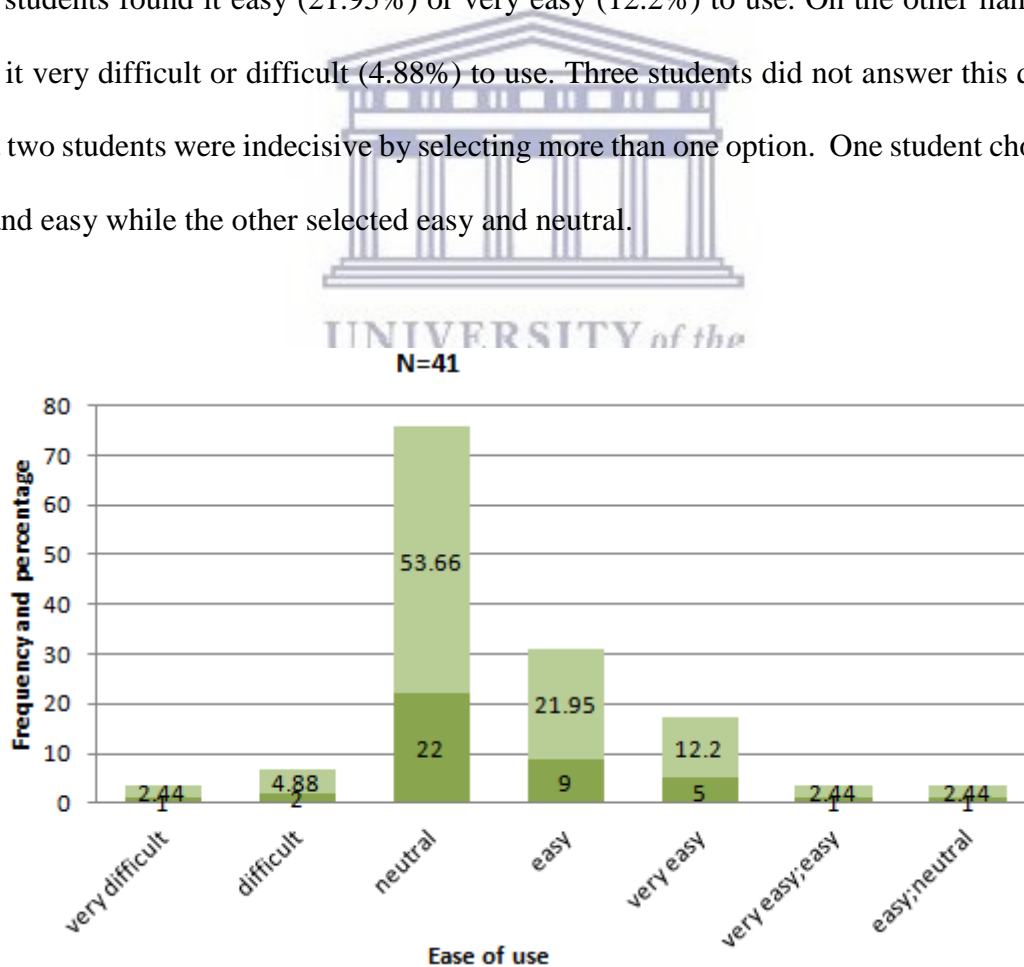


Figure 4.9 Ease of use

4.2.10 Usefulness of LibGuides

Students were asked to rate the usefulness of information found in a LibGuide by choosing one of the options (very good, good, average or poor) provided. The 34 responses received were captured in Figure 4.10.

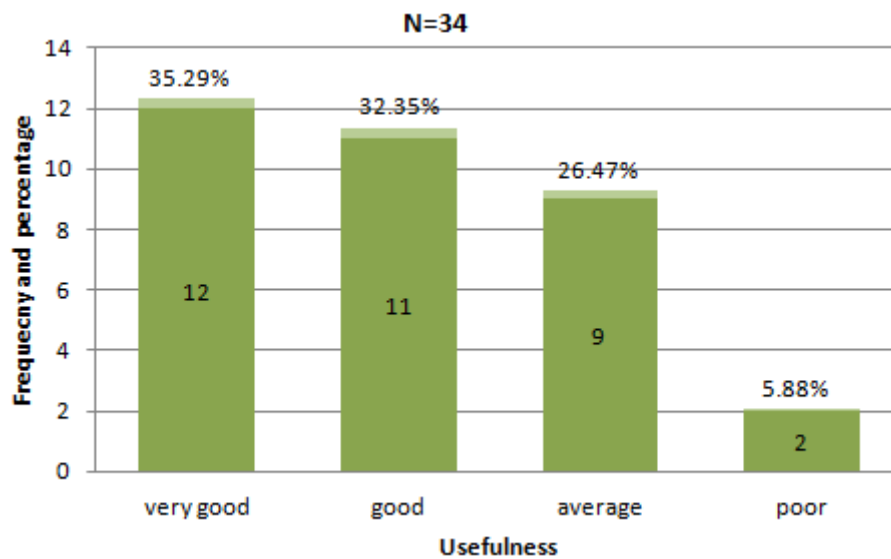


Figure 4.10 Usefulness of LibGuides

Figure 4.10 reflects that 35.29% found LibGuides very good, (32.35%) found it good, 26.47% found it average while 5.88% said it was poor. The majority of students (67.64%) rated the usefulness of LibGuides positively. Ten participants did not answer this question probably they did not know about LibGuides and therefore found it difficult to measure usefulness of something unknown to them. Again, if we compare Figure 4.9 and 4.10, the responses cannot be trusted: how can 21 respondents find guides very useful when 22 were undecided about the ease of use?

4.2.11 Accessing LibGuides

Students who indicated that they had used LibGuides were asked to indicate how they went about accessing the guides. This question was asked in order to validate whether they knew LibGuides or not. They were allowed to select more than one option from Google, the UWC e-learning platform Ikamva, and the library website.

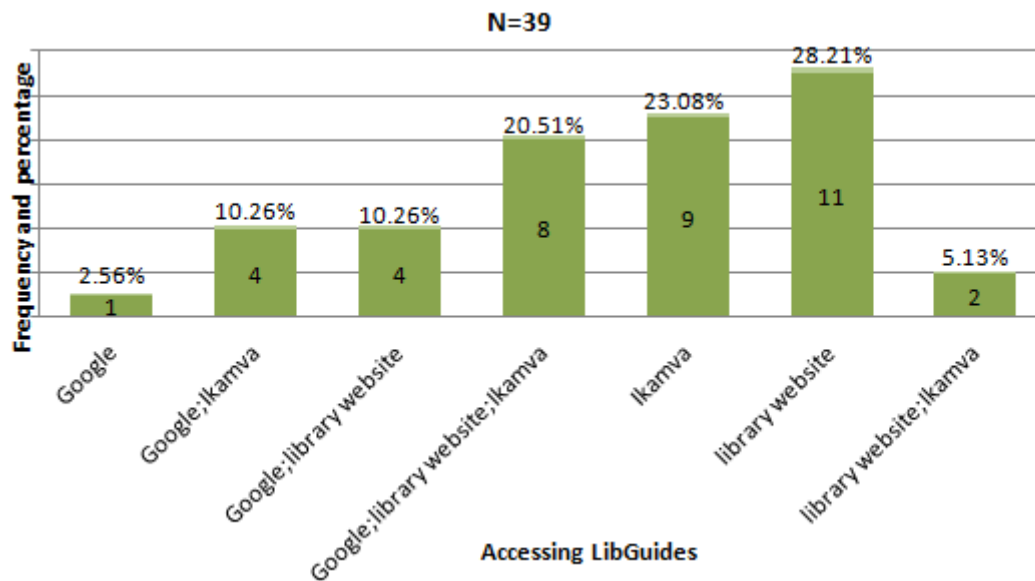


Figure 4.11 Access to LibGuides

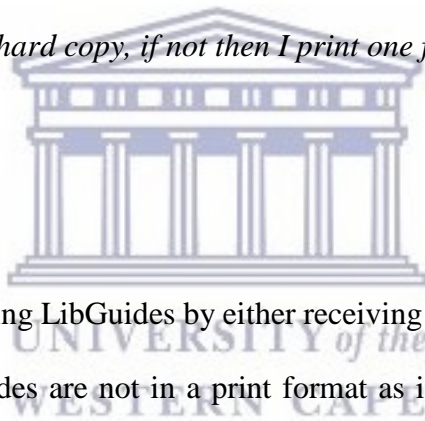
Figure 4.11 shows that students had accessed LibGuides through the UWC library website (28.21%), Ikamva e-learning platform (23.08%), Google, UWC library website and Ikamva (20.51), Google and Ikamva (10.26%), Google and UWC library website (10.26%), UWC library website and Ikamva (5.13%) and Google (2.56%). The LibGuides were accessible via the library website, under alphabetical quick links menu as “LibGuides” which appeared on the library homepage. LibGuides can also be accessed by searching Google. Even though students indicated to have accessed LibGuides through the Ikamva e-learning platform, it did not correspond with interview responses from teaching staff and the faculty librarian. In the interviews both the teaching staff and the faculty librarian made it clear that LibGuides were not added to courses on the Ikamva e-learning platform. The faculty librarian was also not

given permission to add LibGuides links within courses on the Ikamva e-learning platform. This confirms that students were confusing LibGuides with study or course guides produced by teaching staff.

4.2.12 Other means of accessing LibGuides

The subsequent question requested students to indicate other means of accessing LibGuides. The three responses received were:

- *I printed out my LibGuides*
- *We are mostly given a hard copy, if not then I print one for myself*
- *N/A*



Two students indicated accessing LibGuides by either receiving a hard copy from the teaching staff or by printing it. LibGuides are not in a print format as it is online and has many tabs and/or links to pages with content in each tab. It can therefore be deduced that the two students were also confusing LibGuides with study guides.

4.2.13 LibGuides coverage

Students were asked to indicate whether LibGuides covered all the information resources for their courses.

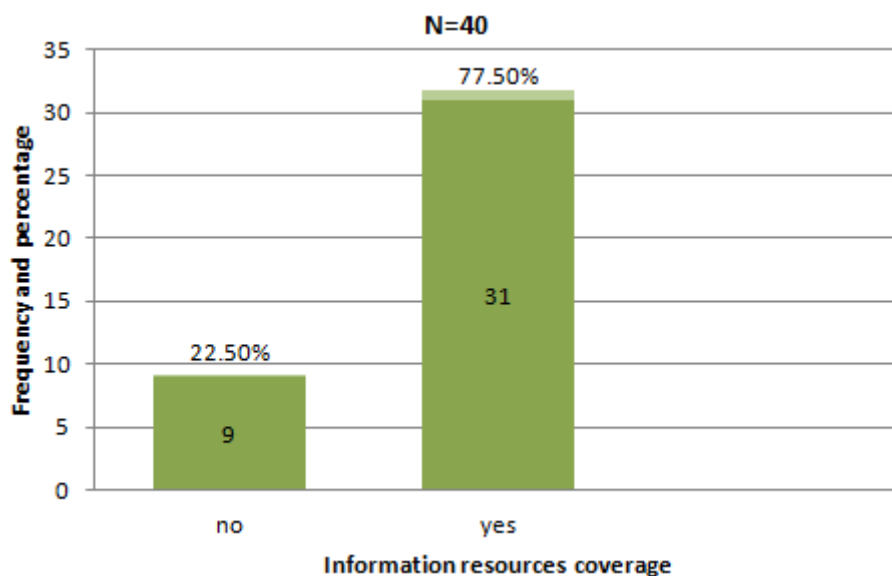
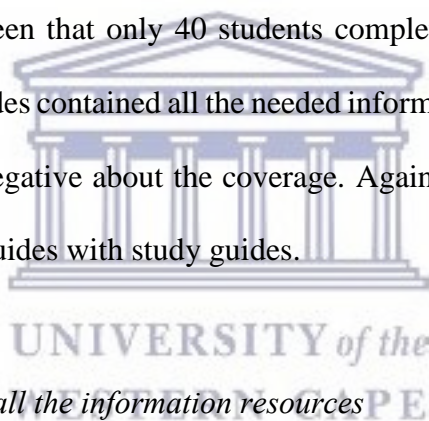


Figure 4.12 Information resources coverage

From Figure 4.12 it can be seen that only 40 students completed the question. Of them 31 (77.5%) indicated that LibGuides contained all the needed information resources for the course, whereas nine students were negative about the coverage. Again a doubtful figure because so many students confused LibGuides with study guides.



4.2.14 LibGuides don't cover all the information resources

Table 4.6 reflects that six students provided relevant responses to the request to provide reasons for judging LibGuides as having inadequate information resources coverage. Three students mentioned that the needed information was not fully available. One student required study material for examination preparation. Another student identified the need for 'common knowledge' to access information resources. Useful for the faculty librarian was the remark by a student indicating that pharmacognosy and modality journals were not easily accessible even if searched under open access. This required faculty librarians to include journals for specific modules or alternatively teach students how to search for journal articles.

Table 4.6 Reasons for inadequate information resources coverage

N=7
- N/A
- <i>One do not always find necessary information</i>
- <i>Preparation and study material for exams is not included</i>
- <i>Pharmacognosy & modality specific journals are not very easily obtained even when using the open access from our university</i>
- <i>Some of the information requires common knowledge and some is just nowhere to be found</i>
- <i>The LibGuides covers partly the information of resources</i>
- <i>doesn't contain everything</i>



4.2.15 LibGuides improvement

Engaging and involving students when designing and creating LibGuides is fundamental to their usefulness. Students were asked to indicate how the CHS LibGuides could be improved. The nineteen responses received were captured in Table 4.7 under the themes ‘Add more information’, ‘Simplicity’, ‘Training’, ‘Access to e-journals’, ‘No improvement needed’ and ‘Suggestions related to study guides’.

Table 4.7 LibGuides improvement (N=19)

Themes	Students who responded N=19
Add more information	<i>Add more necessary information</i>
	<i>By adding more material</i>
	<i>Greater access to more international data regarding my subject of interest, Chinese Medicine</i>
	<i>Have more uncovered information</i>
	<i>It could be more detailed</i>
	<i>More resources should be available for the completion of tasks</i>
	<i>Uhhmm...sometimes it's not easy to search for related information let's say one doesn't know a specific book and spend hours doing nothing than gazing at the Internet. I think LibGuides should be more specific and give u [you] related information more information</i>
Simplicity	<i>By providing more information and by simplifying the information</i>
Training	<i>Educate students on how to use the system as many are unaware of its usefulness</i>
	<i>Through a drawing up a basic user guideline, and how to effectively utilize the LibGuides, more clarity may be obtained through a feedback and comments sections online, as is the trend with all online information articles.</i>
	<i>more specific guidance</i>
Access to e-journals	<i>by ensuring that all students are registered on useful links for accessing eJournals and related articles as this becomes the reason why most people do not use LibGuides</i>
No improvement required	<i>I already find it easy enough and manageable to complete tasks and assignments.</i>
	<i>for me it's good</i>
	<i>No need for improvement</i>

Suggestions related to study or lecture guides – included to illustrate confusion	<i>If they can be short on the information about the course and the assessment of the course. Also the outcomes of the course because most of the time what is discussed in the class does not always follow the guide due to unforeseen challenges that emerge during the period of the course.</i>
	<i>putting all the task information in it (as to when it is due and rubrics to know what is expected of us)</i>
	<i>More guides for all of the subjects and more material on how to answer general questions.</i>

Eight students suggested the addition of more information and resources. One student indicated that if *LibGuides can be more specific by having specific information that is related to the subject*, it will save students from having to spend time searching the internet. An example was given by one student about getting open access to international Chinese medicine information resources. To be able to complete assignments, one student suggested for *more resources to be added in a LibGuides*. Although students suggested more information resources to be included, they did not specify the types of information resources needed. A suggestion on improving LibGuides was around *simplicity* to make information simple, perhaps easy to read and to understand. To improve LibGuides usage, students suggested training on the use thereof. As suggested by one of the students this could be in the form of “*drawing up a basic user guideline, on how to effectively utilize LibGuides, more clarity may be obtained through an online feedback tool with sections for comments as is the trend with all online information articles*”. Another student also pointed to the need for *clear specific guidance*. Three students rated LibGuides easy to use resulting in no improvements required. One student wrote “*I already find it easy enough and manageable to complete tasks and assignments.*” The ease of use could be because of the unique features of LibGuides allowing easy navigation across tabs

and boxes. One student suggested *the registration of students in order to be granted access to e-journals*. This is a critical area that needs attention perhaps by means of links to subscribed journal titles in specific disciplines ensuring easy access to relevant journal articles. Three suggestions related to study or lecture guides, again pointing to the misconception as to the difference between LibGuides and other guides.

4.3 Online questionnaires for teaching staff

The staff response rate from the online questionnaires was very low. Teaching staff from four departments were asked to participate in this study by completing the anonymous online questionnaire. The questions aimed at determining their understanding of library guides. Responses on demographic data, encouraging students to use LibGuides, reasons for not encouraging students to use LibGuides, recommended research tools and services for students, use of LibGuides, reasons for using LibGuides, reasons for not using LibGuides, finding about LibGuides, accessing LibGuides, LibGuides coverage and suggestions for LibGuides improvements were requested.

4.3.1 Demographics

In order to gain background information on the teaching staff, information about their departments, gender, courses taught, mode of teaching and years of experience were sought.

4.3.1.1 CHS Departments

In order to determine participating departments, academics were asked to indicate their designated departments.

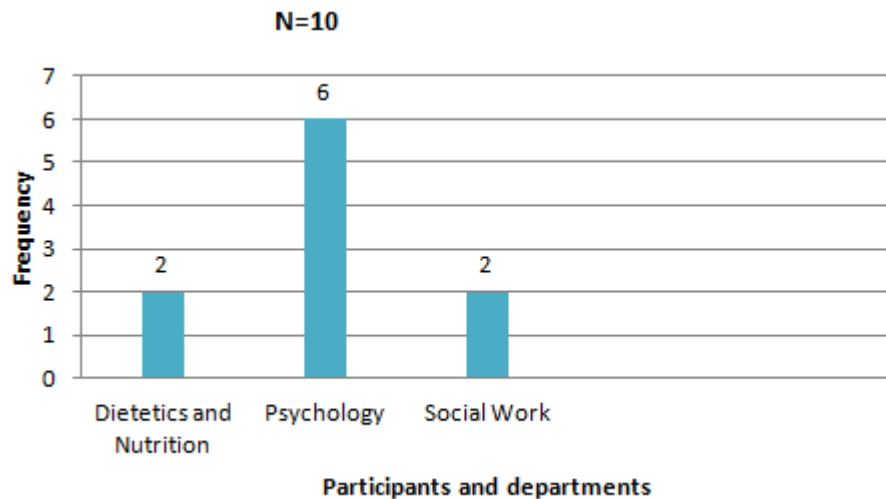


Figure 4.13 CHS departments

Although the questionnaire was distributed to all departments in the Faculty, Figure 4.13 shows that six staff members from the Department of Psychology, two from Social Work and two from the Department of Dietetics and Nutrition completed the online questionnaires. The School of Natural Medicine did not participate in the online survey resulting in the researcher, as a follow-up initiative, collecting data from them by conducting interviews.

4.3.1.2 Gender of teaching staff members

Data for teaching staff at the time of the study was supplied by the Liaison Officer for the CHS Faculty at UWC. Of the 90 teaching staff, as reflected in Figure 4.14, 69 were female and 21 were male, resulting in a ratio of 1: 3.19. The ratio was similar to student enrolment by gender (1:3.81).

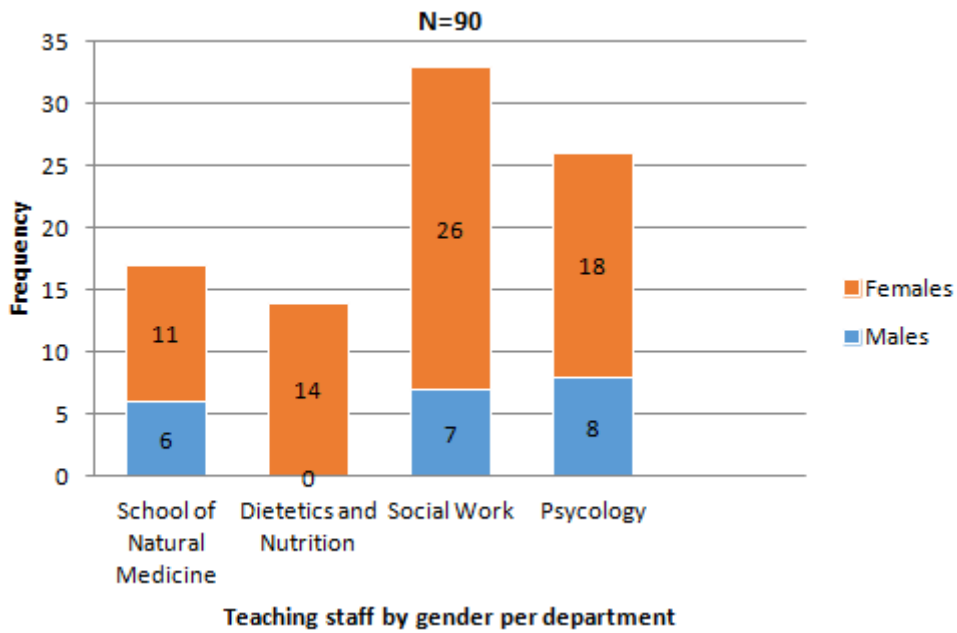


Figure 4.14 Gender of CHS teaching staff 2016

From Figure 4.14 it can be seen that, even though there were seven male teaching staff in the Department of Social Work, no males from the department participated in the study. Although 69 female teaching staff were employed at the time of the study, only six females (two each from the Department of Dietetics and Nutrition, Psychology and Social work) participated in the online questionnaire.

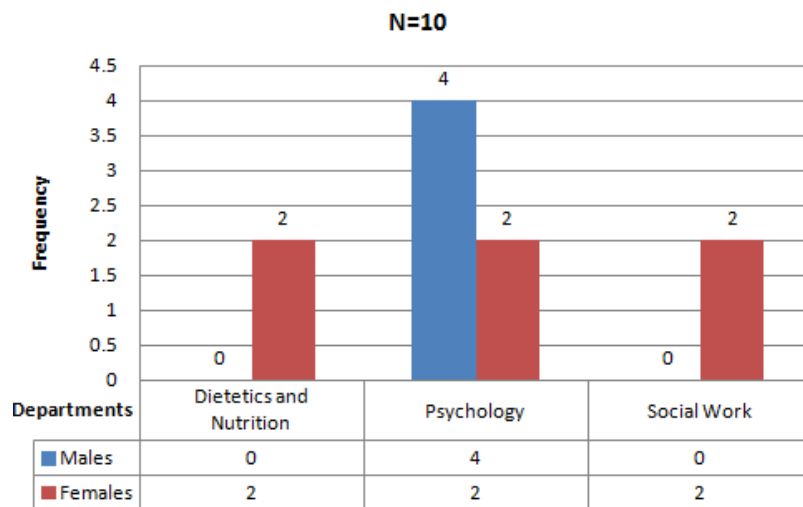


Figure 4.15 Gender of teaching staff participants

4.3.1.3 Courses being taught

The teaching staff who participated in this study were asked to indicate the courses they taught.

Responses are captured in Figure 4.16.

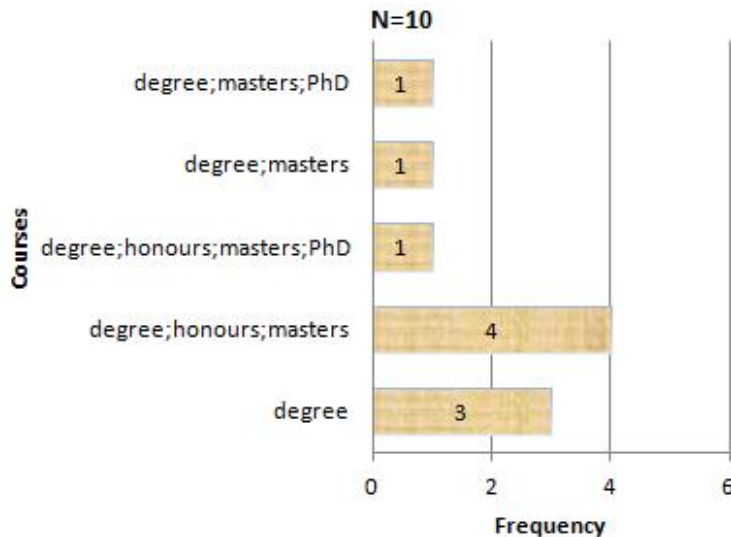


Figure 4.16 Courses taught

One staff member taught across all levels, namely degree, honours, masters and PhD. One and four academics respectively reported on teaching at three different levels namely degree, masters and PhD and degree, honours and masters. One taught a degree and masters course only, while three staff members only taught degree courses. All participants taught degree courses, while five taught honours courses, seven masters and two PhD courses. The Faculty librarian created CHS LibGuides for all undergraduate courses plus one LibGuide for a Social Work postgraduate course. The faculty LibGuides contain a list of all LibGuides allowing users to easily access subject or course information resources. Seeing that lectures were teaching more than one course, using LibGuides in teaching these courses would have enhanced the use of information resources.

4.3.1.4 Mode of teaching

The versatility of LibGuides allowed teaching staff to use them during teaching as well as integrating them into any form of teaching material. Teaching staff were asked to indicate the mode of teaching used to establish whether a particular mode of teaching allowed teaching staff to deploy LibGuides as a recommended tool for students to access subject or course specific information resources. Figure 4.17 shows different modes of teaching employed by teaching staff.

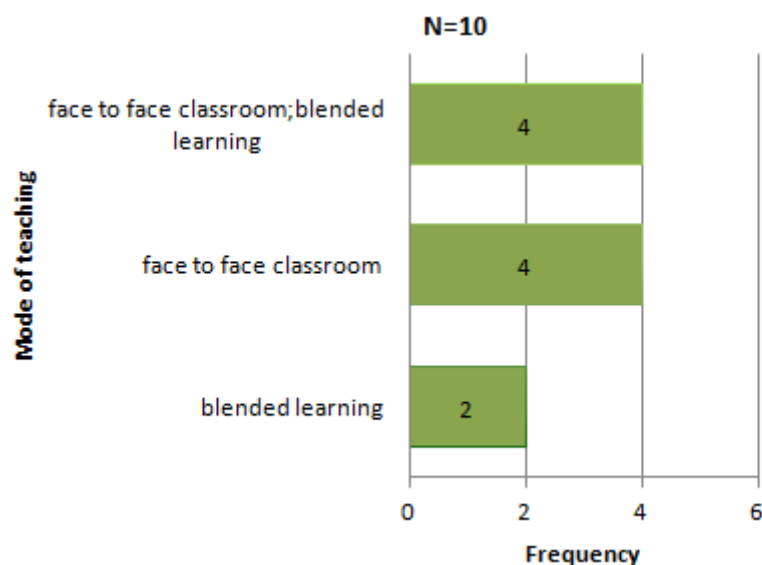


Figure 4.17 Teaching mode

Eight staff members used the face to face classroom method of teaching, while six used blended learning. Based on these modes of teaching, academics had opportunity to share online information resources using LibGuides. Through face to face classroom teaching staff could advise or refer students to use information resources on LibGuides. Blended learning allows teaching staff to use e-learning platforms to integrate LibGuides and/or URLs.

4.3.1.5 Years of teaching experience

In response to the years of teaching experience, four teaching staff acknowledged to having been teaching for 11 to 20 years, followed by three who had four to ten years of teaching experience. Two teaching staff had spent one to three years in the teaching profession, while one teaching staff had more than twenty years of teaching experience.

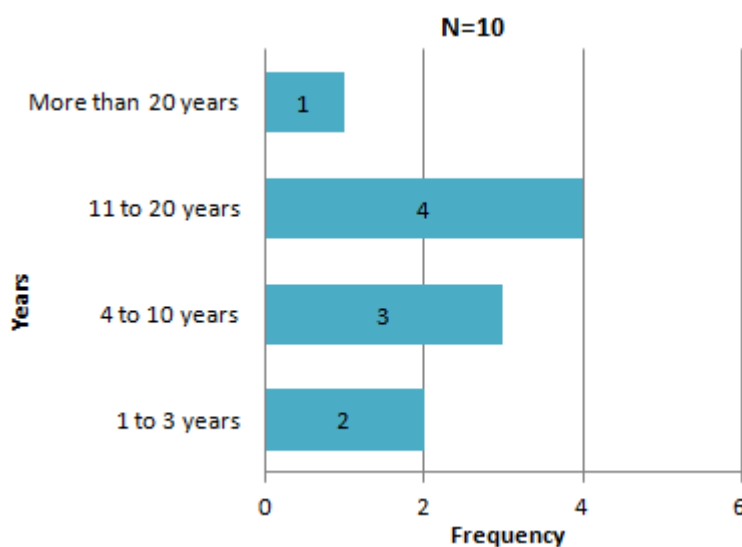


Figure 4.18 Years of teaching experience

4.3.2 Encouraging students to use LibGuides

Teaching staff were asked to indicate whether they encouraged students to use LibGuides by choosing from the options no; yes, classes with research or project assignment; yes, in all classes, yes, in some classes. Responses are listed in Figure 4.19.

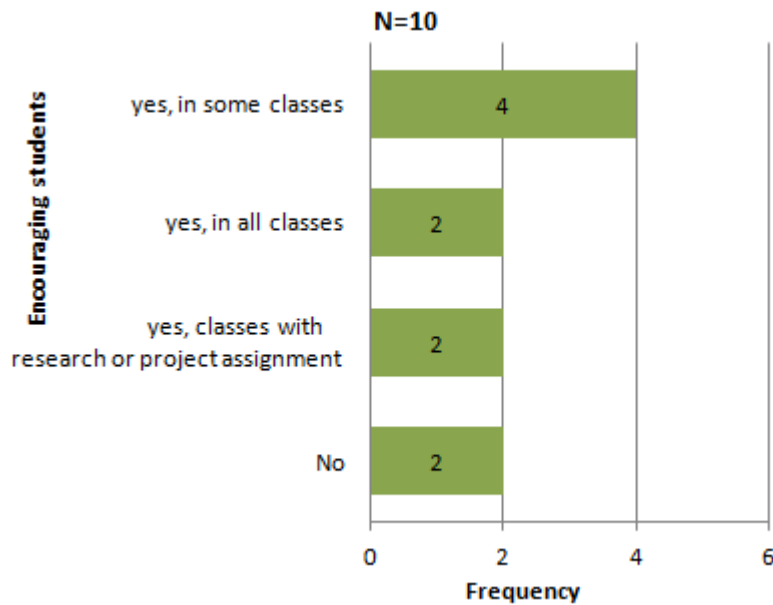
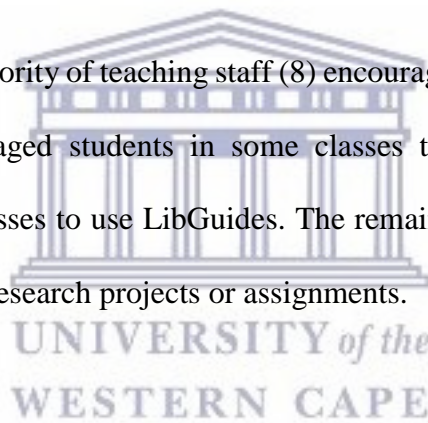


Figure 4.19 Encouraging students to use LibGuides

Figure 4.17 shows that the majority of teaching staff (8) encouraged students to use LibGuides. Most (four) of them encouraged students in some classes to use LibGuides, while two encouraged students in all classes to use LibGuides. The remaining two encouraged students in class to use LibGuides for research projects or assignments.



4.3.3 Reasons for not encouraging students to use LibGuides

The two participants who did not encourage students to use LibGuides were asked in a subsequent question to indicate reasons for not encouraging them. Their responses were:

- *I don't know what LibGuides are*
- *I'm not sure what LibGuides are*

Both academics acknowledged being unsure or not knowledgeable about LibGuides hence not encouraging students to exploit it.

4.3.4 Research tools and services for students

Teaching staff were asked to indicate which research tools and services they regularly encouraged students to use. Options provided were: Ikamva; ejournals A-Z; online articles; Google scholar; subject databases; reserve or short loan books; LibGuides; theses and dissertations; university repository; print journals on the shelves; library catalogue; interlibrary loans; printed newspapers; online newspapers; books and reference material like dictionaries. Teaching staff were allowed to choose more than one option. Responses were listed in Figure 4.20.

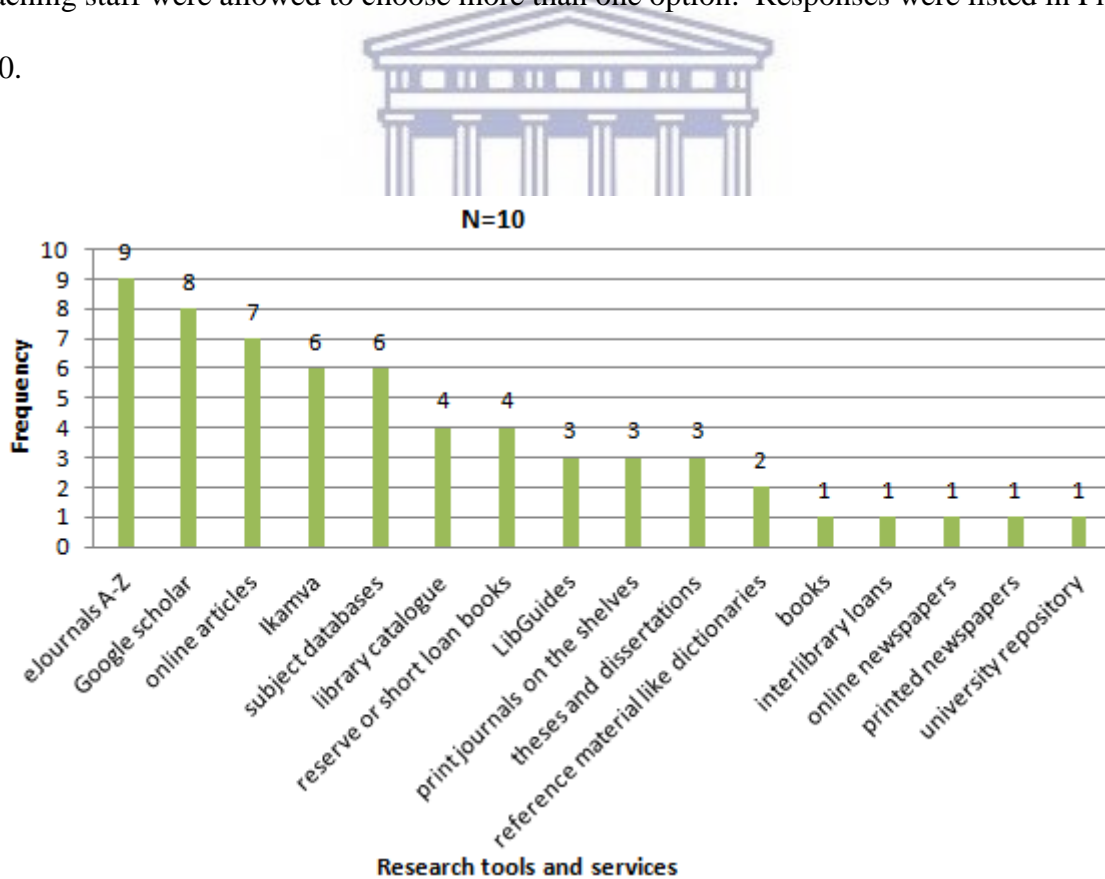


Figure 4.20 Research tools and services supported

Figure 4.20 reflects that the majority of teaching staff (nine) encouraged students to use e-journals A-Z list. On the other hand, eight staff members supported the use of Google scholar and seven the use of online articles – indicating the high value put on journal articles. Six staff members respectively supported the use of the Ikamva e-learning platform and subject database usage. Students were encouraged to use the library catalogue and the reserve or short loan books by four teaching staff. Three teaching staff each encouraged students to use LibGuides, printed journals and the use of theses and dissertations. One academic encouraged the use of the UWC institutional repository - perhaps the others were not fully aware of the information available in the repository. Two lectures encouraged the use of reference material like dictionaries, while one teaching staff each suggested books, printed newspapers, and online newspapers. Almost all the research tools and services listed appear in the CHS LibGuides and each research tool was hyperlinked to provide direct and immediate access. There seemed to be inconsistency amongst teaching staff in terms of which types of research tools and services to encourage their students to use.



4.3.5 Use of LibGuides

Teaching staff were asked whether they have used LibGuides. Figure 4.21 reflects seven staff members acknowledging using LibGuides. This was in contrast with only three teaching staff encouraging students to use LibGuides (Figure 4.19). Perhaps teaching staff had not exploited LibGuides to the level of recognizing their value in order to recommend them as good research tools.

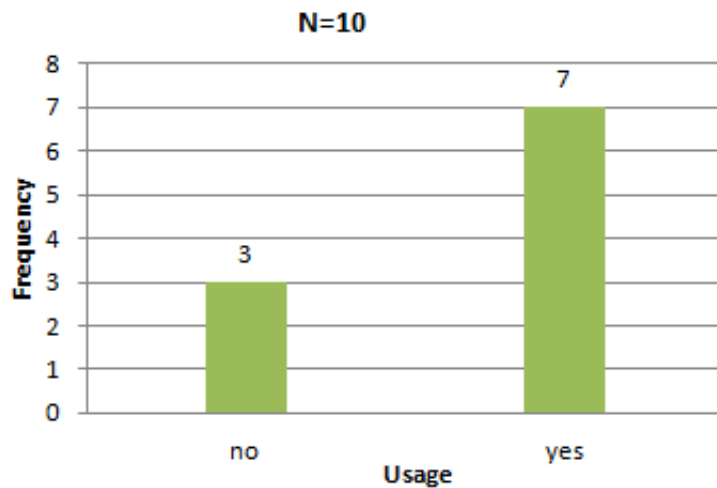


Figure 4.21 Using LibGuides

4.3.5.1 Reasons for using LibGuides

Teaching staff were asked with the subsequent question to indicate reasons for using LibGuides. Seven responses were recorded:

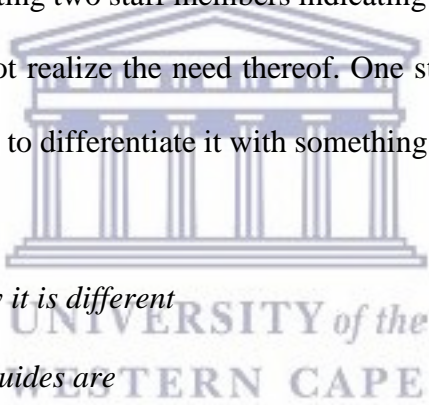
- *As a tool in teaching and for research*
- *I don't know*
- *Lectures, research and student thesis*
- *Research and preparation*
- *Research*
- *To locate research under particular disciplines and subjects*
- *To search for articles to updates notes, write articles, etc.*

The responses showed that teaching staff had used LibGuides as a teaching and a research tool during lectures. Depending on the mode of teaching, teaching staff could show LibGuides live during teaching as a learning process in class or direct students to where LibGuides were. LibGuides were used in the research process during the time when teaching staff were preparing course material, updating teaching staff notes, for their own studies or

for referring students for assignments or research projects. Teaching staff used LibGuides for locating or finding articles. LibGuides contain subject or course information resources like print or online journals and databases including the library search portal allowing users to search for books, articles and other types of publications. The staff member who answered “I don’t know” although s/he indicated to have used LibGuides, might not had been aware of what LibGuides offered or perhaps did not explore it further.

4.3.5.2 Reasons for not using LibGuides

Teaching staff who did not use LibGuides were asked to give reasons for not using them. Three responses were received reflecting two staff members indicating unfamiliarity with LibGuides while one staff member did not realize the need thereof. One staff member was not familiar with LibGuides and was trying to differentiate it with something else which was not specified:

- 
- *I don't really know how it is different*
 - *I'm not sure what LibGuides are*
 - *There is no need.*

4.3.6 Discovering LibGuides

Teaching staff were asked to indicate how they discovered LibGuides by choosing from the options librarian, teaching staff or colleagues. Only five responses were received.

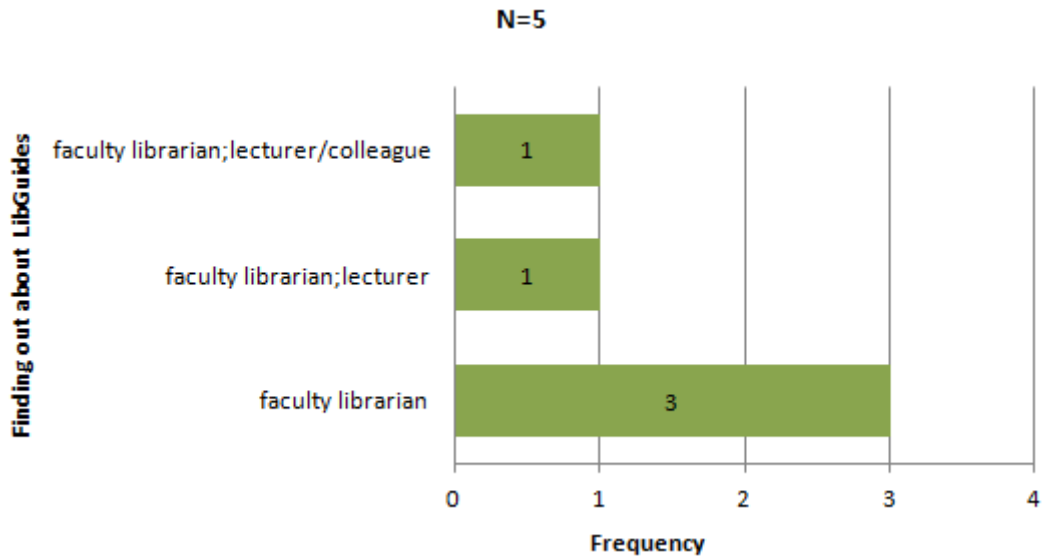


Figure 4.22 Discovering LibGuides

Of the five staff members who responded, three (60%) found out about LibGuides through the faculty librarian. Two teaching staff (40%) were introduced to LibGuides by both the faculty librarian and other teaching staff or colleagues.



4.3.7 Accessing LibGuides

The seven responses from the teaching staff on how they had accessed LibGuides were recorded in Figure 4.23.

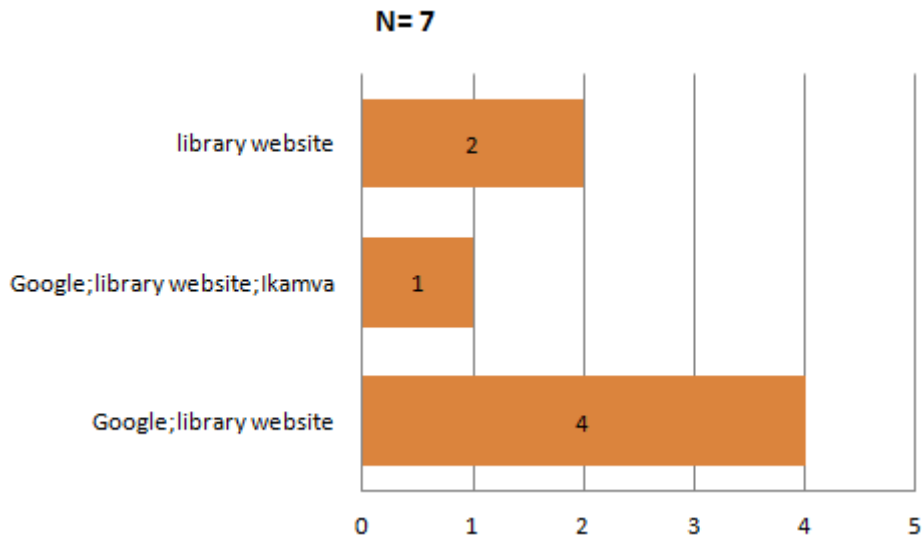
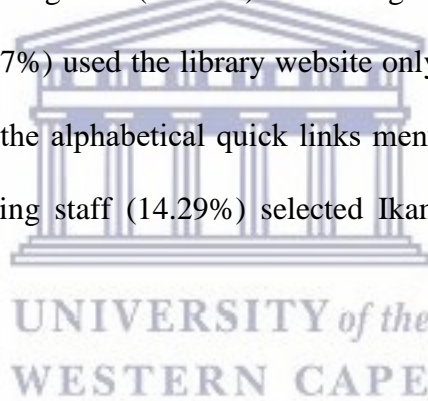


Figure 4.23 Accessing LibGuides

To access LibGuides four teaching staff (57.14%) used Google as well as the library website while two teaching staff (28.57%) used the library website only. LibGuides were accessible via the library website under the alphabetical quick links menu as “Subject Guides” on the library homepage. One teaching staff (14.29%) selected Ikamva as a point of access for LibGuides.



4.3.8 LibGuides coverage

LibGuides contain a number of information resources ranging from books, e-books, thesis and dissertations, DVD’s, dictionaries, credo references, encyclopaedias, Britannica, journal articles, databases, institutional repository and useful links. Teaching staff were asked to indicate if LibGuides covered all the information resources they looked for.

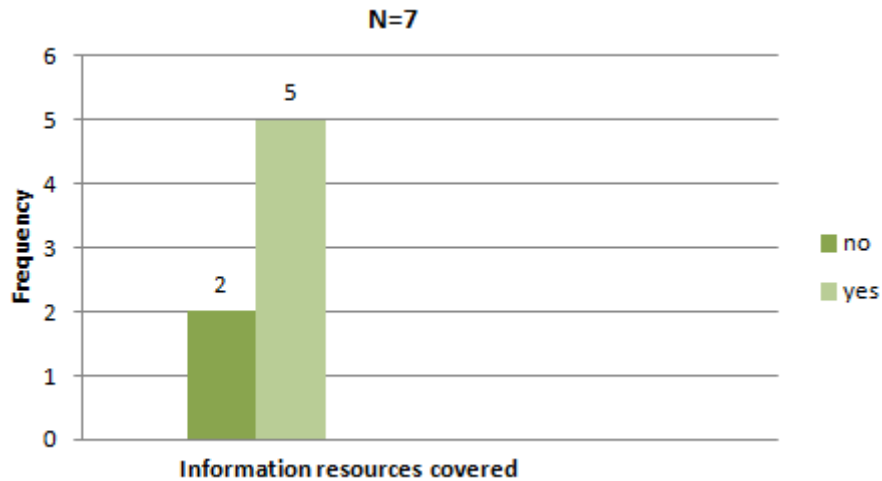
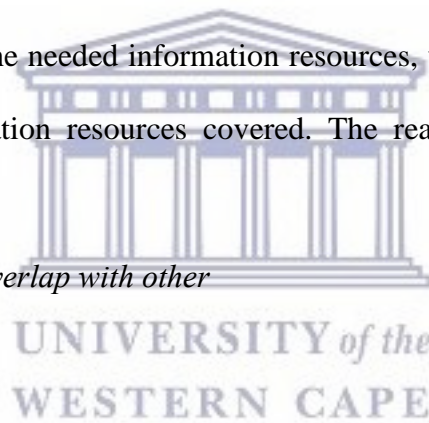


Figure 4.24 Information resources covered

From the seven teaching staff who answered the question, two (28.57%) indicated that LibGuides did not cover all the needed information resources, while five (71.43%) indicated satisfaction with the information resources covered. The reasons for dissatisfaction with LibGuides coverage were:

- *there's subjects that overlap with other*
- *too vast.*



This could mean LibGuides might not have covered all the information resources and that they were too broad to cover course or subject or even module specific information resources.

4.3.9 LibGuides improvement

The last open-ended question asked teaching staff members to indicate ways in which LibGuides could be improved. Two relevant suggestions to improve the current LibGuides were received:

- *bringing more awareness about their role*
- *make on-line training possible*

One teaching staff suggested raising awareness about LibGuides while the other requested online training. It can therefore be deduced that there was still a need for training teaching staff in the use of LibGuides.

4.4 LibGuides system survey

LibGuides platforms contain built-in survey forms which are used by the system to generate and provide usage statistics in the form of page or tab views. The LibGuides built-in statistics were used to measure the impact of the LibGuides by reflecting the most viewed or visited pages. Google Analytics is also embedded to assist researchers to analyse the most accessed categories within the LibGuides (Gonzalez & Westbrook, 2010: 651).

The four LibGuides created for the Departments of Dietetics and Nutrition, Psychology, Social Work and School of Natural Medicine in the CHS faculty were analysed. Included were system generated data from the year 2013 when the LibGuides were launched, until 18 September 2017 when the entire data for this study was collected. The statistics reflected page or tab views of the different information resources within LibGuides, namely Home, Journals, Books and eBooks, Databases, Open Access Journals and Referencing.

4.4.1 School of Natural Medicine views

Table 4.8 shows LibGuide page views for the Department of School of Natural Medicine.

Table 4.8 School of Natural Medicine views

	2013	2014	2015	2016	2017	Total Views
Referencing	1	6	4	1	0	12
OA Journals	0	0	0	22	4	26
Databases	0	34	17	5	7	63
Books and eBooks	12	31	10	27	3	83
Journals	16	49	22	11	7	105
Home	49	152	127	203	115	646

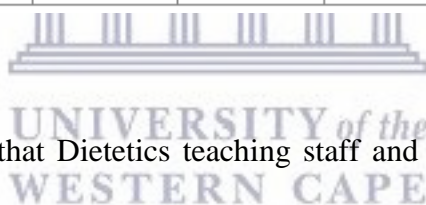
The home page received more views (646) compared to other categories. Given that the home page was the default page, it was expected to be subjected to higher views than other tabs or pages. These page views proved that this LibGuide was used. In the year 2013, when the LibGuides were launched, the pages or tabs viewed were mainly homepage (49 views), journals (16 views), books and eBooks (twelve views) and referencing (one view). The year 2016 reflects high numbers of homepage views (203) compared to 2013 (49), 2014 (152) and 2015 (127). The total journal page views received in five years were 105 - far less than expected when LibGuides were launched. The views dropped significantly from the year 2015. Books and eBooks pages received 83 views for the five years. The high views received in 2014 (31) might be because e-books were a novelty then. Database page received no views in the year 2013 when LibGuides were launched, and there were only five and seven views in the years 2016 and 2017. The open access page received a total of 26 views and most views came from 22 views in the year 2016. This could mean that the faculty librarian started marketing LibGuides or that users started browsing them during the time when the researcher conducted interviews. There were only twelve views for referencing page between 2013 and 2016.

4.4.2 Dietetics and Nutrition views

Table 4.9 shows the total page views of all categories added in the Dietetics LibGuides in the years between 2013 and 2017. Categories include home page of a LibGuide, journals, databases, books and eBooks, referencing style guide, open access journals.

Table 4.9 Dietetics and Nutrition views

	2013	2014	2015	2016	2017	Total Views
■ Home	0	0	0	267	322	589
■ Journals	29	62	30	24	26	171
■ Databases	26	56	34	20	32	168
■ Books and eBooks	18	26	28	67	27	166
■ OER's	0	0	0	19	7	26
■ Referencing Style Guide	6	4	8	0	0	18
■ OA Journals	0	0	0	10	8	18
■ Information Literacy	0	8	7	0	0	15



From Table 4.9 it is evident that Dietetics teaching staff and students started visiting their LibGuides in the year 2016 because there were no homepage views in the years 2013 to 2015. The homepage content which received 589 views (267 in 2016 and 322 in 2017) covered useful links like association, websites, search boxes for Google scholar, Google books and UWC library, question papers, announcements related to courses and contact details for the faculty librarian. Although the homepage was not viewed between the years 2013 to 2015, there were page views for other categories like journals, databases, books and that means users who were introduced to LibGuides were accessing these tabs or pages. The page views received for journals between 2013 and 2017 were 171 with the most views (62) in 2014. Open Access journals received only eighteen views for five years with only ten and eight views in 2016 and 2017. Database page received 168 views with highest views of 56 in 2014. Database pages

contained subscription based databases for dietetics courses and are organised according to core and multidisciplinary databases. Library databases hold peer reviewed publications and by organising databases into a LibGuide means ease of access for dietetics users at the point of need. For this page to receive only 168 views for the period of five years could mean that the Dietetics staff and students were not using this LibGuide to access their subject databases. The Books and eBooks as well as Referencing pages received a total of 166 and eighteen views respectively.

4.4.3 Psychology views

These were total views for the Psychology department for five years between 2013 and 2017. These include the LibGuide homepage, databases, journals, OA journals, books and e-books and APA referencing style.

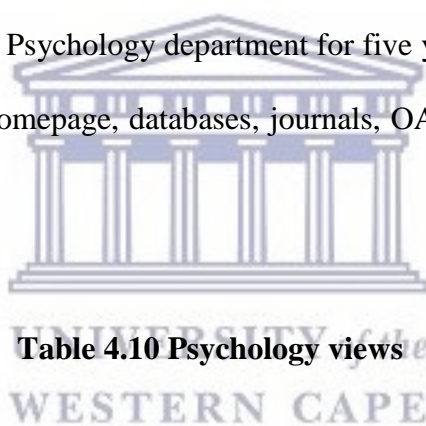


Table 4.10 Psychology views

	2013	2014	2015	2016	2017	Total Views
OA Journals	0	0	0	32	43	75
APA Referencing Style	0	27	46	9	12	94
Books and eBooks	0	107	84	70	164	425
Journals	0	139	53	48	161	401
Databases	0	77	69	68	246	460
Home	0	406	357	439	748	1950

From Table 4.10 it can be seen that Psychology staff and students only started using LibGuides in 2014 when departmental representatives were introduced to the concept and awareness was raised. For the following years the most used pages were the homepage with a total of 1950 views with 2017 reflecting a significant increase. Databases were viewed 460 times with the

highest views (246) also in 2017. The Journals page views of 401 were similar to that of books and e-books and databases. A considerable increase in views occurred in 2017. Open access journals were viewed considerably less. APA is the referencing method prescribed for the CHS Faculty. Interestingly the visits to the APA referencing style page decreased considerably in 2016 and 2017. The reason could be that students used lecture guides which can be downloaded or because students became familiar with referencing style through information literacy interventions.

4.4.4 Social Work views

Table 4.11 shows Social Work LibGuides containing page views per category and total page views per category per year starting from the year 2013 to 2017.

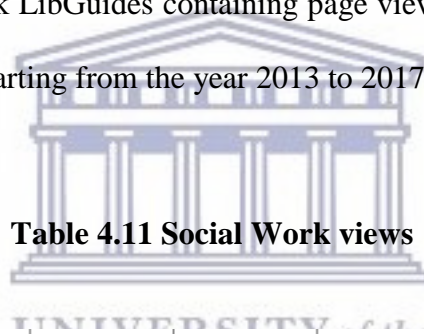
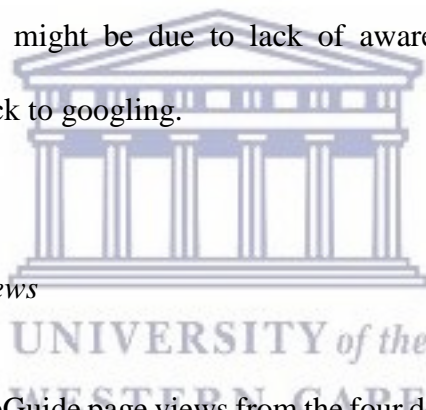


Table 4.11 Social Work views

	2013	2014	2015	2016	2017	Total Views
■ Home	0	582	393	396	401	1772
■ Journals	0	177	78	49	100	404
■ Databases	0	204	47	47	83	381
■ Books and eBooks	0	130	73	34	94	331
■ Statistics	0	0	0	19	8	27
■ Open Access Journals	0	0	0	48	38	86
■ APA Referencing style	0	31	39	0	0	70

The Social Work LibGuides were not accessed in 2013. The home page received 1772 views for the years 2014 to 2017. The most views (582) were in 2014. The overall page views for the Journal page were 404 with relative high views in 2014 (177) and 2017 (100). This could mean students and staff were introduced to LibGuides during those years. Although the database page was viewed 204 times in 2014, views decreased sharply in the following years. The reason

could be that database pages were really promoted in 2014. Books and eBooks with an overall total of 331 views, also drew the most views in 2014 with 130 views. In the years 2013 to 2015 statistics views and Open access journal tabs were not accessed. Statistics views started picking up in 2016 with 19 views then dropped to 8 views in 2017 thereby ending the year with minimum views of 27. This could mean the information in the statistics page was relevant to the course. Other reasons include faculty librarian adding those tabs during the year when the LibGuide received the views. Similarly, to open access journals which picked up views in 2016 with 48 views and 2017 with 38 views with the overall total of 86 views. The APA referencing tab was not accessed in 2013 and this is the year when LibGuides were launched. The LibGuide picked up 31 and 30 views in 2014 and 2015 and with no views in 2016 and 2017. The usage fluctuations might be due to lack of awareness and LibGuides content coverage or the age-old fallback to googling.



4.4.5 Total LibGuides page views

Table 4.12 reflects the total LibGuide page views from the four departments from the year 2013 to 2017. Even though each program is unique and differs from other programs in terms of the offerings and enrollment numbers, some LibGuides received more views than others.

Table 4.12 Total page views from all departments from 2013 to 2017

	Home 2013-2017	Journals 2013-2017	Books and eBooks 2013-2017	Databases 2013-2017	Referencing 2013-2017	OA Journals 2013-2017
■ Social Work	1772	404	331	381	70	86
■ Psychology	1950	401	371	460	94	75
■ Dietetics	589	171	166	168	18	0
■ School of Nat. Medicine	646	105	83	63	12	22

The home page for Psychology received high number of 1950 views versus 1923 students enrolled in the program in 2016 as well as twenty-one teaching staff members. The page views would have doubled up if all students and all teaching staff were introduced and fully utilizing LibGuides as their tool to access subject or course information resources. Similarly, Social Work had 1772 homepage views in five years compared to 499 students enrolled in the program in one year with 13 teaching staff members. School of Natural Medicine received 646 views versus 178 students and seven teaching staff followed by Dietetics with 589 home page views versus 125 students and seven teaching staff members. Furthermore, between the year 2013 and 2017 (5 years), the overall CHS LibGuides homepage views for four departments were 4957 versus 2725 students, Journal page received 1081 views, Databases with 1072 views as well as books and e-books page with 951 views, drew the minimum views. The Referencing page received only 194 and Open Access journals 183 views.

Finally, the total LibGuides views per department for the year of the study (2016) was calculated. In 2016 the four CHS departments had 755 students and 90 teaching staff members, thus 845 potential users. Table 4.13 reflects total views of the home page (1 305), journals (132), databases (140), books/eBooks (198), Open Access journals (112), Referencing (10) and Statistics (38). These page views were very low compared to the number of students and teaching staff in each department. It can be deduced that students and staff were not making use of LibGuides. This confirmed data from the online questionnaire as well as interviews that there was not enough awareness of LibGuides and that more training was needed.

Table 4.13 CHS population and total page views in 2016

Departments	Students	Teaching staff	Home page	Jnls	Databases	Books	OA	Ref	Stats
Dietetics	124	14	267	24	20	67	10	0	19
School of Natural Medicine	150	17	203	11	5	27	22	1	0
Psychology	40	26	439	48	68	70	32	9	0
Social work	441	23	396	49	47	34	48	0	19
Total	755	90	1305	132	140	198	112	10	38

4.5 Concluding summary

Chapter four presented and analysed data from online questionnaires mailed to CHS students and teaching staff members. Quantitative data was verified with statistics surveyed from system generated LibGuides page views.



The findings focused on student and teaching staff demographics, awareness, discovering, use and perceptions of usefulness of LibGuides as well as on improving LibGuides.

Data from the student online questionnaire especially the level of awareness together with the number of students who claimed to have used LibGuides varied.

Responses from teaching staff also varied as they indicated usage and encouraging students to make use of LibGuides during lectures. Grouping responses according to LibGuides and non-LibGuides related responses helped the researcher to make a clear distinction between those

who have used or not used LibGuides. Although there were several who claimed to use Libguides but they were actually referring to subject/lecture guides.

To reflect LibGuides usage LibGuides related responses from the online questionnaire together with system generated data from LibGuides page views per department from the year 2013 to 2017 were provided. As no correlation between the system generated data and the respondents part of this study could be made, the systems generated data was used as a reflection of LibGuides usage in general.

This case study also exposed participants to LibGuides as three participants discovered LibGuides through the online questionnaires.

Covering too many aspects during library orientation may confuse students



The next chapter will present qualitative data from interviews with students, teaching staff members and the faculty librarian. A further attempt will then be made to verify LibGuides usage level reflected in this chapter.

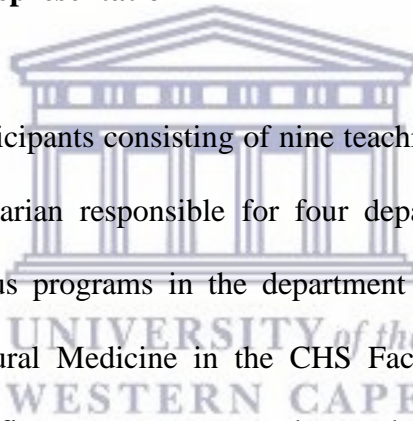
CHAPTER 5

PRESENTATION OF QUALITATIVE DATA FROM INTERVIEWS

5.0 Introduction

Chapter 4 presented quantitative data received from the online questionnaires and systems generated data reflecting LibGuides views. The data focused on the use of LibGuides, the usefulness of LibGuides and factors influencing the use of LibGuides. This chapter presents qualitative data gathered from interviews with students, teaching staff and the faculty librarian.

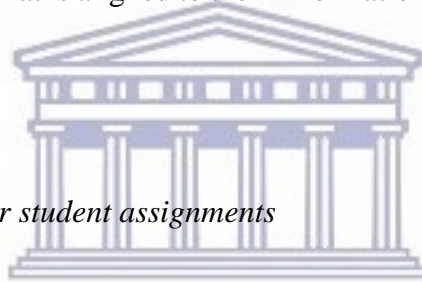
5.1 Interview numbers and representation



The data focuses on CHS participants consisting of nine teaching staff members, twenty-two students and one faculty librarian responsible for four departments in the CHS faculty. Participants were from various programs in the department of Psychology, Social Work, Dietetics and School of Natural Medicine in the CHS Faculty. The twenty-two student participants consisted of three first year, seven second year, three third year, four fourth year, three honours and two master's students. The student interviews took place in unoccupied lecture rooms within their departments and other lecture rooms across campus. The staff and faculty librarian interviews took place in their departmental office spaces. The interviews were scheduled for at least fifteen minutes per non LibGuides users and 40 or more minutes for those who used LibGuides.

5.2 Interviews with teaching staff members

Nine teaching staff members participated in the interviews. It became clear after the first initial questions that only one teaching staff used LibGuides, while eight teaching staff did not. There seem to be an overlap from the interview respondents and online questionnaire respondents as they suggest similar information sources to their students. All nine teaching staff answered the question on information sources for students, but questions for the non-users were adapted and their responses are reflected separately. The relevance of responses from non-users looks at factors affecting non-users not to use LibGuides. This will inform librarians to align the LibGuides content according to those resources that they use and even form partnership with teaching staff to build content that is aligned to their information resources for the courses they teach.



5.2.1 Information resources for student assignments

Teaching staff members were asked to indicate how their students go about finding information resources for their assignments or research projects.

Table 5.1 Information resources for students (N=9)

Theme	<i>Responses</i>
Research	<i>I encourage my students to indulge in a lot on research because I know the first and second years are not exposed so much to read the research component. For natural medicine module I encourage a lot of research, even my assignments there is a research component incorporated in assessment for example: asthma, eczema, and what research is available to support their arguments. I encourage students to conduct research</i>

Course outline	<i>We have course outline. So in the course outline we will state all of the resources that students will need. That will be the books, online references, sites that they could utilize</i>
Books	<ul style="list-style-type: none"> - <i>We have course outline. So in the course outline we will state all of the resources that students will need. That will be the books, online references, sites that they could utilize</i> - <i>We have textbooks, they can make copies or they can get from internet or they can buy. We do have many books in the library for them to access and for extra reading. They use class notes containing power point slides added on blackboard. They can also search additional reading articles or books</i> - <i>students use books, databases, Google, Google scholar journal articles</i> - <i>How I normally structure their assignments is that they must have for example four books, two articles related to the topic</i>
Class notes	<ul style="list-style-type: none"> - <i>They use class notes containing power point slides added on blackboard.</i>
Library training	<ul style="list-style-type: none"> - <i>We do have proposal writing workshop in January with them and we usually build library training to help them to be able to access the resources that they need for the thesis work.</i>
Textbooks	<ul style="list-style-type: none"> - <i>We have textbooks, they can make copies or they can get from internet or they can buy</i>
Databases	<ul style="list-style-type: none"> - <i>Students use books, databases, Google, Google scholar journal articles</i> - <i>So every year our librarian is invited to teach our students on how to access databases, how to access library, training and so on and we also rely on articles that have been written in our discipline.</i> - <i>Usually they go online and use the library, different databases, use journals from databases</i>
Ikamva	<ul style="list-style-type: none"> - <i>I'm very active on Ikamva, extremely active, I communicate via Ikamva whether its notes, articles I come across, eBooks, course resources is on folders. So I communicate to them via Ikamva and I also communicate via whatsapp and one on one.</i>
Internet	<ul style="list-style-type: none"> - <i>Masters students are quiet skilled at finding their way around the internet and on the library website.</i>
Journal articles	<ul style="list-style-type: none"> - <i>How i normally structure their assignments is that they must have for example four books, two articles related to the topic</i> - <i>Sometimes I will upload articles in Ikamva for assignments, and they will have to do the searches</i> - <i>Google scholar to look for articles and so on</i> - <i>So every year our librarian is invited to teach our students on how to access databases, how to access library, training and so on and we also rely on articles that have been written in our discipline.</i> - <i>Students use books, databases, Google, Google scholar journal articles</i>

	<ul style="list-style-type: none"> - Usually they go online and use the library, different databases, use journals from databases. Sometimes I will upload articles in Ikamva for assignments, and they will have to do the searches - they normally go to the journals A-Z. - They can also search additional reading articles or books
Google scholar	<ul style="list-style-type: none"> - I always refer them to that or to, Google, Google scholar to look for articles and so on - Students use books, databases, Google, Google scholar journal articles
Refworks for referencing	<ul style="list-style-type: none"> - We use library education to come teach Refworks, how to reference.
Google	<ul style="list-style-type: none"> - I always refer them to that or to, Google, Google scholar to look for articles and so on - Students use books, databases, Google, Google scholar journal articles
Library	<ul style="list-style-type: none"> - So every year our librarian is invited to teach our students on how to access databases, how to access library, training and so on and we also rely on articles that have been written in our discipline. - They specifically go to the library although i must say our students do struggle to use the library especially our first years
Social work website	<ul style="list-style-type: none"> - uses social work website to keep up-to-date with the latest
Library website	<ul style="list-style-type: none"> - I always tell students to go to UWC library website and they normally go to the journals A-Z. - Masters students are quiet skilled at finding their way around the internet and on the library website.
Students don't make use of the library	<ul style="list-style-type: none"> - I also get the feeling that they don't actually go to the library not even to study because our students seat around the department instead. Sometimes i will spend a day in the library when there is no class but our student won't be there. I think its finding information on the website and on the understanding of library computers in terms of how it should be used. That is the challenge although all our students especially first year extended ECP program are orientated but still. Perhaps there must be orientation every beginning of the year for all year levels, a refreshers type of thing so that students know library website
Wikipedia	<ul style="list-style-type: none"> - I could also say to students, look at Wikipedia, i tell them to read just to get a glimpse of what the topic is about, just to orientate themselves on a topic

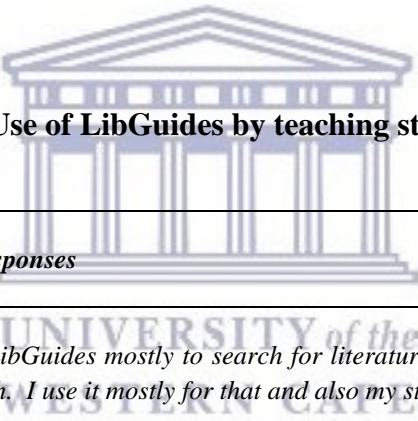
Based on the responses, teaching staff engage students in research activities and students are also required to use scholarly information sources. Thus students are encouraged and exposed

to research right from the beginning of the course. To a certain extent students are exposed to library training and this shows that the faculty has established a close working relationship with the faculty librarian.

5.2.2 Use of LibGuides

A question was asked to determine whether the teaching staff members personally used LibGuides. Only one teaching staff acknowledged employing the LibGuides for personal use. His/her response reflects using LibGuides to find information and is captured in Table 5.2.

Table 5.2 Use of LibGuides by teaching staff (N=1)



Theme	Responses
Literature search	- <i>I use LibGuides mostly to search for literature like articles, journals and so forth. I use it mostly for that and also my students</i>

5.2.3 Mentioning LibGuides while lecturing

The teaching staff member was subsequently asked if s/he mentions LibGuides place during the teaching and learning process. The participant gave detailed responses:

Table 5.3 Mentioning LibGuides while lecturing (N=1)

Theme	Responses
Mention and refer students to LibGuides	<ul style="list-style-type: none"> - <i>In my teaching I do mention LibGuides a lot and I refer them to lot of reading</i> - <i>During teaching and learning process I refer students to the LibGuide</i>
Lesson on LibGuides	<ul style="list-style-type: none"> - <i>Extended lesson is on LibGuides</i>
Research	<ul style="list-style-type: none"> - <i>Since they have been exposed to it I always refer them to it for research</i> - <i>I encourage students to conduct research using LibGuides</i>
Articles	<ul style="list-style-type: none"> - <i>I always tell them how to go about, making their life easier in getting articles</i>
Bring librarian in class	<ul style="list-style-type: none"> - <i>That's what we did, first class we don't teach, we bring the librarian. All our first year students in social work understand this, it's a norm. At any year level we hold them accountable for that. There's always presentations in class, there's always a lecture summarizing what the librarian has done. Even our ECP students learned it twice from ECP1 and ECP2 and first year level</i>
Summary of the librarians' presentation	<ul style="list-style-type: none"> - <i>There's always presentations in class, there's always a lecture summarizing what the librarian has done. Even our ECP students learned it twice from ECP1 and ECP2 and first year level</i>
Referred to the librarian	<ul style="list-style-type: none"> - <i>They do have an understanding even in cases where they cannot find sources I always refer them even to the librarian</i>
Relevant, latest South African sources	<ul style="list-style-type: none"> - <i>We expect them to use latest sources, South African sources, and relevant sources</i>

It is clear that this teaching staff included LibGuides in the teaching, learning and research process and that s/he achieved this by engaging with the faculty librarian.

5.2.4 LibGuides design

The interviewee was then asked whether additional information or types of information sources must be added to complete the LibGuides and if the design is acceptable.

Table 5.4 LibGuides design and requirements by teaching staff (N=1)

Theme	Responses
Additional resources	<ul style="list-style-type: none"> - <i>Ensure that LibGuide captures lectures that are given in class, the videos of conferences, seminars so that our students can have access to that because learning comes in different ways.</i> - <i>Perhaps you can add audios, videos, seminars, lectures, also seminars that are held in social work department</i>
Simplify language	<ul style="list-style-type: none"> - <i>Students are more from disadvantaged schools and are not familiar with the internet therefore consider simplifying the language for their sake. Searching individual database can cost data</i>
Reduce pages or tabs	<ul style="list-style-type: none"> - <i>Try to reduce the number of headings (tabs/pages).</i> - <i>There has to be a systematic way of reducing it and that students can be trained</i> - <i>At least reduce it because internet is a scarce data in particular when you are off campus.</i>

It was suggested that LibGuides should capture class lectures, visual and audio resources as well as seminars reflecting departmental research activities. Simplified language and screen designs were requested to make searching for students easier and cheaper.

5.2.5 Adding LibGuides links by teaching staff

A question was asked to determine whether the teaching staff member has added or requested the faculty librarian to add LibGuides links in courses on the Ikamva as well as to indicate how the process was achieved.

Table 5.5 Adding LibGuides links by teaching staff (N=1)

Theme	Responses
LibGuides link not added in Ikamva	<ul style="list-style-type: none">- <i>No, it's just a reminder that one can do.</i>- <i>No, I haven't done that, it is something that we should consider but I still believe if it can be mobile as well, have a link or short cut where it can be loaded in their mobile devices</i>- <i>Honestly speaking because it is in our course guides and we do mention it in our first lectures at first year but not really on Ikamva</i>
In the course guide	<ul style="list-style-type: none">- <i>Honestly speaking because it is in our course guides and we do mention it in our first lectures at first year but not really on Ikamva</i>

The interviewee admitted that even though LibGuides were mentioned to students during teaching and learning process, adding a LibGuides link in the course material on the Ikamva e-learning platform has never happened. Asking the faculty librarian to add LibGuides links is something to be considered in future.

5.2.6 Accessing LibGuides

To established real usage of LibGuides, the interviewee was asked how s/he accessed LibGuides. Responses captured in Table 5.6 confirmed the usage, but expressed complexity around ease of access.

Table 5.6 Accessing LibGuides (N=1)

Theme	Responses
UWC homepage then library website	- <i>Obvious you go to UWC home page then you go to the library</i>
Complicated	- <i>As I said it's not easy, its complicated, I wish it can be made easy</i>
Create short cuts	- <i>Create direct short cuts</i> - <i>If someone wants direct contact via the faculty, let it be created,</i> - <i>library is very important and should not be hidden</i>

5.2.7 Non-users of LibGuides

In an open ended interview question the eight teaching staff members who never used LibGuides before were asked to indicate how they go about finding information in preparing for the courses they teach. Extensive responses received are recorded in Table 5.7

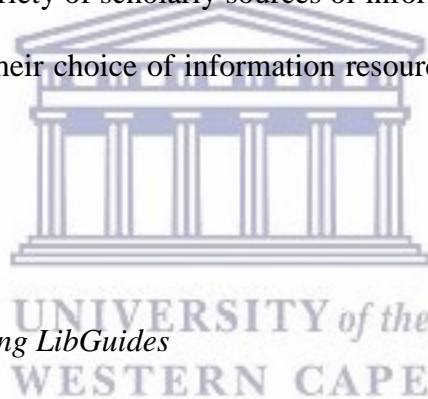
Table 5.7 Non-users finding scholarly sources (N=8)

Themes	Responses
Databases	<ul style="list-style-type: none"> - <i>What I do use instead is databases because I'm relatively familiar with databases that will give me what I need. So I will go via the databases or use Google Scholar.</i> - <i>When I got to the library I will not, in fact I first go search what is available on databases</i> - <i>So I will go via the databases or use Google Scholar.</i> - <i>Firstly, I get basis of my notes, once I have that basis covered then I can build on that and that is where databases is helping</i> - <i>You know normal website [database] Ebscohost, that type of a thing</i> - <i>I will go to databases, look into eJournals for whatever I will be looking for I will search these. When I got to the library I will not, infect I first go search what is available on databases. I will not go direct to Google scholar. I search the library to see what we have i.e. books that we have or whatever I'm looking for whether the book is available on short loan where there's prescribed books</i> - <i>I will just use UWC website, the library section specifically and I will access those databases there</i>
Google scholar	<ul style="list-style-type: none"> - <i>So I will go via the databases or use Google Scholar. More often there are specific articles I'm looking for and for that's I use Google scholar.</i> - <i>They are the ones doing exploration then I will say yes or no, this is a good article, these are good authors but most of my exploring will be via Google scholar</i> - <i>I use books, print books that I have and I use Google scholar. You know normal website Ebscohost, that type of thing and I look at Google scholar and other resources will pop-up when you look at it and I use both resources as well because I've used ebooks and so on as well but not having used LibGuides. This is for me more structured, organised for disciplines which I cannot believe I'm only finding out about it now.</i> - <i>I look at Google scholar and other resources will pop-up when you look at it and I use both resources as well because I've used eBooks and so on as well but not having used LibGuides. This is for me more structured, organised for disciplines which I cannot believe I'm only finding out about it now.</i> - <i>More often there are specific articles I'm looking for and for that's I use Google scholar. I do encourage students to try and ass to the reading list.</i>
Journals/eJournals	<ul style="list-style-type: none"> - <i>I will go to databases, look into eJournals for whatever I will be looking for I will search these.</i>
Books	<ul style="list-style-type: none"> - <i>I search the library to see what we have i.e. books that we have or whatever I'm looking for whether the book is available on short loan where there's prescribed books.</i> - <i>I use books, print books that I have and I use Google scholar</i> - <i>So that is the one thing and then i speak to colleagues, to my seniors because our contract is of such a nature that they guide us as to what we need to teach, so they will also give us books that we need to study this in order to teach</i> - <i>Basically it depends on what the teaching staff wants to teach example on ecological framework or systems theory they will tell you, this is the book that they need, go look through that.</i> - <i>Normally we go to the library main page and search using search tools to search for articles and books</i>

eBooks	- <i>eBooks that I have I put on Ikamva which I use as a back-up which I add for students to have access to it.</i> - <i>And additional articles, so they give you articles and books that they have and then you just have to adhere to what happened</i>
Prescribed books	- <i>I search the library to see what we have i.e. books that we have or whatever I'm looking for whether the book is available on short loan where there's prescribed books.</i>
Blended learning	- <i>Well I do my but its incorrect to say I'm not using it, maybe I'm not using this. I update myself on recent ones. My concern is training that is not main stream into the course, you know, I was a strong advocate for, especially online and blended learning that you basically have to bring the library person in and is not happening as it should be. In blended learning there's a lot of misunderstanding of what blended learning is. Firstly I work with incoming first years, I had much better way of handling it because I knew what they were coming into but I know that I'm with fourth years. I am really worried, I'm the one who must remind them. training for all of that</i>
Turnitin	- <i>We introduce our students to Refworks for referencing, that they use turnitin</i>
Refworks	- <i>We introduce our students to Refworks for referencing</i>
Notes from previous lectures	- <i>Notes are handed to me with all of the modules, but also my previous teaching staff gave me lot of add on information. So what I do I take notes that I was given and add on including information I've used when I was a student, I will add on. However because I feel that is important for the course to evolve.</i>
Websites	- <i>Medi-Health works well for me because it's a website that is specifically designed for phytotherapists</i>
Ikamva	- <i>eBooks that I have I put on Ikamva which I use as a back-up which I also add for students to have access to it.</i>
Articles	- <i>And additional articles, so they give you articles and books that they have and then you just have to adhere to what happened</i> - <i>They are the ones doing exploration then I will say yes or no, this is a good article, these are good authors but most of my exploring will be via Google scholar</i>
Literature search	- <i>He [faculty librarian] helped us but i'm not sure what the terms were but he helped us to put our research of interest.</i>
Library website	- <i>I go on the library website and i search applying the initial session that i was introduced to by the librarian.</i> - <i>I go to the library website and look for specific social work</i> - <i>Normally we go to the library main page and search using search tools to search for articles and books</i> - <i>We can access online through the main page system on the library website.</i> - <i>I will just use UWC website, the library section specifically and I will access those databases there. I find it easy to navigate through them. They are not too difficult and I find my way there and I did my masters through that as well. It works amazingly. So, yes that's where I usually go.</i>
Library	- <i>Normally we go to the library main page and search using search tools to search for articles and books then we can either go to library search physically on the shelves or if there's digital ones we can get them</i>

Colleagues	- <i>I've worked in the field for few years, i speak to my ex colleagues regarding what's currently happening in the field. Based on my experience i will use examples based on my experience and that of my colleagues.</i>
You Tube	- <i>I go to You Tube because i like lectures to be fun so i access videos that are relevant to the topic.</i>
Google	- <i>So that is the one thing and then i speak to colleagues, to my seniors because our contract is of such a nature that they guide us as to what we need to teach, so they will also give us books that we need to study this in order to teach and then i just use google to search for things that i need.</i>
Database alerts	- <i>So basically once a week or thrice a week we get emails that are based on articles, updated articles on our topic of interest. So for example if I'm doing social supervision then my emails will be based on supervision. That i get every week, articles, ebooks whatever. So he [faculty librarian] helped us to do that but i'm not sure how to do that anymore but all I know is i'm still getting the information</i>

Responses reflected a wide variety of scholarly sources of information. Even though teaching staff did not use LibGuides, their choice of information resources seems to be scholarly and peer reviewed.



5.2.8 Non-users interest in using LibGuides

Participants indicated that they were not aware and not informed about LibGuides. The interviewer then asked if they were interested in using LibGuides during teaching and learning process. Table 5.8 reflects their responses.

Table 5.8 Non-users interest in using LibGuides (N=8)

Theme	Responses
Thesis	- <i>I think it can be very useful and I think its quite extensive in that it will identify for example databases that are more psychology based. It has quite lot of other information in terms of referencing and appropriate journals even systematic</i>

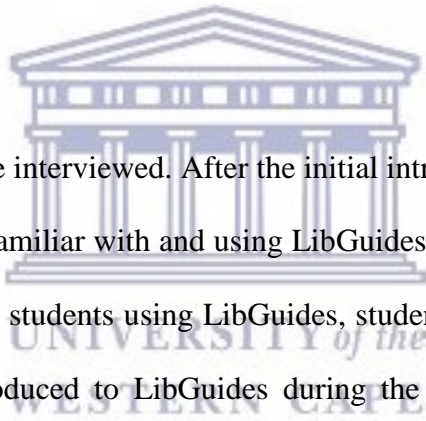
	<p><i>reviews and these are things that students use a lot with their thesis work. I will be concerned though that it might limit the students searches unless the faculty librarian is working with the psychology department because we teach sort of various courses across psychology so I would imagine, this guide is more general. There are certain specialization in psychology that are well catered for. That will be my concern and for that to happen effectively, there will need to be able to cater for all the subject groupings within psychology. This will be very helpful for thesis, especially since we have so many students doing online research now on systematic reviews but not empirical research. This will be very helpful for them to be able to contain their research for example systematic reviews. Suggestion is librarian should work closely and regularly with teaching staff on an annual basis because there are regular reviews of the course content. It could be very helpful for students if they can find everything in one place. That means everything must be there and I can't imagine that the librarian knows that if he doesn't know the course content.</i></p>
Course content reviews	<ul style="list-style-type: none"> - <i>Suggestion is librarian should work closely and regularly with teaching staff on an annual basis because there are regular reviews of the course content. It could be very helpful for students if they can find everything in one place. That means everything must be there and I can't imagine that the librarian know that if he doesn't know the course content.</i>
Research	<ul style="list-style-type: none"> - <i>Yes, it look interesting, definitely it can improve our students, will make it easy for them to do research or to find things, yes definitely</i>
Absolutely/definitely	<ul style="list-style-type: none"> - <i>Absolutely, the last person I have worked with very closely with that really reached out with the subject. She did a PhD and developed out of information literacy, Librarian Lilian Kamalie, she actually, based on how she was working with us. We need to keep the momentum and continuity is very important. faculty librarians are for me underutilised resources sometimes.</i> - <i>Definitely I will use libguide for two main reasons. One is, as an academic all academic resources are in a guide and I should know about it and for students. I'm very much open to anything.</i> - <i>Yes, it look interesting, definitely it can improve our students, will make it easy for them to do research or to find things, yes definitely</i> - <i>Most definitely, absolutely, definitely</i> - <i>Of course, I would like, definitely more information and wow, definitely. I would like to know more about this and how do I drop this bang like this because this is important information that I can pass it off to my students especially in first and second years where they are not familiar with UWC website and they are not familiar with finding information, they don't have much time to find information, this will help them because my module is specifically natural medicine based and the articles I'm looking for is specifically natural medicine. So this will assist them narrowing down their search. I would like my students to be trained and I would like to be trained. This will also assist me with my PhD because my PhD is focusing on natural medicine, so I'm excited about this and its going to make my life easier.</i>
Academic resources	<ul style="list-style-type: none"> - <i>Definitely I will use libguide for two main reasons. One is, as an academic all academic resources are in a guide and I should know about it and for students. I'm very much open to anything. Immediately after the interview: the staff member added the School of Natural Medicine libguide/LibGuide in Ikamva and gave it the name "course information resources in the library"</i>

Referencing/ Refworks	<ul style="list-style-type: none"> - <i>I'm hopeful that because it is designed for dietetics students might use it. We can refer them to go and read up on Refworks or whatever. They can go and see how referencing works because you can see the quality of referencing shows that students did not use one of those in the LibGuide. I think it is very important for the first years coming in and you do the library orientation with them. They go for training session</i> - <i>I think it will make it easier for first years because they know they will just go to this specific guide and they just click example, if there's clinical nutrition journal, they know where to find it. Early Education Development is a new course, identified by faculty of arts. It helps with referencing, how to summarize, it's for good writing skills.</i> - <i>It has quiet lot of other information in terms of referencing and appropriate journals even systematic reviews and these are things that students use a lot with their thesis work</i> - <i>And then what I really like is the referencing style guide because that was the issue we had</i>
eBooks	<ul style="list-style-type: none"> - <i>In a way it is designed, it can take students directly to what they want i.e. eBooks applicable to them.</i>
Journals	<ul style="list-style-type: none"> - <i>It has quite lot of other information in terms of referencing and appropriate journals even systematic reviews and these are things that students use a lot with their thesis work</i> - <i>Same as journals, databases. And then what I really like is the referencing style guide because that was the issue we had</i>
Databases	<ul style="list-style-type: none"> - <i>In a way it is designed, it can take students directly to what they want i.e. eBooks applicable to them. Same as journals, databases</i>
Systematic reviews	<ul style="list-style-type: none"> - <i>It has quiet lot of other information in terms of referencing and appropriate journals even systematic reviews and these are things that students use a lot with their thesis work</i> - <i>This will be very helpful for them to be able to contain their research for example systematic reviews.</i>
Useful for students	<ul style="list-style-type: none"> - <i>I think it will make it easier for first years because they know they will just go to this specific guide and they just click example, if there's clinical nutrition journal, they know where to find it. Early Education Development is a new course, identified by faculty of arts. It helps with referencing, how to summarize, it's for good writing skills.</i> - <i>This is more useful for students than the teaching staff because what teaching staff need to do is research that is not limited to natural medicine only We need to reveal lots of different field related to natural medicine. With students we want them to focus, they need to mainly focus on natural medicine. They can also go broader or wider. This one can actually narrow the searching field for them. So this actually quiet useful for students, they can find proper resources.</i> - <i>This will also assist me with my PhD because my PhD is focusing on natural medicine, so I'm excited about this and its going to make my life easier.</i> - <i>They go for skills training course. Then we can refer them to one stop shop. It will really make it easy for them. I think, what I really like about it is we can connect</i>

it with EED – Early Education Development because we use it in the first years. In the EED we use the same assignment. We look at writing styles, look at the content of the assignment. I think it will make it easier for first years because they know they will just go to this specific guide and they just click example, if there's clinical nutrition journal, they know where to find it. Early Education Development is a new course, identified by faculty of arts. It helps with referencing, how to summarize, it's for good writing skills.

After understanding what LibGuides offer, teaching staff members showed interest and assurance in using LibGuides. One teaching staff said *“This will also assist me with my PhD because.... “*. Responses from participants confirmed the need for LibGuides.

5.3 Interviews with students



Twenty-two (22) students were interviewed. After the initial introduction, it became clear that not all the interviewees were familiar with and using LibGuides. Thus the researcher divided them into four groups, namely students using LibGuides, students partially using LibGuides, students who have been introduced to LibGuides during the interviews and non-users of LibGuides. Data will be reflected accordingly.

5.3.1 Information sources used by students

A question requesting students to indicate various types of information sources they use to complete assignments or research projects were put to all the students. Responses from the 22 participants are captured in Table 5.9.

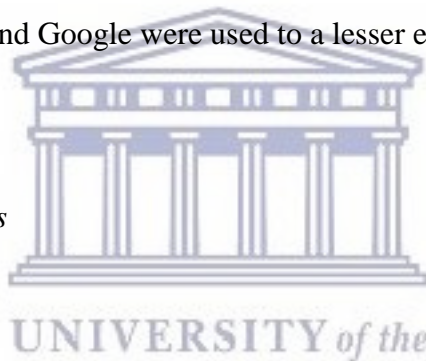
Table 5.9 Information resources used by students (N=22)

Theme	Responses
Journal articles	<ul style="list-style-type: none"> - Then i will go on scholar and Jstor to find articles, academic based articles. - Journal articles – scientific based - I will use Jstor but its mostly electronic, mainly journal articles - We also have recommended journal articles, basically its journals - Usually we look for academic information, Google scholar. We do use articles that are published in journals. - Normally it will be journal articles and maybe one book and then recent articles within the last ten years - I use our prescribed textbooks, journal articles, readings from Google scholar, peer reviewed papers based on dietetics - From the journals for certain articles, from books - it's mainly journal articles not books. We can't use websites because of information, not all information is research and is accurate and reliable as journal articles - Then i will go on scholar and Jstor to find articles, academic based articles. - I will use Jstor but its mostly electronic, mainly journal articles - I'm using databases that are in line with education. While I'm searching online I also go to the library page - I am doing a systematic review on child vaccination. I type in keywords on databases that we are using i.e. Academic Search Premier, S.A. ePublications and Sage - I will use Academic Search Complete or Science Direct. I find science direct to be more usable because i use it most - of the time and i have used it before. Normally it will be journal articles and maybe one book and then recent articles within the last ten years - Peer reviewed papers based on dietetics - I go to the library website and i go to the databases for dietetics website and i look at different various websites[databases] like Sage, i use Sage. Articles, journal articles, it's mainly journal articles not books. We can't use websites because of information, not all information is research and is accurate and reliable as journal articles - I'm using databases that are in line with education - I'm mostly looking into previous studies which have looked the same line of experience. -
Books	<ul style="list-style-type: none"> - We were looking for journal articles, websites, books, we also used newspapers, statistics, - We do use books and internet - From the journals for certain articles, from books
Library website	<ul style="list-style-type: none"> - I went on the library website, under the faculty, i typed in the topic and i did it on smart search then but it was much difficult to get. - I went on the library website, under the faculty, i typed in the topic and i did it on smart search then but it was much difficult to get. - Normally I just go to UWC library website and search. In there I try, sometimes I use referencing, I use keywords - While I'm searching online I also go to the library page

	<ul style="list-style-type: none"> - <i>I'm busy with a full thesis and my topic is based on children's wellbeing I actually go to UWC guide or website and there i use databases. That's where i usually find my articles</i> - <i>I use the library website. I use information from the website</i> - <i>I go to the library website and I go to the databases for dietetics website and I look at different various websites[databases] like Sage, i use Sage. Articles, journal articles, it's mainly journal articles not books. We can't use websites because of information, not all information is research and is accurate and reliable as journal articles</i> - <i>While I'm searching online I also go to the library page</i> - <i>I'm using databases that are in line with education. While I'm searching online I also go to the library page</i>
Newspapers	<ul style="list-style-type: none"> - <i>We were looking for journal articles, websites, books, we also used newspapers, statistics,</i>
Statistics	<ul style="list-style-type: none"> - <i>We were looking for journal articles, websites, books, we also used newspapers, statistics,</i>
Reports	<ul style="list-style-type: none"> - <i>Reports by president, by premiers on youth and gangs and also interviewed parents of the youth and gangs</i>
Google scholar	<ul style="list-style-type: none"> - <i>Journal articles – scientific based, so obviously my first point is where everyone start which is i first went on Google, they spoke also about Google scholar, so i went on these and i found few information on journals but then realized I'm not getting anything.</i> - <i>I use Google scholar. I also go to the internet and more stuff [information]</i> - <i>Usually we look for academic information, Google scholar. We do use articles that are published in journals.</i> - <i>Just random Google searches but 90% is Google scholar, few articles in terms of literature review but otherwise its our own new data that we are collecting</i> - <i>I use our prescribed textbooks, journal articles, readings from Google scholar, peer reviewed papers based on dietetics</i> - <i>I go to Google scholar and search for articles</i>
Ikamva	<ul style="list-style-type: none"> - <i>there's readings on Ikamva on the topics from our teaching staff from UWC. So i use them as well.</i> - <i>so i make use of books, journals, prescribed textbooks and lecture notes, or journals, internet or sometimes i go to the e-learning.</i>
Google, Internet, & websites	<ul style="list-style-type: none"> - <i>Google or every website I come across</i> - <i>I usually go to Google and just type the information that i want.</i> - <i>Normally I just go to UWC library website and search. In there I try, sometimes I use referencing, I use keywords I use Google scholar. I also go to the internet and more stuff [information]</i> - <i>We do use books and internet</i> - <i>So I make use of books, journals, prescribed textbooks and lecture notes, or journals, internet or sometimes i go to the e-learning.</i>
LibGuides	<ul style="list-style-type: none"> - <i>Journal articles – scientific based, so obviously my first point is where everyone start which is i first went on Google, they spoke also about Google scholar, so i went on these and i found few information on journals but then</i>

	<p><i>realized I'm not getting anything. I realized that there's this site[LibGuides] that I can go to and it has everything, unlike Google which is broad and it gives stuff that i actually don't need but with this guide it actually cut all of that. I got my information from Google scholar and afterwards when i was half way, nearly done, i remembered that i can use this site or guide as well. I went to the library page then i went to referencing style guide but i was not really sure how to do it then i went to this guide and basically it helped me a lot. This is the way we do it and then i went to journals.</i></p>
Past exam papers	<ul style="list-style-type: none"> - <i>I look for past exam papers and if it is a journal I look for the journal. Sometimes</i> - <i>Previous question papers and may be notes, guides</i>
Search by title and author	<ul style="list-style-type: none"> - <i>Normally teaching staff give us titles to look for, so i search by title. Sometimes they include the year and if it is journals they ask us to look for the names of the authors</i>
Lecture notes	<ul style="list-style-type: none"> - <i>We look at our lecture notes, we also have recommended textbooks and websites that are related to the topic and we have to find additional information. We also have recommended journal articles, basically its journals, lecture notes and we use the library, pamphlets that we get from various health sectors. Basically we are not limited to one type of source but it has to be scientific based. So we can't just take any information from reputable websites</i> - <i>I will go to the library look for books, Sometimes social work use theory a lot, so i make use of books, journals, prescribed textbooks and lecture notes, or journals, internet or sometimes i go to the e-learning. Sometimes i will ask for assistance from the librarian. Librarian taught us how to find books in the library.</i> - <i>Previous question papers and may be notes, guides</i> - <i>We get slides from our lecture</i>
Recommended textbooks	<ul style="list-style-type: none"> - <i>We look at our lecture notes, we also have recommended textbooks and websites that are related to the topic and we have to find additional information.</i>
Prescribed textbooks	<ul style="list-style-type: none"> - <i>I will go to the library look for books, sometimes social work use theory a lot, so i make use of books, journals, prescribed textbooks and lecture notes, or journals, internet or sometimes i go to the e-learning. Sometimes i will ask for assistance from the librarian. Librarian taught us how to find books in the library. Google or every website I come across</i> - <i>I use our prescribed textbooks, journal articles, readings from Google scholar, peer reviewed papers based on dietetics</i>
Ask librarian	<ul style="list-style-type: none"> - <i>I will go to the library look for books, sometimes social work use theory a lot, so i make use of books, journals, prescribed textbooks and lecture notes, or journals, internet or sometimes i go to the e-learning. Sometimes I will ask for assistance from the librarian. Librarian taught us how to find books in the library. Google or every website I come across.</i>

Both LibGuides users and non-users were asked to indicate sources of information for their research topics and they gave a broad range of scholarly sources ranging from journal articles, books, databases, websites, library websites, newspapers, statistics, reports, Google, scholar, Ikamva, Google, LibGuides, past exam papers, internet, search by title and author, lecture notes, recommended textbooks, prescribed textbooks, literature review, ask librarian. The library has been used to access a variety of information sources namely to look for books, journals. The library website has been widely used to perform searches on smart search, to find A-Z databases, to search for information on databases and to search for journal articles. Journal articles, databases, library website, Google scholar, lecture notes, were heavily used and seem to be the best sources of information for students. Newspapers, statistics, governmental reports, previous examination papers and Google were used to a lesser extent.



5.3.2 Students using LibGuides

The three students who acknowledged using LibGuides were asked to indicate the most visited and used sections. Their responses are recorded in Table 5.10.

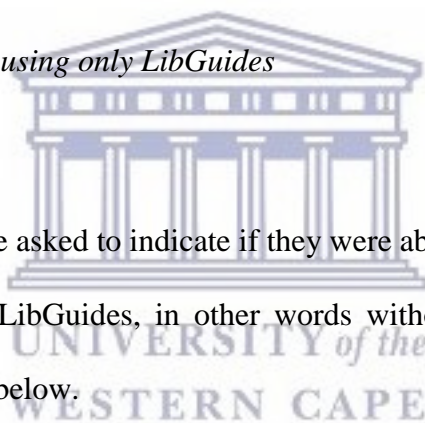
Table 5.10 Most used sections of LibGuides (N=3)

Theme	Responses
Journals	<ul style="list-style-type: none"> - <i>Journals definitely because its my course that I'm doing, it requires lots of readings that we need to do. So we need lot of background reading, referencing. i feel these journals are trust worthy as well because it gives a very broad overview of resources</i> - <i>It will be the journals, the databases and referencing</i>

	- <i>Normally teaching staff ask us to look for journals or articles. I normally go in there</i>
Databases	- <i>It will be the journals, the databases and referencing</i>
Referencing	- <i>It will be the journals, the databases and referencing</i>

Students prefer the journal tab or page to access journal articles. The reason thereof might be because it was highly recommended by the teaching staff. Students who were exposed to LibGuides are benefiting from LibGuides content. Referencing and database page were also used because LibGuides content covers databases for a specific course.

5.3.3 Completing assignments using only LibGuides



Students using LibGuides were asked to indicate if they were able to complete assignments or research projects using only LibGuides, in other words without consulting other sources. Responses appear in the table below.

Table 5.11 Completing assignments using only LibGuides (N=3)

Theme	Responses
Google	- <i>Like i said before I used Google first then use this [LibGuide] and then put everything together and then submit.</i>
LibGuides	- <i>Like s said before used Google first then use this [LibGuide]</i>
LibGuides not used extensively	- <i>No, because i have not used it extensively and it was not my primary source of information. So, no, but i think i will try next time and see if it will work but i mean seeing that everything is there, i will use it.</i>

Google scholar	- No, i had to go somewhere else. Normally i use or go to Google scholar, if i can't find it on Google scholar
Internet	- No, i had to go somewhere else. Normally i use or go to Google scholar, if i can't find it on Google scholar i search on internet, explanation.
Books	- No, i had to go somewhere else. Normally i use or go to Google scholar, if i can't find it on Google scholar i search on internet, if not i just use the books or ask somebody about the topic or go back to my teaching staff and ask for more explanation.
Teaching staff	- i search on internet, if not i just use the books or ask somebody about the topic or go back to my teaching staff and ask for more explanation.

To complete assignments participants used other sources. One participant used LibGuides extensively as a primary source of information.



5.3.4 LibGuides design

Students who have used LibGuides were asked to advise on additional information resources to be included in LibGuides to make them more comprehensive.

Table 5.12 LibGuides design requirements (N=3)

Theme	Responses
Nothing to change	- <i>Actually i don't think i will change anything about it because it shows how to login. Basically it answers questions that one might have e.g. if students are looking for previous exam papers, the guide clearly shows that. So i don't think i can change anything</i>
Direct link to a social worker	- <i>I think the contact number is there, that's fine but may be a direct link to social worker within the department. Someone who is willing to answer a question about social work issues so that we can get answers for our questions. As a librarian you know more about your field of study but you wouldn't know</i>

	<i>about social work. Just a link or consultation with a social worker that links to the department. It covers most things like exam papers</i>
Internet	- <i>I don't know, maybe add using internet, maybe normally they go to other but I don't remember the name.</i>

Participants were happy with the current design and its content. Suggestion include adding a direct link to connect students with a specialist within the social work discipline who is in a better position to handle all social work related queries.

5.3.5 Rating the usefulness of LibGuides



Participants were required to respond on whether LibGuides contain information they were looking for and state reasons thereof. Responses from the three students are recorded in Table 5.13.

Table 5.13 Usefulness of LibGuides (N=3)

Theme	Responses
Journals	- <i>Because I'm in social work and because it offers journal specific to social work. and i hope it links to referencing in the department because social work uses Harvard so i hope it goes straight to explain Harvard in the department.</i>
Access and use	- <i>Looking at it look simple enough. It offers easy access especially referencing because referencing is always a problem</i> - <i>Offers quick access, you don't have to take a long time or may be looking for other sources which may give wrong information. This one you feel comfortable to use it.</i>
Referencing	- <i>Looking at it look simple enough. It offers easy access especially referencing because referencing is always a problem</i>

One stop shop	- <i>Basically i see it as a one stop of all you need and it gives you what you need. So it's very easy to use</i>
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Students found LibGuides useful as it contains specific information resources. The above responses show that students who used LibGuides found it easy to use and access information using LibGuides.

5.3.6 Partial usage of LibGuides by students

Based on their responses during interviews, the researcher identified two students who were introduced to LibGuides before, but have only partially used LibGuides:

- *Honestly the LibGuide was introduced by the librarian*
- *We had a session with the librarian but i have never used it. I think I'm planning on doing masters next year and I think it will be very helpful for me*

The researcher then asked if they have used specific sections in a LibGuide. Responses are recorded in Table 5.14.

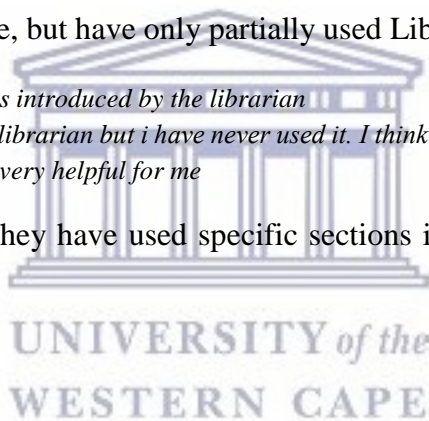


Table 5.14 Partial usage of LibGuides (N=2)

Theme	Responses
Books	- <i>I have used books and eBooks and I've also used journals.</i>
eBooks	- <i>I have used books and eBooks</i>
Journals	- <i>I've also used journals</i>
Community & Health Science LibGuide homepage	- <i>I've also used Community and Health Sciences home</i>

As a follow-up question, these students were asked whether they regard LibGuides easy to use.

Responses are recorded in Table 5.15:

Table 5.15 Ease of LibGuide usage - students partially using LibGuides (N=2)

Theme	Responses
Helpful	<ul style="list-style-type: none"> - <i>Yes it does as i have already said earlier that it helps us, like its not time consuming. It helps us a lot because you don't have to go and look for that book or journal from scratch. Yes it does and has lot of information</i> - <i>It guides us where we can find certain books. In most cases i can say, 80% when i use LibGuides i always get what I'm looking for</i>
Saves time	<ul style="list-style-type: none"> - <i>Yes it does as i have already said earlier that it helps us, like its not time consuming.</i>

Respondents found LibGuides to have the necessary required information, saves time as well as to contain guidance on how and where to find books and journals. Based on their responses, these two students were then asked if they used LibGuides to complete assignments or research projects.

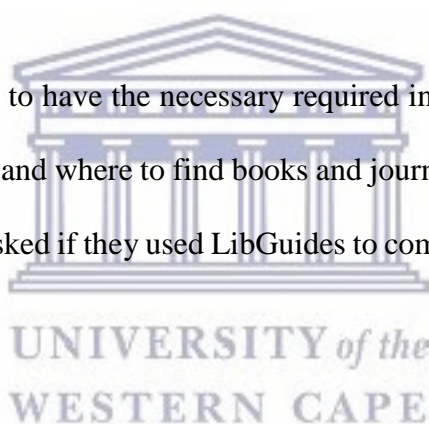


Table 5.16 Completing assignments partially using LibGuides (N=2)

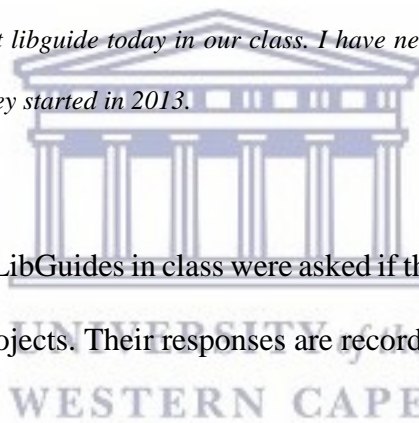
Theme	Responses
Library website	<ul style="list-style-type: none"> - <i>I check on library website</i> - <i>Yes, of course, i can say may be 80% because sometimes</i>
80% information is from a LibGuide	<ul style="list-style-type: none"> - <i>Yes, of course, i can say may be 80% because sometimes i use to borrow books from my friends who have already conducted the same study that I'm doing</i>
Borrow books from friends	<ul style="list-style-type: none"> - <i>i use to borrow books from my friends who have already conducted the same study that I'm doing but apart from borrowing books from people</i>
LibGuides	<ul style="list-style-type: none"> - <i>I use the LibGuide</i>

Both students who partially used LibGuides were able to find information resources from LibGuides, but also used other sources like borrowing books from friends.

5.3.7 Students learning about LibGuides during interviews

Based on their responses, two students discovered LibGuides when the researcher interviewed them:

- *I actually found out about LibGuides now in the week from my teaching staff in class. Lots of students didn't know about it in our class. Now that you found out in class, are you going to make use of it? Ofcourse, now we will use it. I am planning to use it over the weekend for social work assignment*
- *Actually i only heard about libguide today in our class. I have never used libguide. It was introduced today. Only find out that they started in 2013.*



Students who found out about LibGuides in class were asked if they will make use of LibGuides for assignments or research projects. Their responses are recorded in Table 5.17.

Table 5.17 Interest in using LibGuides (N=2)

Theme	Responses
For research	- <i>Yes, definitely, i will probably use it every day for my assignments. Or even for just research based on practicals, things like that. Work smarter not harder</i>
Referencing	- <i>I will definitely use it. I see there's referencing, i will probably use that also because I'm lazy and that is easier way of doing it.</i>
Interested	- <i>I am very interested in it. I would love to know how to use it. It seems it has all the information</i>

Respondents show big interest in using LibGuides for research projects and assignments.

5.3.8 Non-users of LibGuides

Fifteen students have never used LibGuides before. The fifteen non-users of LibGuides were asked how they go about finding information without using LibGuides and whether they would be interested in using LibGuides. Their responses are recorded in Table 5.17 and Table 5.18.

Table 5.18 Non-users finding information (N=15)

Theme	Responses
Reputable websites	- <i>My information will mostly come from research journal articles, reputable websites like World Health Organization (WHO) sites and lecture notes</i>
Google	<ul style="list-style-type: none"> - <i>Its been a struggle, we've been using very useless ways of finding information online. Just going on Google which will first yield loads and loads of useless articles and information which lead to frustration. You will end up not being able to have content that you are looking for</i> - <i>If it's not in Google scholar, i will just open Google and search there.</i> - <i>I usually type exactly what I'm looking for on Google and Google will direct me on which website contain information i'm looking for.</i> - <i>Well i usually go to the library and search for book that i'm looking for that is related to my topic. Secondly i will go to internet.</i> - <i>I use books, journals and internet</i> - <i>I wasn't aware that there's a website as such, so i normally just look at the textbook, internet.</i>
Struggling	- <i>Its been a struggle, we've been using very useless ways of finding information online</i>
Library website	<ul style="list-style-type: none"> - <i>Our supervisor advised us to go to the library webpage and use A-Z databases and into the academic journals then SA ePublications and then Sage</i> - <i>I usually just go to UWC website, I'm not sure, there's a study guide like a tutorial that is online</i> - <i>Used library website for books, journals and Internet</i> - <i>We use a quick search on the library website where you just check on whatever you want</i>
Books	<ul style="list-style-type: none"> - <i>Well i usually go to the library and search for book that i'm looking for that is related to my topic. Secondly i will go to internet.</i> - <i>I use books, journals and internet</i>

eBooks	- <i>I will look in eBooks as i said before</i>
Textbooks	- <i>I wasn't aware that there's a website as such, so i normally just look at the textbook, internet.</i>
Study guide	- <i>There's a study guide like a tutorial that is online</i>
Google scholar	- <i>I open Google scholar and I type in there, Google scholar is my research tool.</i> - <i>Mostly i use Google scholar because i find it easy to use. You find all types of articles there, actually i use it for my research.</i>
Journal articles	- <i>I search for key words like Low Curb High Fat Diet, LCH diet for example i go to Sage and type LCH diet or something like that. I just search for that and i look for articles relating to the topic.</i> - <i>I use books, journals and internet</i> - <i>In the library there's a section for journals where i go to find journals and journals on the internet. Journals that i get from our teaching staff</i> - <i>Since i'm introduced to databases i will search for topic that is related to my topic. I will search databases for current topics. Those are what i use most of the time to look for information more especially if it is academic and the library.</i> - <i>In the library there's a section for journals where i go to find journals and journals on the internet. Journals that i get from our teaching staff</i> - <i>Our supervisor advised us to go to the library webpage and use A-Z databases and into the academic journals then SA ePublications and then Sage</i> - <i>Since i'm introduced to databases i will search for topic that is related to my topic. I will search databases for current topics. Those are what i use most of the time to look for information more especially if it is academic and the library.</i> - <i>I don't think anyone told me about the page I'm seeing in front of me. Normally i search for databases for articles or i use the ones i have mentioned before which is science direct, academic search complete and Google scholar. If i want specific articles i go to science direct, academic search complete and use keywords.</i> - <i>I search using key words like Low Curb High Fat Diet, LCH diet for example i go to Sage and type LCH diet or something like that. I just search for that and i look for articles relating to the topic.</i>
Ikamva	- <i>Look in Ikamva for course resources for all the modules so there's no need of going elsewhere because you know where exactly to find course resources.</i>

Students who have never been introduced to LibGuides seem to use scholarly and non-scholarly sources for information. They used different ways of accessing information. One participant mentioned “*It's been a struggle, we've been using very useless ways of finding information online...*” This indicated that students spent more time searching different information resources. Participants show understanding and familiarity with specific databases as they specified databases by names like Sage, SA ePublications.

Table 5.19 Non-users interest in LibGuides (N=15)

Theme	Responses
Use LibGuides	<ul style="list-style-type: none"> - <i>Yes definitely as I said I wasn't aware of what LibGuides is but now that I'm aware I will definitely make use of service because it's also course based. It already narrows down instead of going through databases i.e. all the journals and other stuff, it saves time. As students we have time constraints. This guide has credible information sources for our course.</i> - <i>Yes, definitely, i feel its more easier seeing that books, journals are all there. It looks like i will just go to LibGuides and do my research instead of searching internet.</i>
Relevant information	<ul style="list-style-type: none"> - <i>Yes, it looks like i can get more relevant information for the research project</i> - <i>Its a big yes, i will obviously even recommend to someone to go for it. It seems quite fruitful. Yes, its an eye opening for someone like me and since ive never used it before. It seems like it has everything that one may need. I think its very good and could be used efficiently. Yes i will go for it</i> - <i>Yes, because it look more clear for me and i know where to get what i need because its clear and there's more information that i can get.</i> - <i>Yes, i think i will find more information here than Google scholar</i> - <i>One package – helps with everything. Everything is in the guide especially referencing</i> - <i>Yes, it looks like i can get more relevant information for the research project.</i>
Interested to learn to use LibGuides	<p><i>Yes, i will be very much interested in knowing how to use it intensively so that i'm able to be productive in my research and if maybe i'm struggling if there could be someone in the library that i can approach so that they can maybe guide me on how to use it. So i will, I think from today i'll make it a point that i'm learning about it and i'm using it so that i could see what it can do for my research.</i></p>
More training and more time	<ul style="list-style-type: none"> - <i>The librarian gave us a tour of the library website but the training was very limited. Time spent in the training is less. We don't get in-depth view. There should be more training events and more time</i> - <i>I would like to get trained on how it works</i> - <i>There should be more training events and more time</i> - <i>I don't understand how to use it.</i> - <i>The librarian gave us a tour of the library website but the training was very limited. Time spent in the training is less. We don't get in-depth view. There should be more training events and more time</i>
Journals	<ul style="list-style-type: none"> - <i>Because now i don't have to type lot of information because it has specific journals and journals is what i definitely need</i> - <i>Well, definitely, it looks like lot of information i can easily access from the library website and specific sections like journals, databases and referencing style guides. Things i'm interested in. It will definitely be helpful to me</i> - <i>Yes, definitely, i feel its more easier seeing that books, journals are all there. It looks like i will just go to LibGuides and do my research instead of searching internet.</i>

Databases	<ul style="list-style-type: none"> - <i>Well, definitely, it looks like lot of information i can easily access from the library website and specific sections like journals, databases and referencing style guides. Things i'm interested in.</i>
Interesting	<ul style="list-style-type: none"> - <i>I have Refworks account from my third year level but i haven't used it and i heard from other people that Refworks is good. I will go to the LibGuide when i have time but it is really interesting and its the first time hearing about it.</i> - <i>I am really interested to get the normal way of doing research. It will be beneficial in the future. I don't understand how to use it.</i>
Easy to use	<ul style="list-style-type: none"> - <i>Yes, definitely, i feel its more easier seeing that books, journals are all there. It looks like i will just go to LibGuides and do my research instead of searching internet.</i> - <i>Yes, i will, and is actually easier than normal library website, this is specifically for social work than the normal website. I will definitely use this, looking at it, it is easier.</i>
Helpful/useful	<ul style="list-style-type: none"> - <i>Yes, very helpful to first years, everything is here</i> - <i>Yes, i'm sure i will look at it and see what it offers. I'm pretty excited about the part of the exam papers, its quiet useful</i> - <i>It will definitely be helpful to me</i>
Specific information resources	<ul style="list-style-type: none"> - <i>This is specifically for social work than the normal website.</i> - <i>Because now i don't have to type lot of information because it has specific journals and journals is what i definitely need</i> - <i>I will definitely make use of service because it's also course based</i> - <i>This guide has credible information sources for our course.</i>
Referencing	<ul style="list-style-type: none"> - <i>One package – helps with everything. Everything is in the guide especially referencing</i> - <i>Well, definitely, it looks like lot of information i can easily access from the library website and specific sections like journals, databases and referencing style guides. Things i'm interested in. It will definitely be helpful to me</i>
Books	<ul style="list-style-type: none"> - <i>Yes, definitely, i feel it's more easier seeing that books, journals are all there. It looks like i will just go to LibGuides and do my research instead of searching internet.</i>

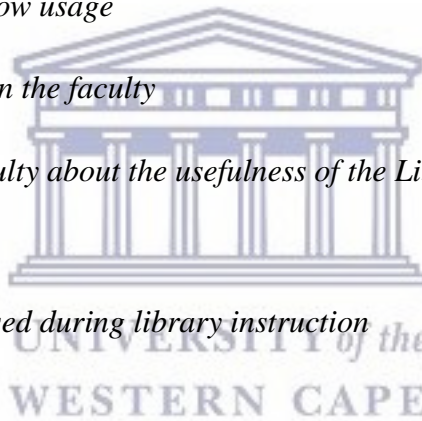
The participants who were not aware of LibGuides, still identified LibGuides as useful tools as they were considered to be course based and contained relevant and credible information. Participants were interested and willing to learn to use LibGuides and requested more training.

5.4 Interview with the faculty librarian

One faculty librarian is responsible for four departments and has created six LibGuides for these departments: Dietetics and Nutrition, Psychology, Social Work, School of Natural

Medicine, post graduate guide for Social Work and Sports recreation exercise Science and Management. The librarian did not participate in the online questionnaire but was interviewed in order to gain rich, in-depth responses. The interview questions were based on the following themes:

- *Information resources used during library instruction*
- *Use of LibGuides during library instruction*
- *Engaging students and staff in the LibGuides design*
- *Adding LibGuides links in courses in Ikamva or e-learning*
- *Librarian using LibGuides to support teaching, learning and research*
- *LibGuides statistics show usage*
- *LibGuides awareness in the faculty*
- *Feedback from the faculty about the usefulness of the LibGuides*



5.4.1 Information resources used during library instruction

Librarians often offer library training to students and the question asked ‘does the faculty librarian indicate types of information resources used during library instruction’?

Table 5.20 Information resources used by librarian

Theme	Responses
Library website	- <i>I use the Library webpage and I show them databases, databases by subjects, LibGuides the reason why I show them LibGuides is because if they can't find or they come from class they then have options to use LibGuides guides in order to get information</i>

Databases by subject	- <i>I show them databases, databases by subjects</i>
LibGuides	<ul style="list-style-type: none"> - <i>I show them databases, databases by subjects, LibGuides the reason why I show them LibGuides is because if they can't find or they come from class they then have options to use LibGuides guides in order to get information</i> - <i>I use it as an instructional tool. My lesson plan is according to or practically I show them on the LibGuide so that I don't have to repeat every time</i>

The above responses show the use of the library webpage and LibGuides as instructional tools for library sessions.

5.4.2 Use of LibGuides during library instruction

The librarian was asked to indicate if LibGuides were included in the library training, whether LibGuides were covered in all the library instructions and indicate how that was achieved.

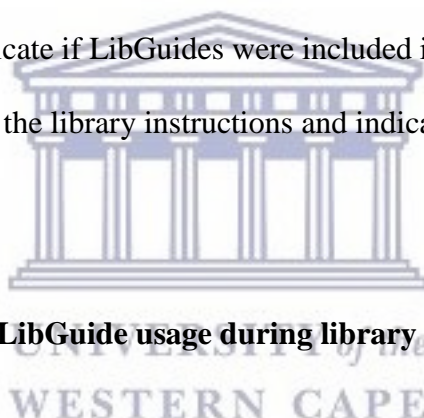


Table 5.21 LibGuide usage during library instruction

Theme	Responses
Search strategy on LibGuides	<ul style="list-style-type: none"> - <i>Because previously what we did, we had to make power point presentation on how to search example how to search for books, journals, databases. With the LibGuide what I'm doing is I put up search strategy on the LibGuide so that I can use it for all levels. I put up books so that students can find them and how to search for books in one tab. I can just open that tab and explain how to search. If they go back to the LibGuides they can find all the sessions because I put them up there. If they are looking for the catalogue, databases, referencing styles, journals, they can find them, they can easily go there.</i> - <i>So I will open the LibGuide and talk around that lesson and I will show them how I set it in the navigation tab what I'm talking about and how they must do it first and they must use Boolean operators. The extended lesson is in the LibGuides</i> - <i>That I use to show them where to find it and how to structure the search</i>
Books and eBooks tab	<ul style="list-style-type: none"> - <i>I put up books so that students can find them and how to search for books in one tab</i> - <i>Show them how to find journal articles and for books and eBooks,</i>

Content for library instruction added in a LibGuide	<ul style="list-style-type: none"> - <i>I can just open that tab and explain how to search. If they go back to the LibGuides they can find all the sessions because I put them up there</i> - <i>So I will open the LibGuide and talk around that lesson and I will show them how I set it in the navigation tab what I'm talking about and how they must do it first and they must use Boolean operators. The extended lesson is in the LibGuides.</i>
Library catalogue	<ul style="list-style-type: none"> - <i>If they are looking for the catalogue, databases, referencing styles, journals, they can find them, they can easily go there.</i>
Databases	<ul style="list-style-type: none"> - <i>If they are looking for the catalogue, databases, referencing styles, journals, they can find them, they can easily go there</i>
Open access tab/page	<ul style="list-style-type: none"> - <i>show them journals how to find journal articles and for books and eBooks, Open Access and I also show them how to find Open Access Educational Resources (OER's) especially psychology.</i>
OER's page / tab	<ul style="list-style-type: none"> - <i>Show them journals how to find journal articles and for books and eBooks, Open Access and I also show them how to find Open Access Educational Resources (OER's) especially psychology.</i> - <i>They are using that so there are free books that they can use and they use them quite a lot</i>
Referencing styles	<ul style="list-style-type: none"> - <i>If they are looking for the catalogue, databases, referencing styles, journals, they can find them, they can easily go there</i>
Journals	<ul style="list-style-type: none"> - <i>If they are looking for the catalogue, databases, referencing styles, journals, they can find them, they can easily go there</i> - <i>Show them journals how to find journal articles</i>
Use LibGuides as a teaching aid	<p><i>As I said, for me LibGuides, I use the LibGuides as a teaching aid. It assists me in getting or enriching my aim. If I'm doing the search strategy i.e. Boolean operators, I have already put it in the LibGuide. So I will open the LibGuide and talk around that lesson and I will show them how I set it in the navigation tab what I'm talking about and how they must do it first and they must use Boolean operators. The extended lesson is in the LibGuides. That I use to show them where to find it and how to structure the search. I also show them referencing styles using referencing tab and show them journals how to find journal articles and for books and eBooks, Open Access and I also show them how to find Open Access Educational Resources (OER's) especially psychology. They are using that so there are free books that they can use and they use them quite a lot</i></p>

The CHS librarian used LibGuides as a teaching aid and the content for library instruction was added in a LibGuide. Using LibGuides helped the participant to deliver library instruction in a user friendly manner. When teaching search strategies, the participant responded saying that “I can just open that tab and explain how to search...” This demonstrated how easy it was to deliver library instruction using LibGuides.

5.4.3 LibGuides design

The faculty librarian was then asked whether LibGuides were created in consultation with students and teaching staff.

Table 5.22 LibGuides design

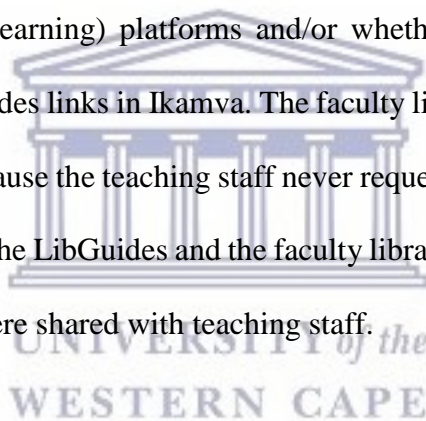
Theme	Responses
Needs	<ul style="list-style-type: none"> - <i>Yes, especially the one that I have created for postgraduate students, I have created it according to the needs of the students because they asked questions on how to or where to find and according to their needs. So those questions they asked I took them and created a guide. If I see there's something relevant or the questions that the students ask, for example late last year and early this year they were coming a lot with systematic reviews, so I had to put a tab in all the LibGuides. Just to put something on or say about systematic reviews. It is according to what is going on around their research areas and the questions they come up with.</i> - <i>There was one student, a post graduate student, he likes to use Google Scholar and gave me the reasons why he likes Google scholar articles. I had to adapt that guide and put Google Scholar search box for this specific need.</i> - <i>Mostly the staff that really worked closely, most of those are psychology and social work, they worked closely with me. They give or come up with stuff that they need for their students</i>
Questions	<ul style="list-style-type: none"> - <i>I have created it according to the needs of the students because they asked questions on how to or where to find and according to their needs. So those questions they asked I took them and created a guide.</i>
Google scholar	<ul style="list-style-type: none"> - <i>There was one student, a post graduate student, he likes to use Google Scholar and gave me the reasons why he likes Google scholar articles. I had to adapt that guide and put Google Scholar search box for this specific need.</i>
Topics	<ul style="list-style-type: none"> - <i>The teaching staff gave me topics and things they require for training, they alert me, they gave me instructions of what they want for their students to be trained on. Social work department come every year and tell me that they need training like basic search skills and I will create a guide according to that.</i>
Training needs	<ul style="list-style-type: none"> - <i>The teaching staff gave me topics and things they require for training, they alert me, they gave me instructions of what they want for their students to be trained on</i>
Collaboration	<ul style="list-style-type: none"> - <i>Mostly the staff that really worked closely, most of those are psychology and social work, they worked closely with me. They give or come up with stuff that they need for their students, so I take that and put it in a LibGuide. They are not really into LibGuides. I only sent the LibGuide links yesterday (a day before</i>

	<i>the researcher interviewed the faculty librarian) to all the departments. Since yesterday it looks there's minimum visits</i>
LibGuides link	- <i>I only sent the LibGuide links yesterday (a day before the researcher interviewed the faculty librarian) to all the departments. Since yesterday it looks there's minimum visits</i>

In designing LibGuides the faculty librarian used a different approach by engaging users and their research needs.

5.4.4 LibGuides on Ikamva

In an open ended question, the faculty librarian was asked whether LibGuides links were added in courses in the Ikamva (e-learning) platforms and/or whether departments requested the faculty librarian to add LibGuides links in Ikamva. The faculty librarian did not add LibGuides links to courses in Ikamva because the teaching staff never requested the faculty librarian to do so. From the above responses the LibGuides and the faculty librarian were not added in courses in Ikamva. LibGuides links were shared with teaching staff.



5.4.5 Use of LibGuides to support teaching, learning and research

The researcher asked how the faculty Librarian used LibGuides to support teaching, learning and research and specify areas where LibGuides were used.

Table 5.23 LibGuides as support tools for library instruction

Theme	Responses
Library instruction	- <i>Yes, I use them to promote library instruction</i>
Pages or tabs for events	- <i>I create pages for events in the library to alert them example Refworks or Mendeley training.</i>
Direct links	- <i>I also put links linking to the repository so that they can get the latest publications.</i> - <i>I have also added links for their departments</i>

The above response shows how the faculty librarian has designed the LibGuides to respond to the teaching, learning and research needs.

5.4.6 LibGuides usage by faculty

The researcher asked the faculty librarian if faculty members are using LibGuides, if so, what do they use LibGuides for.

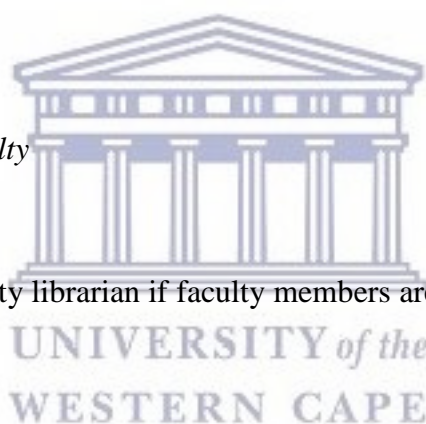


Table 5.24 LibGuides usage by faculty

Theme	Responses
LibGuides stats	- <i>According to stats, yes they are, at least different departments it shows that they use LibGuides I check the stats, so they do use the LibGuides regularly. They definitely use it, you can see the views by Psychology and social work, example; psychology uses the eBooks because I show them eBooks, Open Access and OER's.</i>
Pages or tabs views	- <i>you can see the views by Psychology and social work, example; psychology uses the eBooks because I show them eBooks, Open Access and OER's</i> - <i>I think on the homepage I put the catalogue, search strategy, how to search. I also put referencing, basic easy stuff because students don't want to look around, they want things quickly</i> - <i>I can see, if I go to specific LibGuide for a department and I open it, I can see they use home pages, they frequently use books, eBooks, journals.</i>

- *I can see they use home pages, they frequently use books, eBooks, journals.*

The faculty librarian confirmed that users are making use of LibGuides. Proof thereof could be seen in the LibGuides usage statistics in the form of page views. LibGuides usage statistics are determined by the number of page views in each LibGuides. In response to the question on which content types received more views, the librarian mentioned the content coverage which include library information resources that appear on the library website.

5.4.7 LibGuides awareness and feedback

The last interview question asked the librarian if the faculty students and staff of the selected departments were aware of LibGuides and how the level of awareness was achieved. The librarian was also asked whether feedback via the LibGuides feedback box was used to rate the content or changes to be made.

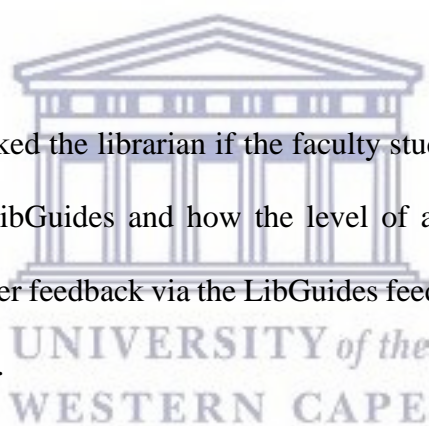
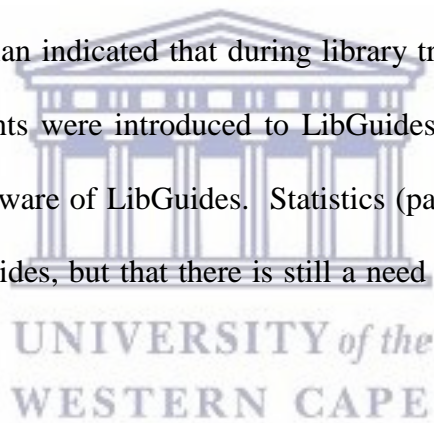


Table 5.25 Faculty awareness and feedback about LibGuides

Theme	Responses
LibGuides awareness	<ul style="list-style-type: none">- <i>According to stats, I don't think they are really aware but the third year students I did show them and make sure that they know LibGuides.</i>- <i>To be honest with you, I have only started getting serious with LibGuides showing them in the middle of last year 2016 and with my training this year. I make sure I show them from this year</i>- <i>In reaching the level of awareness, initially I think especially with psychology, at the beginning of the year, they invited me to class and they gave me ten minutes to share something from the library. What I do in those 10 minutes, I show them LibGuides.</i>- <i>Other forms of raising awareness is by word of mouth to students during training. Sending the LibGuide link. I also put the LibGuides on Google plus and that makes</i>

	<p><i>it automatically connect to Google so that whenever they search on Google they will find LibGuides</i></p> <ul style="list-style-type: none"> - <i>What I see there is a need for marketing from my side so that they can really be up-to-date about LibGuides.</i> - <i>I do tell them about LibGuides in the departmental meetings.</i>
Feedback	<ul style="list-style-type: none"> - <i>Currently I didn't get feedback from the faculty. What I see there is a need for marketing from my side so that they can really be up-to-date about LibGuides. I do tell them about LibGuides in the departmental meetings.</i> - <i>After sending the links, the social work department replied thanking me for sending the link. There was a Social work student now who told me that the teaching staff showed them the LibGuide, he just wanted to say thank you but still want to know something on the LibGuides. The social work teaching staff showed the LibGuide to the students in class and now the student wants to know more about LibGuides that's why the student came to me.</i>

The faculty librarian noticed the need for marketing so that the faculty can be informed about LibGuides. The faculty librarian indicated that during library training in the middle of 2016 and beginning of 2017 students were introduced to LibGuides, but it might be that not all students were exposed to or aware of LibGuides. Statistics (page or tab views) showed that some users were using LibGuides, but that there is still a need for marketing and promoting them further.



5.5 Concluding summary

Some students and staff were exposed to LibGuides while others were not. Four groups of student participants were identified namely; students who used, partially used, found out about LibGuides during the time when the researcher was conducting interviews and those who did not use LibGuides. Participants who were exposed to LibGuides used and benefited from using LibGuides. Students and staff who were not exposed to LibGuides show interest in using LibGuides as they requested training. The willingness to use LibGuides shows that students

and staff were not aware and the researcher noticed the improvements in terms of the LibGuides views after the interviews. The faculty librarian worked closely with some teaching staff members and has offered library instruction to certain groups of students. The next chapter will interpret the data presented in Chapters four and five.



CHAPTER 6

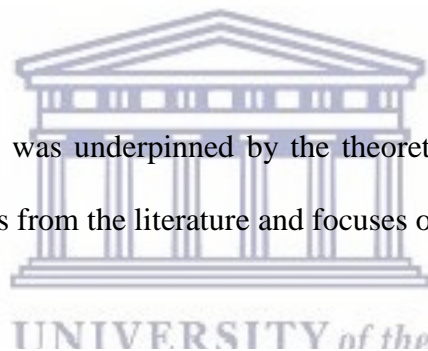
INTERPRETATION OF THE RESULTS

6.0 Introduction

Chapter 4 presented data received from online questionnaire, while chapter 5 presented qualitative data from interviews. This chapter interprets the results by combining quantitative and qualitative findings. Due to the very low response rate as explained in chapter 3, no generalizations can be made.

6.1 Interpretation themes

The interpretation of findings was underpinned by the theoretical framework and critically compared with scholarly views from the literature and focuses on:



- Demographics
- LibGuides awareness
- Discovering LibGuides
- Accessing LibGuides
- Using LibGuides
- LibGuides design and coverage
- Academics encourage students to use LibGuides
- Confusion regarding LibGuides
- Need for LibGuides

6.2 Demographics

Demographics of students and teaching staff are summarised under subheadings departments, gender, department and gender as well as student programs and levels of study.

6.2.1 Demographic summary

Most student participants were females, from the department of Social Work registered for a degree program and in their first year of study. Most teaching staff participants were female, from the Department of Psychology, were teaching in degree, honours as well as master programs, used face-to-face classroom teaching and had eleven to twenty years of teaching experience.



6.3 LibGuides awareness

In the online questionnaire the researcher added the CHS LibGuides link specifically for each department. It is at this point that the investigation found a lack of awareness. This is evident from the low number of students and staff who used LibGuides as well as the confusion between course/subject guides and Libguides. Research done by Petter et al. (2008: 242) reviewed 180 papers dealing with six dimensions of the success of the information systems and discovered individual impact as a system measure which is characterized by level of awareness or recall. The CHS librarian(s) as well as departmental representatives which form part of the library committee should at least raise LibGuides awareness and its functions in their respective departments because they were introduced to LibGuides.

Although the majority of students (86.10%) and teaching staff (70%) from the online questionnaire indicated that they were aware of LibGuides, responses to subsequent questions made it clear that students were confusing LibGuides with lecture guides or study guides. Similar results came from interview findings where 68% of students and 89% of teaching staff acknowledged during the interviews to never having used LibGuides.

It was determined during the interviews with the faculty librarian that marketing and promotion of LibGuides only started in the middle of 2016 which is after April 2016 when the questionnaires were administered. A study by Gonzalez and Westbrook (2010: 640) also found lack of awareness, lack of promotion and less time spent on LibGuides during library instruction. In relation to this and in an open ended question from the online questionnaire a CHS student acknowledged to having been introduced to LibGuides but was unable to use them because the faculty librarian covered too many aspects during orientation and the student could not remember everything. Similar practices of introducing LibGuides during library orientation was found by Baker (2014: 111), Han and Hall (2012: 291), Leibiger and Aldrich (2013: 430) as well as Ream and Parker-Kelly (2016: 346). In promoting and marketing LibGuides, the CHS librarian sent the LibGuides links using email but not all CHS departments were reached. Similar to the CHS librarian, Chiware (2014: 30) designed course specific LibGuides and raised awareness by sending email announcements to all students using the e-learning platform. Sending direct emails is what Foster et al. (2010: 608, 610) found to be effective in marketing and promoting LibGuides.

The CHS faculty librarian was not given permission to add content to courses on the e-learning platform and as a result was not linked to e-learning courses which Mokia and Rolen (2012: 44) see as an opportunity to increase collaboration. To reach high levels of awareness Bangani

and Tshetsha (2018: 2), Gonzalez and Westbrook (2010: 648-649), Kvenild et al. (2016: 8), Little et al. (2010: 432), Roberts and Hunter (2011: 70), Scull (2014: 319-320) as well as Staley (2007:131) all recommend collaboration between the library and faculty. LibGuides at Santa Clara University library in California were used during information literacy training sessions and resulted in awareness and usage thereof (Strutin, 2008: 8). Gessner et. al. (2015: 501) suggested direct face-to-face contact in classrooms, workshops, and at the reference desk. Smulewitz et al. (2013: 220) explain that return on investment is essential and valuable to libraries in bringing educational value.

6.4 Discovering LibGuides

Questionnaire responses from both students and staff showed that LibGuides were discovered through multiple access points including the faculty librarian, teaching staff, classmates, colleagues, peer facilitators, the online questionnaire used for this study and whilst searching for previous examination papers. The majority of teaching staff (60%) as well as 27.90% of students found out about LibGuides through the faculty librarian. Subsequently 30.20% of students discovered LibGuides through teaching staff.

It therefore seems to be connection, communication and knowledge sharing practices among students, teaching staff and the faculty librarian. Fry and Rich (2011: 398) suggested librarians to collaborate with academics as students usually do what their teaching teaching staff are telling them to do. Miner and Alexander (2010:41) on the other hand, focus on the versatility of LibGuides that allow librarians to add course content to enhance research and access to information needed by users.

6.5 Accessing LibGuides

Different points of accessing LibGuides were used. Most students (58.98%) and teaching staff (14.29%) identified the e-learning platform Ikamva as the point of access, while many students (43.59%) also used the UWC library website. Two teaching staff pointed out UWC website as accessing tool. In reality the UWC LibGuides are accessible via the UWC library website, under the student portal page via the CHS faculty page. They can also be discovered and accessed by doing a Google search.

The fact that many students as well as a teaching staff identified the e-learning platform as discovering tool is another indication that they were confusing LibGuides with teaching staff course guides as mentioned already. LibGuides were not added to courses on the platform. The faculty librarian should get permission to add LibGuides in courses as it would heighten awareness (ALA, 2010 and Fry, 2014:2), allow easy access, ensure more exposure for the information resources and services provided (Chiwere, 2014: 30) as well as improve student success by completing assignments (Bowen, 2012: 450).

It can be concluded that LibGuides were not easy to find. Perhaps multiple access points can improve LibGuides visibility as one participant indicated that the *“library is very important and should not be hidden.”* Through collaboration LibGuides can be incorporated into platforms frequently used by students like the e-learning platform Ikamva, emails, departmental websites, departmental Facebook pages, Twitter pages, WhatsApp groups to improve access and enhance visibility.

6.6 Use of LibGuides

Although most students in both the questionnaire and interviews indicated having used Libguides, it became clear later on that students were confusing LibGuides with lecture or study guides. The reason for the confusion will be discussed at the end of the chapter.

Subsequent responses to the questionnaire as well as interview questions lead the researcher to determine that only three students and one teaching staff actually used LibGuides, two students partially used them while two other students found out about and used LibGuides while the researcher was conducting interviews. Therefore, the majority of students and teaching staff did not use LibGuides.

Ten responses from the online questionnaire demonstrated that students have used LibGuides for research, specifically to access electronic journals, to find information resources for assignments, to locate where the possible relevant sources can be assessed and used and to locate books and articles in the library; thus using LibGuides to access scholarly sources of information. It was encouraging to learn that three students were able to complete assignments using LibGuides.

Seven responses from teaching staff indicated using LibGuides as tools in teaching, for research, student thesis, preparation, to locate research under particular disciplines and subjects and to search for articles to update notes and write articles. The pedagogic value of LibGuides during the teaching and learning process was discussed by Bushhousen, (2009: 66-68), Griffin and Lewis (2011: 5), Ouellette (2011: 447) and Staley (2005: 1-2). Gonzalez and Westbrook (2010: 651), Kolah and Fosmire (2010: 2), Mokia and Rolen (2012: 42), Mooney (2012: 3), Neves and Dooley (2011: 96) as well as Skelly et al. (2013: 196-197) alerted to the value of LibGuides as an instructional tool in teaching information literacy skills. Miner and Alexander

(2010: 45-46) suggest promotion of Libguides for continuous usage and students being able to complete assignments. To enhance the use of LibGuides, both Mooney (2012: 3) and Neves and Dooley (2011: 94) suggest engaging students and teaching staff in the process of designing and developing contents for LibGuides.

Despite the faculty librarian being in contact with the teaching staff and establishing a close working relationship, teaching staff were not utilizing LibGuides to support teaching, learning and research. Lack of knowledge about LibGuides was also discovered by Castro-Gessner, Wilcox and Chandler (2013: 260) in a usability testing study.

6.6.1 Reasons for non-usage

In an open ended question to both students and teaching staff on reasons for not using LibGuides, one student acknowledged struggling to use LibGuides. All the other responses reflect non-use simply because they did not know LibGuides. According to Miner and Alexander (2010: 46) if users do not know about LibGuides, they will not use them.

6.6.2 Potential use

From interview responses, it was evident that all participants were potentially very interested in using LibGuides and willing to be trained on using them. This became especially evident when students realised LibGuides to be a time saver given that it provides access to a collection of all the needed subject information resources. They showed particular interest in using LibGuides for assignments and research which corresponds with Miner and Alexander (2010: 47) who predicted LibGuides may be effective for students to complete assignments, to

enhance learning and research. Both students and teaching staff suggested training on using LibGuides. A similar need was reflected by international students enrolled in American academic institutions. Bowen et al. (2018: 393) regarded training a critical area. Han & Hall (2012: 291) suggested more library training sessions and self-paced online tutorials, while Gonzalez and Westbrook (2010: 650) regarded using LibGuides as a training tool by student assistants at service desks as a best practice. An example of the benefits of training came from the fact that after explaining the benefits during the interview with a teaching staff in the School of Natural Medicine, s/he immediately added a LibGuide link to courses on the e-learning platform.

Potential LibGuides users pointed out that LibGuides provide a way of working smarter as challenging issues like referencing, obtaining credible information sources, retrieving specific information resources, accessing the institutional repository and retrieving relevant information from journals and databases can be solved using it. This corresponds with Chiware (2014: 29), Gessner et al. (2015: 492), Scull (2014: 320) and Xiao (2008) who found LibGuides easy to use tools that connect users directly to relevant and useful library resources.

Teaching staff who have never used LibGuides were also keen to introduce LibGuides to their students by adding them in the e-learning platform as well as to use them as research tools in preparing for teaching and publishing. These responses clearly indicate that a high level of collaboration between the faculty librarian and the faculty could be reached.

6.7 Specific use of LibGuides

Responses from participants show different use of LibGuides which is grouped according to specific use in general, use as teaching tool and use as guides to information resources needed.

6.7.1 Specific use in general

Those respondents who used LibGuides indicated the need thereof to conduct research, search for e-journal articles, read articles, to complete assignments, to find and locate relevant resources for academic work as well as to check referencing. This corresponds with Bangani and Tshetsha (2018: 3) who explained that LibGuides assist students to conduct searches, locate relevant information, and to ensure ethical use of information through proper referencing.

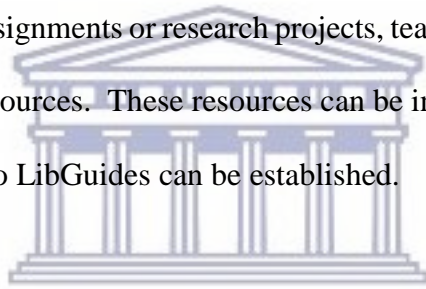
6.7.2 Use of LibGuides as teaching, learning and research tools

The teaching staff acknowledging using LibGuides used them as tools in teaching and to do research, access scholarly information sources and to conduct literature searches. One teaching staff explained that during the teaching and learning process, LibGuides were often mentioned, extended lessons on LibGuides were noted and that students were encouraged to conduct research using LibGuides. There seem to be similarities in terms of how students and staff have used LibGuides specifically in searching and finding scholarly information sources. Ghaphery and White (2012: 25), Ream and Parker-Kelly (2016: 345) as well as Scull (2014: 320) identified LibGuides as a teaching tool, the CHS faculty librarian used LibGuides as a teaching aid for library instruction as well as for assisting teaching staff to deliver library instruction in a user friendly manner. Emphasis was placed on teaching students to access library e-resources, referencing styles, search strategies, how to find journal articles, books, e-books, Open Access resources and Open Educational Resources. Roberts and Hunter (2011: 71) as well as Gessner et al. (2015: 503) found LibGuides valuable teaching instruments while Baker (2014: 114) referred to them as online instructional platforms for information literacy and other subjects. Studies by Kolah and Fosmire (2010: 2), Mokia and Rolen (2012: 42), Mooney (2012:

3), Skelly, Eidelman and Underwood (2013: 196-197) as well as Strutin (2008: 8) proved the instructional value of LibGuides in teaching information literacy skills and tutorials.

6.7.3 Information resources

Bushhousen (2009: 68) described the dynamic qualities of a LibGuides system based on different types of collections that can be produced. Finding and accessing information, peer-reviewed resources for academic work were evident as a reason for CHS users interacting with LibGuides. Information resources entail data organized for efficiency and obtaining reliable information (Berestova, 2016: 84). Based on the subject or research areas they teach and for their students to accomplish assignments or research projects, teaching staff often refer students to a number of information resources. These resources can be included in LibGuides or a link from student course material to LibGuides can be established.



Interview responses from twenty-two students and nine teaching staff members showed different sources of information used in order to prepare and complete assignments or research projects. Teaching staff recommended to their students a wide range of scholarly sources. This became evident from student responses identifying similar sources and platforms recommended by their teaching staff ranging from books, class notes, databases, Google, Google scholar, Ikamva, Internet, journals, library websites and textbooks. In a study by Staley (2007: 123) students identified similar scholarly resources they used for their research projects. Alternative sources listed by teaching staff included course outlines, library training, Refworks for referencing, the Social Work website and Wikipedia – a combination of scholarly and more popular sources. Two teaching staff pointed to the library and library training as an information source while another noticed the lack of library usage by students. That could mean students

made use of the online information resources and not going to the physical library. The above recommended scholarly resources were not in the context of accessing them through LibGuides.

Students listed additional sources of information ranging from asking the librarian, LibGuides, literature review, newspapers, past examination papers, reports, searching by title and author, statistics and websites. The researcher assumed that with literature review as an information source, the students meant literature searching. It was also found by Gerberi et al. (2012: 357) that LibGuides can support literature searching by incorporating database searching.

The faculty librarian indicated that some of the course specific scholarly information resources mentioned were already included in the CHS LibGuides. Their contents included tabs or pages with information resources as well as information literacy aspects such as search strategy, the library catalogue, open access and referencing styles. Library users are exposed to a wide range of continuously increasing scholarly information sources (Mackey & Jacobson 2011: 72) and may have difficulties in finding these information sources as different access points can be used. LibGuides allow librarians to incorporate various course specific information resources (Bushhousen, 2009: 68) and to include built-in search functions allowing users to search within (Conerton & Goldenstein, 2017: 47).

From the above discussion, one would expect to see relatively high journal and database page views across all the years in the CHS LibGuides. This determined the lack of awareness from these participants as LibGuides would have been mentioned in the list of recommended information sources for research projects if it was being used.

6.8 Frequency of use

The built-in statistics and Google Analytics embedded in LibGuides help users to analyse the most accessed categories (Gonzalez & Westbrook, 2010: 651). LibGuides system generate usage statistics underlined this trend with the most page views in 2016 for books (198), databases (140), journals (132) and OA (112). It might be because teaching staff highly recommended the use of journal articles as academic sources. This corresponds with Hampton (2009: 86), Staley (2007: 127) as well as Thorngate and Hoden (2017: 852) identification of students' preference to use journal articles and databases. For this study CHS views for 2016 were analysed. Linking LibGuides views to a combined total number of students and staff of 845 users showed a big gap between the population and usage of LibGuides. Homepage views for all LibGuides were 1305, while individual page views were books 198, journal pages 132, databases 140, open access 112, statistics 38 and referencing 10. The LibGuides for Social Work received the most views (3956), followed by Psychology (439), Dietetics and Nutrition (267) and School of Natural Medicine (203). This reflected Dalton and Pan's (2014: 518) view that LibGuides usage is affected by the number of students enrolled in the program.

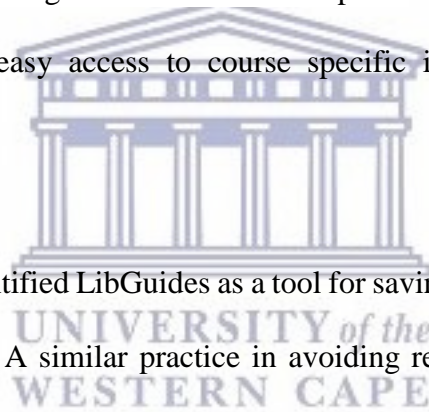
It was evident from these views that staff and students in the four CHS departments were either not aware of, not exposed to, unfamiliar with or not using LibGuides. This corresponded with the low indication of using LibGuides in both the questionnaire and interview analysis. Ojo (2017:64) posited that the success of a system is based on continuous usage which in turn requires system quality. Besides lack of awareness from participants, the CHS LibGuides design might not have possessed some of the characteristics needed. This aspect will be discussed later in more detail.

Although 37 students (90.25%) indicated in the questionnaire that they frequented the system weekly, daily or monthly, only three interviewed students acknowledged using LibGuides on a regular basis. This was confirmed by the overall number of LibGuides views in 2016 as indicated above. The more students frequented the system on a weekly basis, the higher the views would have been. This was again an indication that some students confused LibGuides with study or learner guides.

In measuring the success and effectiveness of the IS system, DeLone and McLean model (1992: 62) identified *information quality* as one of the features that make a system successful. *Information quality* measures the information systems output. This measures information output which is in the form of reports (DeLone & McLean, 1992: 62). In the case of LibGuides, the Google analytics embedded in LibGuides help libraries to analyse the most accessed categories within the LibGuides (Gonzalez & Westbrook, 2010: 651). These categories include the most viewed tabs or pages. As explained in the DeLone and McLean (1992: 62) model, the information quality is determined by whether users interact with the product or not and in the case of LibGuides, this is in the form of viewed pages frequented by CHS users. Again the IS model has been successful in showing how users interacted with LibGuides system at the same time being able to pull reports on most viewed pages or tabs on LibGuides. Books are expensive and one would expect to see more views unless students used eBooks or prescribed textbooks reserved in the short loan sections. In terms of referencing, each department is unique and has its own simplified referencing guideline and that could mean students used their departmental referencing style guide.

6.9 Benefits of using LibGuides

The interview with the faculty librarian reflected benefits of using LibGuides. According to the model of DeLone and McLean (1992: 62), whether users interact with the product or not, the ultimate measure will be the use thereof or user satisfaction. The CHS LibGuides content included tabs or pages that covered course specific information resources including books, e-books, journals and databases with guidelines on creating a search strategy and on referencing styles. The content was organized into tabs for easy access as described by Sonstebly and DeJonghea (2013: 84) as well as Thorngate and Hoden (2017: 852). The CHS LibGuide design which is according to course offerings relates to what Hampton (2009: 86) explained as organizing course pages according to relevant course topics. Participants who used the CHS LibGuides therefore gained easy access to course specific information and should have benefitted from them.



The CHS faculty librarian identified LibGuides as a tool for saving time by not having to repeat yourself, as most beneficial. A similar practice in avoiding repetition given the number of training requests coming from the faculty was found in the study by Leibiger and Aldrich (2013: 430) who used LibGuides during library instruction. Miner and Alexander (2010: 40) identified flexibility and effectiveness in teaching when using LibGuides. Using LibGuides as an instructional tool seemed to be the best practice, something the CHS faculty librarian employed. There was a connection in terms of information resources accessed by the few CHS users who used LibGuides versus types of information resources added by the faculty librarian on LibGuides, meaning students and teaching staff had used available information resources listed in the CHS LibGuides.

It can therefore be concluded that both the CHS librarian and teaching staff member used LibGuides in the teaching and learning process conforming to recommendation by Ouellette (2011: 447) and Little et al. (2010: 432) on interdisciplinary collaboration of faculty and library staff to improve teaching and learning. To enhance what Bowen (2012: 452) referred to as an embedded librarian approach, teaching staff invite the faculty librarian each year to present during lecture time how library supports students. Although the CHS librarian seemed to follow the practice of working with the faculty and in using LibGuides as teaching aid, only a small part of the entire faculty utilise the benefits thereof.

6.10 Ease of use

A very small percentage (25%) of students and teaching staff who used LibGuides responded positively to the ease of using them. Almost a quarter (25%) found LibGuides either easy or very easy to use. One student rated it as ‘one stop of all you need’. This was indicative that the LibGuides system conformed to unique dynamic qualities which make them easy to use (Bushhousen, 2009: 68 and Miner & Alexander, 2010: 47). It also confirmed the success of the IS system and the LibGuides system based on the ease of use as one of the characteristics that makes a system unique (DeLone & McLean, 1992: 62). A similar study testing usability at the University of Wyoming concluded that students used other sources of information instead of those listed on LibGuides (Conerton & Goldenstein, 2017: 48). Adebajo (2010: 398) explained that students who lack support in accessing library resources tend to use Google to get answers for assignments or research projects. This trend might be the reason for students still juggling between different types of information resources and dissatisfaction with LibGuides course content. In relation to the IS model on information quality that measures the success of the system, LibGuides may be regarded as unsuccessful for not providing course specific information resources.

6.11 Usefulness of LibGuides

The majority of students using LibGuides rated the links they contained as very good (35.30%) or good (32.40%). Some of these links directed users to teaching and learning websites (Bangani & Tshetsha, 2018: 1). DeLone and McLean (1992: 62) suggested that the individual impact be measured against the effect of the information on the behaviour of the recipient. For this study the evidence of success was thus based on measuring the effect of information contained in LibGuides on users. It can be concluded that even though rating came from a very small percentage of the population who used the information resources on LibGuides, the CHS LibGuides were successful. The rest of the users conflated LibGuides and course or study guides.



In understanding an IS success, DeLone and McLean (1992: 62) explained that individual behaviour has three categories namely, user performance, usage and user satisfaction. The success of LibGuides technology on the user's behavior is that students who used LibGuides indicated that they were able to find information resources for assignments. A potential student who partially used LibGuides found useful information resources indicating that 80% of information was from a LibGuide. The use of the library website helped students in completing assignments. Two students who partially used LibGuides found LibGuides to have the necessary required information and as tool that saves time. Two potential students who found out about LibGuides in class identified LibGuides as a way of working smarter while doing research projects or assignments. Attention should be drawn to the small percentage of the population reflecting the usefulness of the CHS LibGuides.

In relation to the satisfaction level, Hintz et al. (2010: 42) measured the usage and usefulness of LibGuides by getting feedback from the students. In promoting LibGuides, the faculty

librarian sent the link to the teaching staff a day before the interviews. The faculty librarian admitted that LibGuides were not promoted to an expected level to receive enough feedback. After sending the LibGuides links to the teaching staff, only the Social Work Department acknowledged receiving the link. One social work student requested training from the faculty librarian after a teaching staff member showed them LibGuides in class. Again, attention should be drawn to the fact that this was not a general trend in the respondents.

In rating the information resources covered by the CHS LibGuides, the majority of both students (77.50%) and teaching staff (71.43%) indicated satisfaction. Negative comments about the coverage included too broad and overlapping resources – indicating that listed information resources were not course specific. This might explain the non-use of the CHS LibGuides in general. It had been argued by many studies that course-based level LibGuides are more used than discipline based ones (Adebojono, 2010: 409; Bushhousen, 2009: 68; Gonzalez & Westbrook, 2010: 648, 653; Kerico & Hudson, 2008: 40; Little, 2010: 61; Ouellette, 2011: 436, 438-439; Reeb & Gibbons, 2004 and Thorngate & Hoden, 2017: 846).

The fact that specialized courses required course specific information resources (Little et al., 2010: 11) which were not covered by the CHS LibGuides, might be another reason for non-use.

According to DeLone and McLean, (1992: 62) information quality is determined by user satisfaction. If users interact with the system (LibGuides) that contains accurate data (scholarly sources), users will use it and will be satisfied. The CHS LibGuides contained a number of information resources ranging from books, e-books, thesis and dissertations, DVD's, dictionaries, credo references, encyclopaedias, journal articles, databases, institutional

repository and useful links to other resources. Sometimes students may not be fully aware of the journals for their field but if journals are added in the LibGuide, students may benefit.

6.12 LibGuides design

The unique features of LibGuides allow for easy use and navigation across tabs and boxes. In response to how the LibGuides could be improved, many students rated them easy to use and that no improvements were required. Other students and lectures, however, suggested the following aspects of the designs to be improved:

6.12.1 Link to specialists

A Social Work student suggested a direct link to a specialist who can deal with social work related queries. This corresponded with Han and Hall (2012: 295) who recommend adding links that will direct users to online reference support services for assistance.



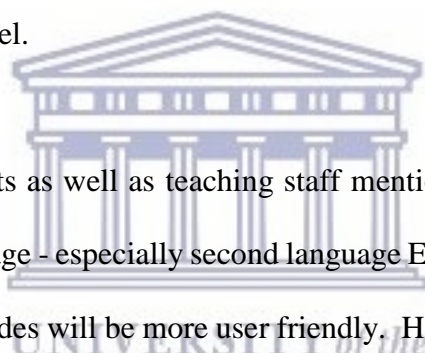
6.12.2 Input from students

It was suggested that students might find using LibGuides easier if they were able to supply some input to the design and contents thereof. The suggestion corresponds with Neves and Dooley (2011: 94); Mooney (2012: 3); Scull (2014: 321); Conerton and Goldenstein (2017: 51); German (2017: 163); Bangani and Tshetsha (2018: 5), Bowen et al. (2018: 392) who all recommend input from students regarding the LibGuides design, content development and selection of information resources. Chiware (2014: 33) concluded that students involved with the design process were happy with the LibGuides and required no improvements. Massis

(2011:275) also stressed the importance of collaboration between the faculty and the librarian by creating portals that contain selected research information resources.

6.12.3 Easy to read and understand

A teaching staff requested a simplified and clear distinction between types of publications by providing clarification for academic concepts like textbooks, chapters, and articles. This is in line with Han and Hall's (2012: 295) recommendation of the inclusion of glossaries for library terminology. Reeb and Gibbons (2004: 123) also recorded student confusion and recommended LibGuides to include research resources that were rather geared towards course-level than to subject or discipline-based-level.



In line with the above, students as well as teaching staff mentioned confusion caused by the complexity of the language usage - especially second language English speakers - and that easy to read and understand LibGuides will be more user friendly. Han and Hall (2012: 291), Reeb and Gibbons' (2004: 123) as well as Thorngate and Hoden (2017: 846) mentioned the use of library jargon and library terms not understood by users affecting LibGuides usage. To prevent confusion, Conerton and Goldenstein (2017: 44) as well as Sonsteby and DeJonghea (2013:87) suggested a simple and clean design to also accommodate students not familiar with the internet. For easier understanding Sonsteby and DeJonghea (2013:88), for example, renamed tabs containing information on a particular citation style to reflect the specific discipline.

6.12.4 Multimedia

As students do not only read, but also view and listen as well, uploading of multimedia sources like audio recordings of lectures as well as other audio and video recordings was suggested. One respondent specified departmental conferences and seminars to be part of their LibGuides. As multimedia resources can be imbedded in LibGuides, the faculty librarian should seriously consider adding some audio and video recordings – especially since current students as Generation Z learn in a different and multimedia fashion (Lai and Hong, 2015: 733-73 and Roblek et al., 2019: 94). Bangani and Tshetsha (2018: 1), Dougherty (2013: 273), Han and Hall (2012: 295) as well as Maxymuk (2010: 67) highlight the possibility and importance of embedding instructional videos and other media in LibGuides.

6.12.5 Reducing the number of headings/tabs/pages

Advice on reducing the number of headings (tabs/pages) in order to facilitate a systematic way of searching and easy navigation was recorded. A participant indicated that reducing the number of tabs or pages would avoid many clicks reducing the data used when accessing LibGuides off campus. Similar student complaints were recorded at DePaul University where research guides on citing sources had too many pages (Alverson et al., 2015: 127). As solutions, Thorngate and Hoden (2017: 847) suggested reducing horizontal tabs running across the top of the page while Pittsley and Memmott (2012: 57) drew attention to adding colours to the tabs to allow easy navigation.

6.12.6 Mobile access

Respondents drew attention to the fact that many of them were using mobile devices to access LibGuides and that the faculty librarian should consider data costs by creating direct short cuts to shorten navigation. LibGuides have the inbuilt capacity to be optimized for mobile devices. A LibGuides system can automatically detect a user's mobile browser and can provide access anywhere at any given time (Mokia & Rolen, 2012: 38).

6.12.7 LibGuides coverage

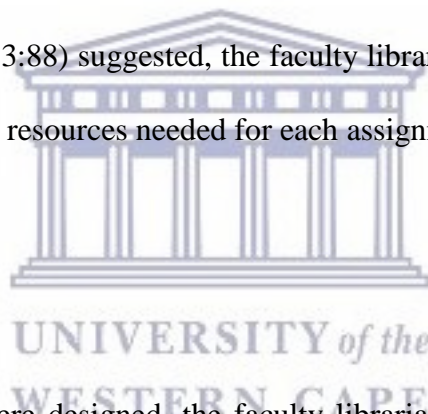
One of the unique features of LibGuides allows librarians to add and supply access to relevant library resources aimed at a specific group of users (Bushousen, 2009: 68). Limited or irrelevant information resources might be a reason for users not utilizing them. In response to how the CHS LibGuides coverage can be improved, the majority of students (77.50%) and teaching staff (71.43%) indicated that they contained all the needed information resources for their courses and that they were happy with the contents and coverage.

A teaching staff suggested that LibGuides should capture class lectures, while another was concerned about courses that were specialized requiring course specific information resources. This corresponded with Adebajo (2010: 399, 409); Gonzalez and Westbrook (2010: 648, 653); Kerico and Hudson (2008: 40); Little (2010: 61); Ouellette (2011: 436, 438-439) as well as Thorngate and Hoden (2017: 846) explaining that students would rather use LibGuides addressing specific topics or class assignments than broad or discipline based research topics.

As some students regarded CHS LibGuides as containing inadequate information resources, they used additional resources like Google, Google scholar, books and consulted teaching staff

to complete assignments. Students were therefore still juggling between LibGuides and other information resources. This correspondd with Dougherty (2013: 265- 270); Erb and Erb (2014: 172) as well as Furay (2018 :103) emphasising LibGuides providing access to all relevant library material including electronic and digital resources, books, e-books, journals, websites and statistics.

Based on the discussion, it can be concluded that CHS LibGuides were not course specific and did not cover all the needed information resources. To design course-based CHS LibGuides, close collaboration with each teaching staff will be required. Staley (2007: 132) suggested teaching staff and librarians to collaborate and work on supporting course assignments. As Sonsteby and DeJonghea (2013:88) suggested, the faculty librarian will have to spend lots of time to update the information resources needed for each assignment.



6.12.8 Design summary

When the CHS LibGuides were designed, the faculty librarian took into consideration the needs, questions asked, Google scholar requests, topics given to students by teaching staff and training requested by teaching staff. Good collaboration with the teaching staff was therefore established, but a need for pilot project to design user-centred CHS LibGuides is required. German (2017: 163) identified collecting user data and feedback before LibGuides are published.

6.13 Academics encouraging the use of LibGuides

The majority of the teaching staff indicated that they encouraged students to use LibGuides to conduct research and complete assignments. This practice had been identified by Dalton and Pan (2014: 519) who pointed out that usage depended on instructors or teaching staff suggesting the use of LibGuides.

Similar to Ouellette's (2011: 447) recommendation, both the faculty librarian and teaching staff used LibGuides during the teaching and learning process. Teaching staff not encouraging students to use LibGuides acknowledged lack of knowledge as the reason.

6.14 Confusing LibGuides with study or lecture guides

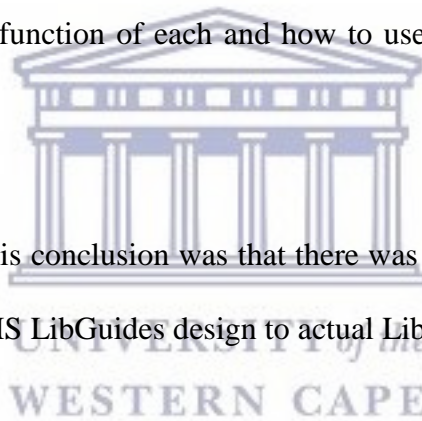
From students' responses to various questions, it became clear that students confused LibGuides with study or lecture guides found on the e-learning platform. This corresponded with a study by Gessner et al. (2015: 501) who discovered that students were not familiar with the concept and use of LibGuides. The study by Reeb and Gibbons (2004: 123) indicated students confuse LibGuides with the library website.

6.14.1 Proof of confusion

The overwhelming majority of students indicated that they accessed LibGuides through the Ikamva e-learning platform. As indicated already, LibGuides were accessible only via the library website under quick menu or via Google as no LibGuides links had been added to any course on the e-learning platform.

In a subsequent question where students were asked to indicate other forms of accessing LibGuides, two students indicated that it was by either receiving a hard copy from the teaching staff or by printing it. LibGuides are online resources and not designed for printing.

The majority (71.40%) of students also indicated they had used LibGuides for information regarding assignments, course aims and content, test preparations, assessments and lessons. This type of information was not included in the LibGuides as their content was more geared towards information resources. Ream and Parker-Kelly (2016: 346) who used LibGuides for library orientation and showcasing library resources, experience similar confusion. If students were exposed to LibGuides, they would have been able to make a clear distinction between different types of guides, the function of each and how to use them (Miner and Alexander, 2010: 7).



Another reason for drawing this conclusion was that there was no logical link between many suggestions to improve the CHS LibGuides design to actual LibGuides features.

6.14.2 Reasons for confusion

Confusion might have been triggered by how libraries are branding LibGuides as they can be branded as “subject guides”, “research guides” or “general guides” (Dalton & Pan, 2014: 517). Initially the UWC library branded them as “LibGuides” but later change to “subject guides”. To avoid this confusion this case study explained the two concepts and used the term “LibGuides”. The main reason for the confusion is the lack of knowledge about LibGuides because not all students were introduced to them.

6.15 Need for LibGuides

Despite the confusion, participants confirmed the need for LibGuides. Teaching staff identified the need for improving students' life around research for assignments and thesis work. Areas like finding academic resources, using Refworks, identifying databases and retrieving systematic reviews were mentioned. Participant requested for training and orientation for all levels on LibGuides for both students and teaching staff for what they called "*one stop shop*". Adebonojo (2010: 410) also viewed LibGuides as one stop shop for information. Librarians at Charles R. Drew University (CDU) library in Los Angeles included all types of resources into LibGuides and students were so impressed and referred to LibGuides as "a one-stop shop" (Ream & Parker-Kelly, 2016: 346). Similar to a collaborative project between librarians and the faculty community at The College at Brockport, State University of New York created research guides and sought feedback from students. Feedback from students suggested one stop shopping design as an area that require improvement (Little et al., 2010: 10). It seems as if LibGuides were tools that students and staff deserve to know and utilize as they mentioned that they would pass this information to their students as it will make their life much easier.

6.16 Concluding summary

This chapter presented an in-depth interpretation of the results that were summarised in chapter 4 and 5. Although the four CHS departments partaking had significant high numbers of students and teaching staff, the number of participants was very low – thus no generalizations can be made. Although the majority of staff spent years in teaching using a blended approach, only a few were aware of and used LibGuides. Confusion in terms of differentiating LibGuides from other types of guides was identified and might be because of lack of LibGuides awareness. It was evident from the number of LibGuides page views that the faculty librarian managed to

reach only a small group of students and teaching staff. Participants who used LibGuides, used them to gain access to information resources for research, teaching and learning.

Chapter 7 will answer the research questions, draw a conclusion, provide recommendations and point to further research to validate this study. The significance of this research study as well as the impact thereof will be revisited.



CHAPTER 7

CONCLUSION AND RECOMMENDATIONS

7.0 Introduction

Based on the findings discussed in Chapter 6, this chapter seeks to conclude the study by answering the research questions, drawing a final conclusion and making recommendations. This chapter also recapitulates the significance of the study and suggests possible further investigation to enhance the use of LibGuides at UWC. As mentioned previously, the study sought to answer the following research questions:

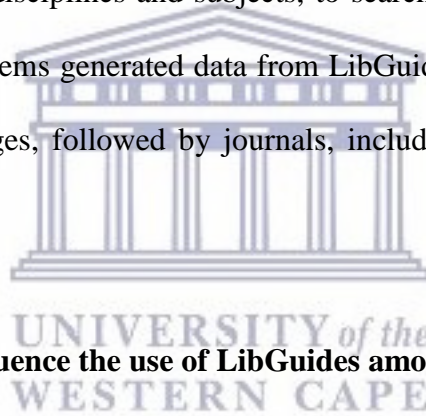
- Are students and academic staff of CHS faculty aware of LibGuides?
- What do students and the academic staff use LibGuides for?
- What factors, if any, influence the use of LibGuides among students and staff?
- How satisfied are students and teaching staff with LibGuides?
- How can the faculty librarian make LibGuides more useful for different departments across the CHS faculty at UWC?

7.1 LibGuides awareness

The majority of students and teaching staff members were aware of LibGuides. Interesting was that one student selected both yes and no, probably indicating uncertainty. One teaching staff outright acknowledged to not being aware of LibGuides. Responses to subsequent questions, however, made it clear that students were confusing LibGuides with lecture or study guides found on the e-learning platform. Reasons for confusion might be that students were not exposed enough to LibGuides to distinguish them from other guides and because LibGuides were branded as “LibGuides”, “subject guides”, “research guides” or “general guides”.

7.2 Use of LibGuides

Although being aware of them, according to the interview findings only three students and one teaching staff used the CHS LibGuides. Two students partially used LibGuides, while two others found out about LibGuides while the researcher was conducting interviews. Students used LibGuides as part of the research process to find and locate relevant information resources for assignments. LibGuides were specifically used for accessing and reading e-journals and checking correct referencing methods. This is evident in students using tabs to access journal articles as well as referencing and database pages. The academic who used LibGuides utilized them as tools in teaching during teaching staff, for research, for lecture preparation, to locate information under particular disciplines and subjects, to search for articles to update lecture notes or to write articles. Systems generated data from LibGuides showed the most accessed tabs or pages were home pages, followed by journals, including open access journals and databases, books and e-books.



7.3 What factors, if any, influence the use of LibGuides among students and staff?

The use of CHS LibGuides were influenced by factors such as awareness, discoverability, accessibility and encouragement to use LibGuides.

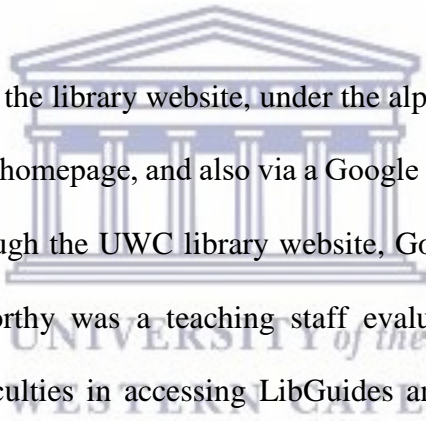
7.3.1 Awareness

If users do not know about LibGuides, they will not use them (Gessner et al., 2015: 503; Miner and Alexander, 2010: 46 as well as Ojo (2017: 65). The fact that students confused LibGuides with other online information guides was probably an indication that they were not aware of the features, uses and benefits of the CHS LibGuides.

7.3.2 Discoverability of LibGuides

The majority of teaching staff found out about LibGuides through the faculty librarian. The majority of students discovered LibGuides through their teaching staff and their faculty librarian, some through their classmates and a few through peer facilitators. One student discovered LibGuides by chance whilst searching for previous examination papers. Five students found out via the online questionnaire or when interviews were conducted.

7.3.3 Accessibility of LibGuides



LibGuides were accessible via the library website, under the alphabetical quick links menu as “subject guides” on the library homepage, and also via a Google search. Students and teaching staff accessed LibGuides through the UWC library website, Google or a combination of the mentioned platforms. Noteworthy was a teaching staff evaluating the library website as complicated resulting in difficulties in accessing LibGuides and suggesting the creation of shortcuts. An indication of confusing LibGuides with lecture or course guides, was that students as well as a teaching staff selected the e-learning platform Ikamva as a point of access.

7.3.4 Encouraging use of LibGuides

The majority of academics encouraged students to use LibGuides during lectures or as part of teaching about assignments or research projects. The faculty librarian also played a role in teaching information literacy skills using LibGuides and provided research support services to undergraduate, postgraduate students and academics.

7.4 Satisfaction with LibGuides

Students and teaching staff who used LibGuides indicated satisfaction with them. The reasons being ease of use and usefulness of LibGuides.

7.4.1 *Ease of use*

Although the dynamic qualities of LibGuides should make them easy to use, a minority of students (34.15%) regarded LibGuides as easy or very easy to use. According to DeLone and McLean (1992: 62) the success of a system is based on the ease of use which in turn, is one of the characteristics that makes a system unique. It can therefore be concluded that with regards to student use, LibGuides as a system was not successful. However, students may not have been referring to Libguides at all given their conflation with course guides.

The CHS faculty librarian on the other hand, utilized LibGuides as a teaching aid that saves time as the instructor does not have to repeat him/herself. From his point of view, LibGuides as a system was easy to use and therefore considered successful.

7.4.2 *Usefulness of LibGuides*

In rating the CHS LibGuides, the majority of students and teaching staff found useful links good or very good. They were able to find information resources for assignments, found all the needed information resources and were satisfied with the information. Thus regarded LibGuides as time savers and tools to work smarter.

LibGuides as solutions to solving referencing problems and uncertainty in students as indicated by Miner and Alexander (2010: 40) was evident in the words of a student “*It offers easy access especially referencing because referencing is always a problem*”.

7.5 Suggestions to make LibGuides more useful

From the findings, the following suggestion were determined:

7.5.1 Coverage

Suggestions regarding coverage pertained to overlapping subjects and too broad information resources. This notion corresponded with studies of Gonzalez and Westbrook (2010: 648, 653), Ouellette (2011: 436, 438-439) as well as Thorngate and Hoden (2017: 846) which recommended course specific LibGuides as users preferred them to general and broad subject coverage. This was evident by some students who indicated completing assignments not using LibGuides extensively or as a primary source of information as they had to retrieve additional sources using Google, Google scholar and teaching staff notes. Other suggestions included capturing class lectures as well as departmental seminar audios and videos.

7.5.2 Design

The faculty librarian developed the content of the CHS LibGuides according to user needs like reference desk queries based on user research topics, assignment based requests provided by teaching staff, current research areas in the disciplines as well as questions frequently asked. For example, queries regarding systematic reviews and Google Scholar resulted in tabs on these

particular aspects being added. Input can for example be in the form of selecting appropriate digital library resources for a specific research project or assignment. Suggestions on simplicity were recoded, reducing the number of tabs for ease of navigation and data cost implications when users were off campus. Given the design and useful information resources found on LibGuides which participants discovered during interviews, the majority of them suggested training in how to use LibGuides.

7. 6 Justification for the theoretical framework

The Information Systems Success Model developed by DeLone and McLean was adopted to theoretically underpin the study as it provided a detailed and multidimensional framework explaining the success and effectiveness of a system.

According to DeLone and McLean (1992: 62) the success of a system is based on the ease of use which in turn, is one of the characteristics that makes a system unique. Results of this case study manifested a minority of students regarding LibGuides as easy to use. It could therefore be not concluded that with regards to easiness to use, LibGuides as a system was successful or not successful. This is because students confused Libguides with course guides and in addition, the response rate of 5% was extremely low.

The Information Systems Success Model placed awareness as a factor influencing the individual impact a system has on a user. This assumed that users may use the system even if they are not aware of or have not been introduced to the system. Petter et al. (2008: 242) later added awareness as a feature influencing the success of a system.

Like Strutin (2008: 8) and Fry (2014: 2) who emphasised awareness, results from this case study echoed confusion and lack of knowledge about LibGuides due to lack of awareness about the system. It was therefore proposed that *awareness* must be one of the unique features making a system successful and effective as *awareness* will influence the use thereof (Petter et al., 2008: 242 and Sedera & Gable, 2004: 449). It was further suggested that *awareness* be added to the model between system/information quality and use/user satisfaction as demonstrated in Figure 7.1.

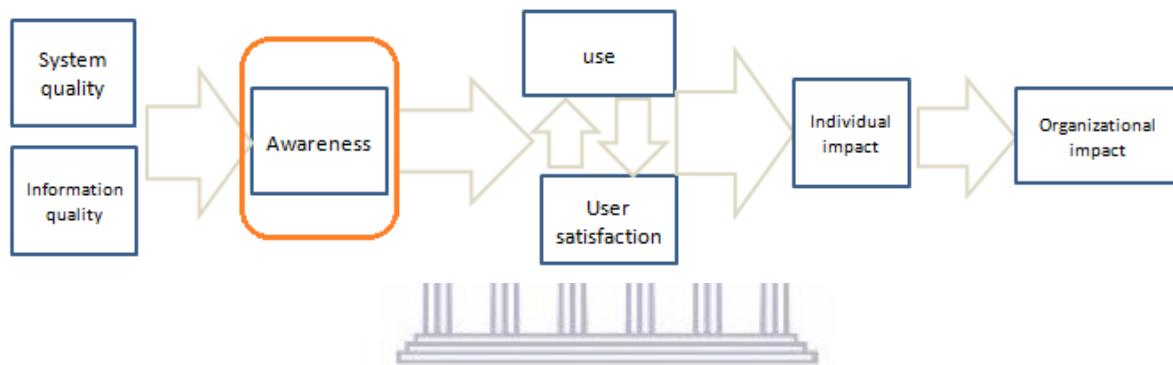


Fig 7.1 Awareness as an additional feature in the ISS Model by DeLone & McLean, 1992

Similar to Petter et al. (2008: 242), Sedera and Gable, (2004: 455), the success and effectiveness of a system should now be based on:

- system quality
- information quality
- awareness
- use or user satisfaction
- individual impact
- organizational impact

7.7 Concluding the study

The findings of this case study revealed the population of the four departments within the CHS Faculty at the University of the Western Cape was dominated by females.

Participation from both teaching staff and students was significantly low in this case study therefore the findings are not compelling as it is built on insignificant response rates.

Students confused LibGuides designed by librarians with digital learner or study guides created by teaching staff and posted on e-learning platforms.

The CHS participants who used the CHS LibGuides found them to be useful tools containing useful information resources.

Respondents made aware of LibGuide by either the questionnaire or interviews used for this case study, acknowledged the benefits thereof and demonstrated willingness to use them.

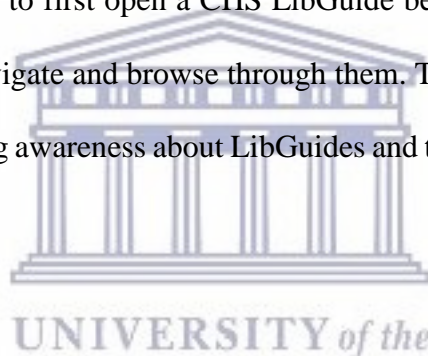
Awareness as an additional feature that measures the success of a system should be added to the Information Systems Success Model by DeLone and McLean (1992) as a system may have all the unique features but if users do not know about it, the system may be considered unsuccessful. This needs to be statistically validated in future research as most users should be aware of an information system they are being questioned on. Lack of awareness will lead to non-usage and waste of annual subscription fees for the organization.

As LibGuides support teaching, learning and research, the CHS librarian should have invested more time in creating quality course specific LibGuides and should have sought collaboration with users and engaged with faculties in the design thereof.

The CHS librarian should have ensured awareness of LibGuides by marketing, promoting and educating users in the use thereof, advocating the benefits thereof and by seeking feedback from users.

7.8 Significance of this case study

As participants were expected to first open a CHS LibGuide before answering the questions, they had an opportunity to navigate and browse through them. This case study therefore made an inadvertent impact in raising awareness about LibGuides and the benefits thereof in the CHS Faculty.



The researcher hopes that this case study will expose LibGuides to the CHS population and for faculty librarians in adopting the best practice from other libraries in terms of how best they can utilise LibGuides in supporting teaching, learning and research needs and in enhancing library e-resources.

The importance of *awareness* as additional feature measuring the success of a system as predicted by the ISS Model by DeLone and McLean (1992) which looked at the success of a system based on system quality, information quality, use or user satisfaction, individual impact and organizational impact was emphasised. The need for awareness by marketing, informing and training users which might facilitate usage was identified.

7.9 Recommendations

Based on the findings, the following recommendations are made:

Awareness of LibGuides should be raised by the UWC library as well as departmental library committee representatives in order to make all teaching staff aware of LibGuides emphasizing their functions and the benefits of using them.

The faculty librarian must get permission to add LibGuides in courses on the e-learning platform as it would heighten awareness (ALA, 2010 and Fry, 2014:2), allow easy access, ensure more exposure for the information resources and services provided (Chiwere, 2014: 30), increase collaboration (Mokia and Rolen, 2012: 44) as well as improve students' successfully completing assignments (Bowen, 2012: 450).

Integrating LibGuides into e-learning or other platforms as return on investment should be explored.



The confusion between different online information guides should be addressed.

The CHS faculty librarian established a very good working relationship with the faculty and students.

The CHS faculty librarian must train users to use LibGuides as orientation sessions or library orientation were confusing because too many aspects were covered in a short time.

The CHS librarian must design course specific LibGuides by collaborating with teaching staff and by being part of the course review processes.

To improve the coverage and design of CHS LibGuides, they must:

- Include class lectures, audio recording of lectures, video recordings of departmental conferences and seminars.
- Make clear distinctions between types of publications and academic concepts and library jargon should be prevented or explained.
- Must include training.
- Must have embedded links for users to gain access to e-journals.



7. 10 Recommendations for future research

This case study targeted only four departments in the CHS Faculty. Although the online questionnaires were distributed three times to all four departments, the response rate was very low and no teaching staff from the School of Natural Medicine responded. This resulted in restricting the generalization of findings. A more comprehensive and comparative study with other departments in the CHS Faculty as well as other UWC faculties to represent an institutional wide use of LibGuides is suggested.

It is also recommended that a similar study be completed at other South African universities to determine the utilization of LibGuides in the South African community.

This case study discovered students confusing LibGuides with other types of guides. Further studies could perhaps explore whether this is the case at other South African tertiary institutions

and whether the integration of LibGuides into course or study guides on the UWC e-learning platform to identify the gaps between different types of guides and find a way to incorporate them for maximum utilization and/or explore different design, content, access points and level of awareness of all types of guides produced in various programmes at various levels of study in the teaching, learning and research process.



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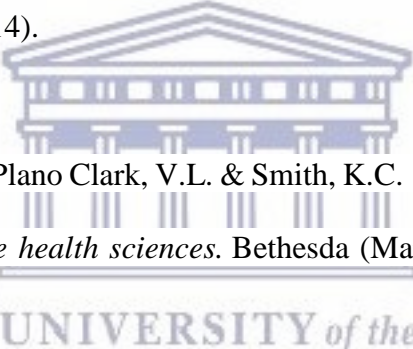
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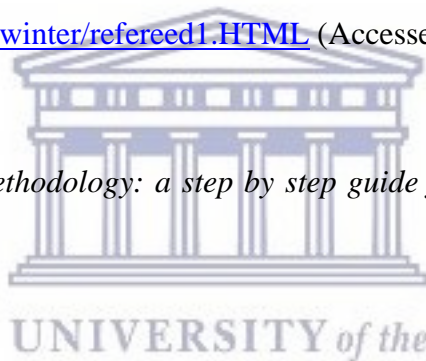
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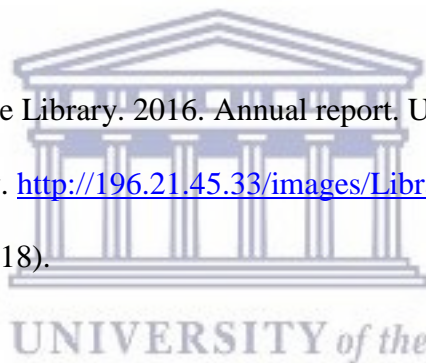
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APPENDIX A: Ethical clearance



OFFICE OF THE DEAN DEPARTMENT OF RESEARCH DEVELOPMENT

7 December 2015

To Whom It May Concern

I hereby certify that the Senate Research Committee of the University of the Western Cape approved the methodology and ethics of the following research project by:
Ms V Tshetsha (Library and Information Sciences)

Research Project: Community and Health Science LibGuides: a case study of the use of LibGuides to enhance library electronic resources and services at the University of the Western Cape library

Registration no: 15/7/67

Any amendments, extension or other modifications to the protocol must be submitted to the Ethics Committee for approval.

The Committee must be informed of any serious adverse event and/or termination of the study.

A handwritten signature in black ink, appearing to read 'Josias'.

*Ms Patricia Josias
Research Ethics Committee Officer
University of the Western Cape*

Private Bag XI7, Bellville 7535, South Africa
T: +27 21 959 2988/2948 . F: +27 21 959 5170
E: pjosias@uwc.ac.za
www.uwc.ac.za

A place of quality,
a place to grow, from hope
to action through knowledge

APPENDIX B: Information sheet



Private Bag X17, Bellville, 7535
South Africa
Secretary: Sonia Stroud
Tel: +27 (0) 21 959 2137
Fax: +27 (0) 21 959 3659

FACULTY OF ARTS

INFORMATION SHEET

Title: Community and Health Science LibGuides: a case study on the use of LibGuides to enhance library electronic resources and services at the University of the Western Cape Library.

It will be appreciated if you could assist my research by answering anonymous interview questions. The questions are based on your understanding of library guides known as LibGuides or subject guides (http://libguides.uwc.ac.za/prf.php?account_id=83008). These are subject guides designed by librarians by collecting all relevant information resources for a specific course into a guide.

This interview will take less than 10 minutes of your time. Please take your time to respond to the interview questions.

Your views, comments, input and suggestions are important for this study. For further questions or concerns about this study, please contact Mrs S. Witbooi, a lecturer at the University of the Western Cape Library and Information Science department at (021) 959 2437, switbooi@uwc.ac.za or myself Ms Veliswa Tshetsha (021) 9596948, 9780910@myuwc.ac.za or vtshetsha@gmail.com,

15/7/67

|



A place of quality, a place to grow, from hope to action through knowledge

APPENDIX C: Consent forms



Consent Form

University of the Western Cape

Title of the Research Project: Community and Health Science LibGuides: a case study on the use of LibGuides to enhance library electronic resources and services at the University of the Western Cape Library.

Researcher: Ms Veliswa Tshetsha

Please initial box

1. I confirm that I have read and understand the information sheet explaining the above research project and I have had the opportunity to ask questions about the project.
2. I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason and without there being any negative consequences. In addition, should I not wish to answer any particular question or questions, I am free to decline.
(If I wish to withdraw I may contact the lead research at anytime)
3. I understand my responses and personal data will be kept strictly confidential. I give permission for members of the research team to have access to my anonymised responses. I understand that my name will not be linked with the research materials, and I will not be identified or identifiable in the reports or publications that result for the research.
4. As a participant of the discussion, I will not discuss or divulge information shared by others in the group or the researcher outside of this group.

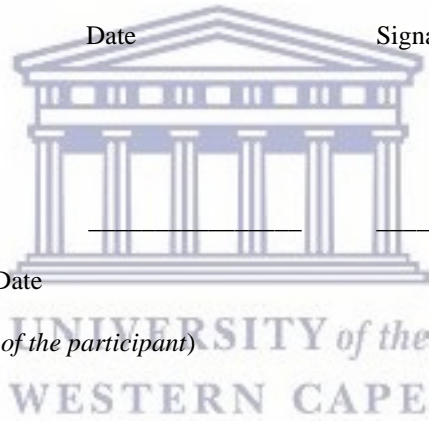
5. I agree for the data collected from me to be used in future research.

6. I agree for to take part in the above research project.

Name of Participant <i>(or legal representative)</i>	Date	Signature
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Name of person taking consent <i>(If different from lead researcher)</i>	Date	Signature
---	------	-----------

Lead Researcher <i>(To be signed and dated in presence of the participant)</i>	Date	Signature
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Copies: All participants will receive a copy of the signed and dated version of the consent form and information sheet for themselves. A copy of this will be filed and kept in a secure location for research purposes only.

Researcher:

Supervisor:

HOD:

APPENDIX D: Online Questionnaire for Students

Community and Health Science LibGuides: a case study on the use of LibGuides to enhance library electronic resources and services at the University of the Western Cape Library. Questionnaire for students

It will be appreciated if you could assist my research by completing this anonymous online questionnaire. The questions are based on your understanding of library guides known as LibGuides or subject guides (http://libguides.uwc.ac.za/prf.php?account_id=83008). This online questionnaire takes approximately 10 minutes to complete. Please take the time to complete and submit this questionnaire. Your comments, input and suggestions are important for this study. For further questions or concerns about this study, please contact Mrs S. Witbooi, a teaching staff at the University of the Western Cape Library and Information Science department at (021) 959 2437, switbooi@uwc.ac.za or myself Ms Veliswa Tshetsha (021) 9596948, 9780910@myuwc.ac.za or vtshetsha@gmail.com

15/7/67

1. Please indicate your department

- Dietetics and Nutrition
- Psychology
- Social Work
- School of Natural Medicine

2. Which course are you registered for?

- diploma
- degree
- honours
- masters
- PhD

3. Indicate the level of study

- 1st year
- 2nd year
- 3rd year
- 4th year
- honours
- masters
- PhD

4. Gender

- female
- male

5. Are you aware of the LibGuides?

- yes
- no

6. If you answered NO in question 5, please give reasons

7. How did you find out about LibGuides?

- librarian
- teaching staff
- classmate
- Other:

8. If your answer is OTHER for question 7, please specify



9. Do you use LibGuides?

- yes
- no

10. If your answer is NO for question 9, please give reasons?

Your answer

11. What do you use LibGuides for?

12. On average, how often do you use LibGuides?

- daily
- weekly
- monthly
- never
- Other:

13. If your answer is NEVER for question 12, please give reasons.

14. If your answer is OTHER for question 12, please give other options.

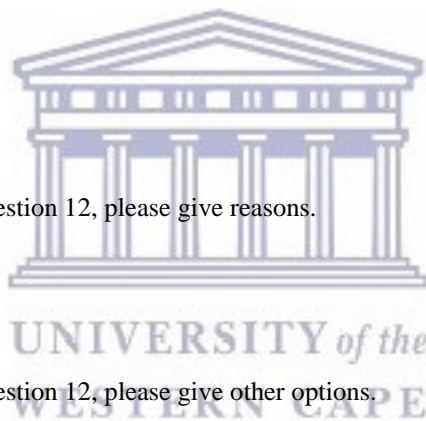
15. How do you access LibGuides? please select all that apply.

- Google
- library website
- Ikamva
- Other:

16. If your answer is OTHER for question 15, please specify other options

17. How easy it is to use LibGuides?

- very easy
- easy
- neutral
- difficult



- very difficult

18. How would you rate each of the following information resources within LibGuides?

	very good	good	average	poor	very poor
Books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
eBooks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thesis and dissertations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DVD's	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
dictionaries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Credo reference	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
encyclopaedia Britannica	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
journal articles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
databases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
institutional repository	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
useful links	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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19. What other resources do you use to complete your assignments or research projects? please select all that apply.

- Ikamva
- eJournals A-Z
- online articles
- subject databases
- university repository
- library faculty pages
- thesis and dissertations
- online newspapers
- library catalogue
- print journals
- books from the library
- print newspapers
- eBooks
- reference material like dictionaries
- learner or study guide
- reserve or short loan books
- interlibrary loans
- useful website
- Other:

20. If your answer is OTHER for question 19 please indicate other resources.

21. Do LibGuides cover all the information resources for your course?

- yes
- no

22. If your answer is NO for question 21, please give reasons

23. How can LibGuides be improved?

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Page 1 of 1

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APPENDIX E: Online Questionnaire for Teaching staff

Community and Health Science LibGuides: a case study on the use of LibGuides to enhance library electronic resources and services at the University of the Western Cape Library.

It will be appreciated if you could please assist my research by completing this anonymous online questionnaire. The questions are based on your understanding of library guides known as LibGuides or subject guides (http://libguides.uwc.ac.za/prf.php?account_id=83008). Please take the time to complete and submit this questionnaire. Your comments, input and suggestions are important for this study. For further questions or concerns about this study, please contact Mrs S. Witbooi, a teaching staff at the University of the Western Cape Library and Information Science department at (021) 959 2437, switbooi@uwc.ac.za or myself Ms Veliswa Tshetsha (021) 9596948, 9780910@myuwc.ac.za or vtshetsha@gmail.com

15/7/67

1. Please indicate your department

- Dietetics and Nutrition
- Psychology
- Social Work
- School of Natural Medicine

2. Please indicate the course of study that you teach

- diploma
- degree
- honours
- masters
- PhD

3. Indicate the levels that you teach and supervise

- 1st year
- 2nd year
- 3rd year
- 4th year
- honours
- masters
- PhD

4. Gender

- female
- male

5. Please indicate whether you are currently teaching

- full-time
- part-time
- Other:

6. If you answered OTHER for question 5, please specify

7. Describe mode of teaching

- face to face classroom
- blended learning
- Other:

8. If you answered OTHER in question 7, please specify



9. How many years have you taught at UWC?

- less than a year
- 1 to 3 years
- 4 to 10 years
- 11 to 20 years
- more than 20 years

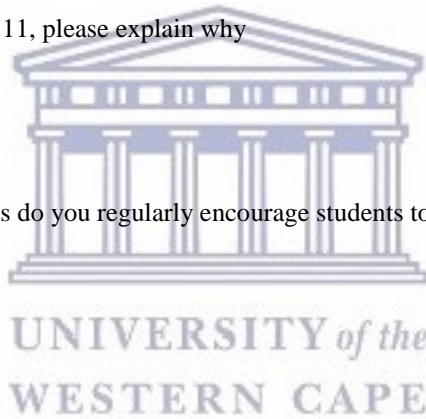
10. About how many hours do you spend in a week (in person or electronically) using the library website?
none

- 1-4 hours
- 5-10 hours
- 11-20 hours
- more than 20 hours

11. Do you encourage your students to use LibGuides for your subject?

- yes, in all classes
- yes, in some classes
- yes, classes with research or project assignment
- No

12. if your answer is NO in question 11, please explain why



13. Which research tools and services do you regularly encourage students to use for assignments or projects?
Please check all that apply.

- Ikamva
- eJournals A-Z
- online articles
- subject databases
- university repository
- library faculty pages
- theses and dissertations
- printed newspapers
- online newspapers
- print journals on the shelves
- library catalogue
- books reference material like dictionaries
- reserve or short loan books
- interlibrary loans
- Google scholar
- LibGuides
- Other:

14. If your answer is OTHER in question 13, please list other research tools

15. Do you personally use LibGuides?

- yes
- no

If your answer is YES for question 15, please continue to answer the rest of the questions

16. If your answer is NO for question 15, please give reasons?

17. How did you find out about LibGuides? Please tick all that apply.

- librarian
- teaching staff
- classmate
- Other:

18. If your answer is OTHER for question 17, please indicate.

19. What do you use LibGuides for?

20. On average, how often do you use LibGuides?

- daily
- weekly
- monthly
- never
- Other:

21. If your answer is NEVER for question 20, please give reasons.

22. If your answer is OTHER for question 20, please give other options.

23. How do you access LibGuides? please select all that apply.

- Google
- library website
- Ikamva
- Other:

24. If your answer is OTHER for question 23, please specify other options



25. How easy it is to use LibGuides?

- very easy
- easy
- neutral
- difficult
- very difficult

26. How would you rate each of the following information resources within LibGuides?

	very good	good	average	poor	very poor
books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
eBooks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
thesis and dissertations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DVD's	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
dictionaries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
credo reference	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
encyclopaedia Britannica	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
journal articles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
databases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
institutional repository	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
useful links	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

27. Do LibGuides cover all the information resources for the courses that you teach?

- yes
- no

28. If your answer is NO for question 27, please elaborate.

29. Please suggest ways in which librarians can improve LibGuides.

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APPENDIX F: Online Questionnaire for Faculty Librarian

Community and Health Science LibGuides: a case study on the use of LibGuides to enhance library electronic resources and services at the University of the Western Cape Library. Questionnaire for Faculty Librarian
It will be appreciated if you could please assist my research by completing this anonymous online questionnaire. The questions are based on your understanding of library guides known as LibGuides or subject guides (http://libguides.uwc.ac.za/prf.php?account_id=83008). Please take the time to complete and submit this questionnaire. Your comments, input and suggestions are important for this study. For further questions or concerns about this study, please contact Mrs S. Witbooi, a teaching staff at the University of the Western Cape Library and Information Science department at (021) 959 2437, switbooi@uwc.ac.za or myself Ms Veliswa Tshetsha (021) 9596948, 9780910@myuwc.ac.za or vtshetsha@gmail.com
15/7/67

1. Please indicate the departments that you are responsible for?

- Dietetics and Nutrition
- Psychology
- Social Work
- School of Natural Medicine
- Other:

2. If you have selected OTHER from question 1, please specify

3. Give the total number of LibGuides created for your departments?

4. Which resources do you use when giving library instruction?

- library website
- LibGuides
- library portal
- Google
- Other:

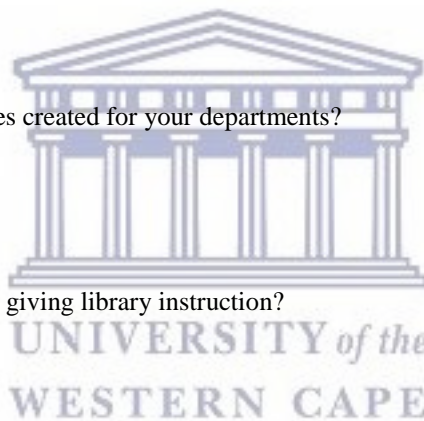
5. If you have selected OTHER in question 4, please specify

6. Are the LibGuides included in your library instruction?

- yes
- no

7. If your answer is NO in question 6, give reasons?

8. List all the library instructions that you offer to your students?



9. List all the library instructions that you offer per group or level?

10. Do you cover LibGuides in all the library instructions you have listed above?

- yes
- no

11. If you answered NO in question 10, indicate which library instructions cover LibGuides?

12. About how many hours do you spend in a typical 5-day week online updating and viewing LibGuides?

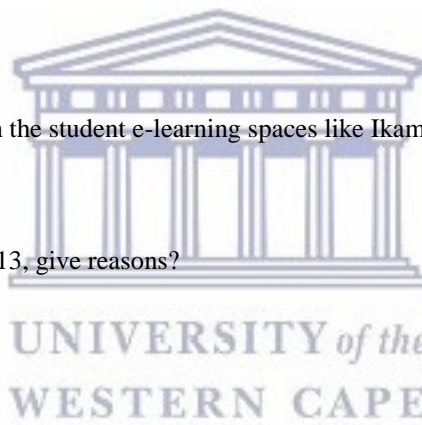
- none
- 1-4 hours
- 5-10 hours
- 11-20 hours
- more than 20 hours

13. Are your LibGuides integrated in the student e-learning spaces like Ikamva?

- yes
- no

Option 3

14. If you answered NO in question 13, give reasons?



15. Do you use LibGuides?

- yes
- no

16. If your answer is NO in question 15, give reasons?

17. On average, how often do you use LibGuides?

- daily
- weekly
- monthly
- never

18. What do you use LibGuides for?

19. How well does your faculty utilize LibGuides?

- Never use
- Almost never
- Occasionally/Sometimes
- Almost every time
- Frequently used

20. Is your faculty aware about LibGuides?

- not at all aware
- Slightly aware
- Somewhat aware
- Moderately aware
- Extremely aware

21. How did you reach the level of awareness that you have selected in question 20?

22. Have you received feedback from your faculty about the usefulness of the LibGuides?

- yes
- no

23. If your answer is YES or NO in question 22, what kind of feedback?



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APPENDIX G: Interview schedule for students

Transcript for Students

Introduce myself: Names, course, research study area

Give information sheet:

Each student to sign consent forms

Interview questions for students

Title: Community and Health Science LibGuides: a case study on the use of LibGuides to enhance library electronic resources and services at the University of the Western Cape Library.

It will be appreciated if you could assist my research by answering these anonymous interview questions. The questions are based on your understanding of library guides known as LibGuides or subject guides created by librarians in order to teach, promote and market library information resources.

(http://libguides.uwc.ac.za/prf.php?account_id=83008).

This interview will take less than 10 minutes of your time. Please take your time to respond to the interview questions.

Your views, comments, input and suggestions are important for this study. For further questions or concerns about this study, please contact Mrs S. Witbooi, a teaching staff at the University of the Western Cape Library and Information Science department at (021) 959 2437, switbooi@uwc.ac.za or myself Ms Veliswa Tshetsha (021) 9596948, 9780910@myuwc.ac.za or vtshetsha@gmail.com , 15/7/67

1. Population

Please indicate your department

- Dietetics and Nutrition
- Psychology
- Social Work
- School of Natural Medicine

Which qualification are you registered for?

- diploma
- degree
- honours
- masters
- PhD

Indicate the level of study

- 1st year
- 2nd year
- 3rd year
- 4th year
- 5th year
- honours
- masters
- PhD

Gender

- female
- male

2. General questions on the assignment or project

Please explain your main research project/ assignment in your course: what it entails; how you look for information?

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.....



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.....

What type of information sources you needed in order to complete your project?

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When you have assignment or project at hand how do you go about finding information?

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.....

Where do you usually go to find information for your assignment or research project?

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.....

Questions on the use of LibGuides (show to the student how a guide looks like)

System quality: system use

Librarians design LibGuides that contain useful information resources like books, journals, databases, useful websites that help students to accomplish assignments or research projects.

Can you tell me about your understanding and whether you have used LibGuides s for your assignments? *Could you describe in as much detail as possible?*

.....
.....
.....
.....
.....

If you use LibGuides s briefly explain what do you use LibGuides for?

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On average, how often do you use LibGuides s? Do you use them daily?, weekly?, monthly, never, other

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.....

Which *sections or parts* do you use most in a LibGuides and *why*?

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.....
.....

3. Individual impact: satisfaction level

What do LibGuides offer? *Do LibGuides contain information that you are looking for?* If so, please explain and give examples No / Yes

.....
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.....

To complete your assignments or research projects, do LibGuides provide enough information resources?

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.....

Have you been able to complete and submit assignments or research projects with information resources from a LibGuides without consulting other sources? Please give examples

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.....

If you were to design a LibGuides, which information or type of information resources will you include to make it a complete LibGuide for your course and why?

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.....



QUESTIONS for those who never used LibGuides

If you don't use LibGuides, please explain how do you go about finding information for your research projects or assignments?

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.....

As mentioned earlier Librarians design LibGuides for each course that contain useful information resources like books, journals, databases, useful websites that help students to accomplish assignments or research project activities. Will you be interested in using LibGuides when searching for information?

.....
.....
.....

Thank participant

APPENDIX H: Interview schedule for teaching staff

Transcript for staff

Introduce myself: Names, course, research study area

Give information sheet:

Each staff to sign consent forms

Interview questions for staff

Title: Community and Health Science LibGuides: a case study on the use of LibGuides to enhance library electronic resources and services at the University of the Western Cape Library.

It will be appreciated if you could assist my research by answering this anonymous interview questions. The questions are based on your understanding of library guides known as LibGuides or subject guides (http://libguides.uwc.ac.za/prf.php?account_id=83008). These are LibGuides designed by librarians by collecting all relevant information resources for a specific course into a guide.

This interview will take less than 10 minutes of your time. Please take your time to respond to the interview questions.

Your views, comments, input and suggestions are important for this study. For further questions or concerns about this study, please contact Mrs S. Witbooi, a teaching staff at the University of the Western Cape Library and Information Science department at (021) 959 2437, switbooi@uwc.ac.za or myself Ms Veliswa Tshetsha (021) 9596948, 9780910@myuwc.ac.za or vtshetsha@gmail.com, 15/7/67

PART1

1. Demographics

Please indicate your department

- Dietetics and Nutrition
- Psychology
- Social Work
- School of Natural Medicine



Please indicate the qualification of study that you supervise

- diploma
- degree
- honours
- masters
- PhD

Indicate the levels that you teach and supervise

- 1st year
- 2nd year
- 3rd year
- 4th year
- honours
- masters
- PhD

Gender

- Female
- Male

2. General questions on the assignment or project

Could you describe in as much detail as possible the subject or **research areas that you teach**, the **current research projects/ assignments in the course** that you teach. How do your students go about finding sources of information for their assignments or research projects?

.....
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.....

3. Questions on the use of LibGuides guides

System quality (use)

Librarians design LibGuides also called LibGuides or Library Guides that contain useful information resources like books, journals, databases, useful websites that help staff, students to accomplish assignments or research projects. LibGuides are defined as content management tools that allow librarians to organize and present library collections to users in a customizable fashion using Web 2.0 applications. Have you been introduced to LibGuides by your librarian or departmental representative in one of the faculty committees? If so, please explain. What is your understanding of LibGuides? Yes / No

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.....
.....

If you use LibGuides briefly explain what do you use LibGuides for?

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.....

During teaching and learning process, do you use the word library LibGuides for your students?

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.....

Please elaborate how you use them during teaching and learning.....

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.....

A LibGuide contain pages or tabs with useful information, for example, list of journals, databases, books, useful links for the course, which sections or parts do you use most in a LibGuide and why?

.....
.....
.....

If you were to design a LibGuide, which information or type of information sources will you include to make it a complete LibGuide and why?

.....
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4. Individual impact: satisfaction level

What type of information sources do you **recommend** for any assigned research project or assignment for students in order to complete their research projects?

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5. You have mentioned that you have used LibGuides, in your understanding how does one go about accessing LibGuides?

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.....

6. What do LibGuides offer? and do LibGuides contain almost all the information you are looking for? If so, please explain

.....
.....
.....

If so (in relation to the above), what else need to be included in a LibGuide for you and your students to be able to complete assignments or research projects?

.....
.....
.....

Organizational impact

Have you perhaps suggested your students to use LibGuides? Please elaborate how did you raise the awareness to your students and which system did you use? Yes / No

.....
.....
.....

In your experience have you added library LibGuides links in your course in the Ikamva or have you requested the librarian to add the link. If so, how this has been achieved?

.....
.....
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PART 2

Questions for those who never used LibGuides

If you don't use LibGuides, please explain how do you go about finding information in preparation for the course that you teach including student's research projects or assignments?

.....
.....
.....

Librarians design LibGuides for each course that contain useful information resources like books, journals, databases, useful websites that help students to accomplish assignments or research project activities. Will you be interested in using LibGuides during teaching and learning process?

.....
.....
.....

Thank participants

APPENDIX I: Interview schedule for the Faculty Librarian

Transcript for Faculty Librarian

Introduce myself: Names, course, research study area

Give information sheet:

Each staff to sign consent forms

Interview questions for faculty librarian

Title: Community and Health Science LibGuides: a case study on the use of LibGuides to enhance library electronic resources and services at the University of the Western Cape Library.

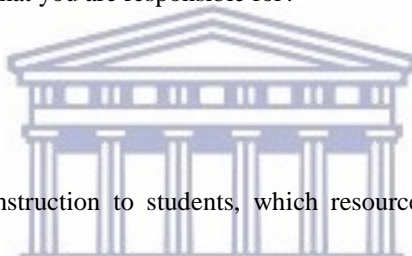
It will be appreciated if you could assist my research by answering this anonymous interview questions. The questions are based on your understanding of library guides known as LibGuides or subject guides (http://libguides.uwc.ac.za/prf.php?account_id=83008) These are LibGuides designed by librarians by collecting all relevant information resources for a specific course into a guide.

This interview will take less than 10 minutes of your time. Please take your time to respond to the interview questions.

Your views, comments, input and suggestions are important for this study. For further questions or concerns about this study, please contact Mrs S. Witbooi, a teaching staff at the University of the Western Cape Library and Information Science department at (021) 959 2437, switbooi@uwc.ac.za or myself Ms Veliswa Tshetsha (021) 9596948, 9780910@myuwc.ac.za or vtshetsha@gmail.com , 15/7/67

1. Please indicate the departments that you are responsible for?

- Dietetics and Nutrition
- Psychology
- Social Work
- School of Natural Medicine



2. Librarians often offer library instruction to students, which resources do you use when giving library instruction?

.....

.....

.....

.....

.....

3. Are the LibGuides included in your library instruction? Yes or no, please explain how this is achieved

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.....

.....

4. Do you cover LibGuides in all the library instructions you offer to your students? If so how is this achieved? Give examples of library instructions where you cover LibGuides

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.....

5. Have you created LibGuides for your departments? Give the total number of LibGuides created for your departments? Describe the topics for LibGuides created.

.....

.....

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6. When creating (adding content) LibGuides for your departments, do you create them in consultation with students and staff? If so, please explain

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7. In your experience have you added library LibGuides links in the Ikamva? Yes /no , please elaborate

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.....Don't lead the answering – keep it open to the experience of librarians.

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8. Do you use LibGuides? If so what do you use them for?

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.....
.....

9. Do your users use LibGuides and if so what do they use them for?

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.....

10. Is your faculty (students at all levels and staff) aware about LibGuides? Yes or no, please explain how the level of awareness was achieved

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.....






11. Have you received feedback from your faculty about the usefulness of the LibGuides? Yes / no, if so what kind of feedback?

.....
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.....
.....
.....






Thank the participant

APPENDIX J: System generated data from LibGuides






Dietetics and Nutrition LibGuide page or tab views

    						
amoon@uwc.ac.za Logout						
1. Library						
2. LibGuides						
3. Statistics						
Dietetics and Nutrition views 01012012 -15092017						
25 pages, 1851 views, 69 months						
	2013	2014	2015	2016	2017	Total Views
Home	0	0	0	267	322	589
Journals	29	62	30	24	26	171
Databases	26	56	34	20	32	168
Books and eBooks	18	26	28	67	27	166
Referencing Style	6	4	8	0	0	18
OA Journals	0	0	0	10	8	18






Psychology LibGuide page or tab views

    						
amoon@uwc.ac.za Logout						
1. Library						
2. LibGuides						
3. Statistics						
Psychology Views-01-01-2014-15-09-2017						
26 pages, 3730 views, 69 months						
	2013	2014	2015	2016	2017	Total Views
Home	0	406	357	439	748	1950
Databases	0	77	69	68	246	460
Journals	0	139	53	48	161	401
Books and eBooks	0	107	84	70	164	425
APA Referencing Style	0	27	46	9	12	94
OA Journals	0	0	0	32	43	75

Social Work LibGuide page or tab views

    						
amoon@uwc.ac.za Logout						
1. Library						
2. LibGuides						
3. Statistics						
Social Work Views-01012014-15092017						
20 pages, 3231 views, 69 months						
	2013	2014	2015	2016	2017	Total Views
Home	0	582	393	396	401	1772
Journals	0	177	78	49	100	404
Databases	0	204	47	47	83	381
Books and eBooks	0	130	73	34	94	331
Social Work Accredited Open Access Journals	0	0	0	48	38	86
Referencing	0	31	39		0	70
Open Educational Resources (OER)	0	0	0	13	21	34
Statistics	0	0		19	8	27
Community and Health Sciences: Home	0	0	0	8	10	18

School of Natural Medicine LibGuide page or tab views

    						
amoon@uwc.ac.za Logout						
1. Library						
2. LibGuides						
3. Statistics						
School of Natural Medicine Views-01102013-18092017						
23 pages, 1016 views, 69 months						
	2013	2014	2015	2016	2017	Total Views
Home	49	152	127	203	115	646
Journals	16	49	22	11	7	105
Books and eBooks	12	31	10	27	3	83
Databases	0	34	17	5	7	63
OA Journals	0	0	0	22	4	26
CHS: Home	0	10	7	0	0	17
Information Literacy (OER's)	0	7	7	0	0	14
Referencing	1	6	4	1	0	12