

## **Project Self Help at the University of New England**

Project Self Help was an information literacy skills programme that operated during the second semester of 2001. It involved staff from the Access Services Department of the UNE Libraries, and used simple email technology to convey information literacy skills to students enrolled externally at the UNE.

### **Initial goals**

- Reduce work for staff in doing subject searches
- Teach external students information literacy skills.
- Provide equity for external students
- Track connectivity problems throughout the external student body.
- In addition, any project we undertook had to be low cost, use technology we already had, and not take too much time on the part of Access Services staff.

To expand on these goals, here is a bit of background:

Since a high of more than 38,000 requests in 1998, usage of our Off Campus Request Service, has dropped, then experienced a slow recovery. Although the total number of requests has not yet reached the levels of 1998, the number of requests for subject searches in 2001 has exceeded that of 1998. Increased electronic resources and connectivity, and schemes like University Library Australia, Unison Borrowing and QULOC reciprocal borrowing arrangements are factors impacting on our usage statistics. In 2000 we had 1084 subject requests; in 2001 we had 1298, almost a 20% rise in demand. Staffing in the area that deal with subject requests has been reduced due to budgetary constraints between 1998 and 2001.

Subject requests are labour intensive. Our average turnaround time is 3 days, and the average time taken per request is 55 minutes, but this varies from 10 minutes to many hours. Sample queries dealt with include an initial literature review for a higher degree; “some books on the Brontes”; examples of quantitative and qualitative research articles on schizophrenia; information on the waratah for 1<sup>st</sup> year Bioscience; and articles on satyagraha for a Peace Studies honours paper. Also, we have noticed an increase in more complex inquiries. Perhaps, as people are able to help themselves, they leave the curly questions for us.

The *Attributes of a UNE Graduate* specifically mention information literate students, yet the majority may never visit our library. At the commencement of first semester, 2001 we launched eSKILLS UNE which is available to all UNE students. It attempts to provide on the UNE Libraries web site the content we provide to first year internal students who attend our Technology Passport sessions. Although it is available on a 24/7 basis, equally available to internal or external students, we believed we needed to target external students specifically with extra support. Internally enrolled students have a variety of opportunities to learn library skills: the Technology Passport sessions at the beginning of each semester; opportunity to visit the library at will; and targeted lectures in specific units during the year eg. All first year Health students receive 2 hours of lectures as part of their first few weeks of term I.

76% of our students are enrolled externally, ie. 4,074 internal students as compared with 13,151 enrolled externally.

We were aware that many students baulked at using, or had problems gaining access to, our electronic resources due to computer problems.

### **What we did:**

A series of emails was designed by Access Services Librarian, Julia Leong. There were eight altogether. All were kept fairly brief, and included a number of URLs for additional information. They form an appendix to this paper.

- an initial questionnaire we called Self Help Diagnostics

- an email explaining how to use our online catalogue with useful information on the UNE libraries website
- registering for online/computer access at UNE
- proxy settings – reconfiguring browser settings to access UNE library resources
- choosing the right database for your information needs
- advice in searching databases/indexes
- searching the web for academic information
- a follow up/feedback questionnaire at the conclusion of sending the emails to the patron

These emails were designed to follow the content of our eSKILLS UNE pages which were designed with the CAUL Information Literacy Standards forming its structure. The address for eSKILLS UNE is <http://www.une.edu.au/library/infolit/index.htm>

All patrons who submitted subject requests electronically during second semester 2002 received the initial email. Students were only targeted once. A spreadsheet tracked the progress of each patron. The initial diagnostic email helped us decide which follow up emails to send. We sought the cooperation of our IT HelpDesk as we anticipated that we would have a number of people with connectivity problems.

During the period of the project, we received 525 subject requests. 197 (38%) of these were received electronically. Sixty two were repeat requests from patrons. (Two patrons were responsible for 26 requests between them.)

Excluding repeat requests, requests came from the following faculties

Arts	54
Education Health and Professional Studies	34
Science	23
Economics Business and Law	21 (including 11 Law)
Unspecified	3

Levels of students requesting (as defined by student, or unit specified in information provided)

1 <sup>st</sup> year	39
2 <sup>nd</sup> year	26
3 <sup>rd</sup> year	19
Post graduate (including 4 <sup>th</sup> year & honours)	33
No level provided	18

Once the project commenced, all staff in the Access Services Section were allocated patrons. One staff member collated the initial responses on the spreadsheet, allocated patrons to staff members, monitored activity and chased up closing patron activities. Where possible, students were allocated to staff members who had either worked on their subject requests or had expertise in the area in which the student was enrolled. The staff member sent the emails identified as needed from the Diagnostic email. All email traffic was entered on the spreadsheet, both the date of sending the emails and any responses received. Once email 8 “Feedback” had been sent (and hopefully a response received) the patron’s file was closed.

Of the initial 135 targeted patrons, 85 (63%) responded to Email 1 – *Self Help Diagnostics*. After this initial enthusiasm, it was much harder to get responses from students. Only 21 ( 15.5%) actually followed through to the end of the project and answered our final Email 8 – *Feedback to Project Self Help*. Attention to follow ups on the project also varied according to staff time commitments, although all allocated patrons eventually received the emails identified as appropriate from the initial questionnaire.

### **Response to the 'Self Help Diagnostics'. N = 85**

We used Email I – *Self Help Diagnostics* for several purposes. The patrons' responses helped us decide which of the remaining series of emails to send. We later compared the responses to Email I with those of Email 8 to track the progress of those who received the series of emails and responded to our final follow up questionnaire. Any queries that arose from this initial email were also followed up. The standard emails were tailored to the individual patron and their information needs

**Question 1** related to **online catalogue use**. Had the patron used it, and were they confident users?

41 responded 'No',

44 responded 'Yes'.

11 of the 'Yes' replies were confident users of the catalogue.

17 felt they did not use the catalogue well.

The remainder either thought they used the catalogue fairly well, or failed to respond to the question

**Question 2** related to **user registration** – User registration is a necessary process to gain access to UNE's electronic resources, as well as providing students with an email address; space on the universities mainframe computer which is backed up nightly and is therefore fairly secure; and tracks their internet usage, as each student is allocated 162 Mb of internet access for academic purposes.

62 had a UNE username and password at the time of answering the questionnaire

21 did not

3 were unsure

**Question 3** related to **databases/indexes/eresources**. Had the student tried to use them? How confident were they in doing so?

43 had tried to use the databases

39 had not

3 did not respond

Of the students who had tried to use the databases

3 only were confident in their use

12 were moderately confident

18 were not confident

The remainder either couldn't get in, or failed to respond in a quantifiable way.

**Question 4** related to **using the World Wide Web**. Had the student tried to use it? And if so, how confidently?

81 had used the World Wide Web

3 only responded no, and one indicated 'sometimes'

Of the people who responded 'Yes'

27 – used the WWW confidently

46 – believed they used in 'fairly well'

9 – believed they did not use it well

**Question 5** was a 'free text' question where students could add comments or specific questions. More than 50 added comments.

### **Responses to Email 8 – Feedback to Project Self Help**

The final email consisted of the same first 4 questions, plus an additional 7. Only 21 replies were received to the final follow up email. We also received a box of chocolates and a thank you card from one student who did not reply to the email. We took that to be a positive

response, but didn't list it in our analyses! Those students who responded were uniformly positive and provided some useful suggestions. The fact that they responded predictably biases the responses to some of the questions.

Repeating the same first four questions seemed to confuse some respondents. Either their levels of competency did not change (which contradicted comments further into the follow up questionnaire) or they sent us the same responses both times. Of the 21, half indicated improved competency levels. Responses to the remaining questions are tabulated below:

Question 5 Were you pleased to receive our emails? All responded, 'Yes'. One student added, "I was a bit surprised that the Uni provided this help. I thought it was more of a self help affair. It certainly made my study a lot easier" Another commented, "I felt more supported".

Question 6 asked whether we should have explained more of our intentions before embarking on the Project. Eight said 'No'; five said 'Yes' and four were unsure. (Where less than 21 responses are listed, the respondents did not reply to that questionnaire item.)

Question 7 asked which of the emails was most helpful. Five said all emails were useful, but the most useful appeared to be 'Changing proxy settings,' 'Choosing the best database' and 'Using databases.'

Question 8 asked whether students would have preferred to receive all the information at once or in 'bites'. Ten responded that they liked the format in which the information was supplied. Five would have preferred receiving all the information in one lump. The remainder were unsure or did not respond.

Question 9 asked respondents what made it most difficult for them to use the information sent. Almost everyone cited 'lack of time' as a factor. Eight cited 'technical connection problems', three the 'complexity' of the information sent, and three 'motivation level'.

Question 10 queried where the information provided in Project Self Help would be most useful, coming directly from the library or incorporated into course packs and online unit notes. Respondents were about evenly divided between preferring information coming directly from the library (8) and having information both from the library and in course information (8). One student commented, "...some of the information given by lecturers seems haxy, eg. 'this info is in the reserve room'. I have no ideas what that is supposed to mean to me..."

Question 11 asked for other ideas and suggestions. A sample of the replies and suggestions follows:

"Earlier in the year, please" (from two replies)

"'Relationships' with library personnel foster that sense of being there...I certainly wasn't aware, until you sent them to me, how useful it was to be able to electronically browse through the library and relied too much on suggested reading lists...Externals need a library initiation at the beginning of their first semester just like the internals."

"I suggest you keep doing what you are doing. I found it to be the most helpful and illuminating contact I have ever had with the library and it helped me enormously with my assignments last semester. Thank you."

"I liked direct contact with the library."

"Thank you!!!!...you have made this semester more enjoyable as I have felt more supported, that I am not the only one going through the same thing."

### **Was PSH was a success?**

In spite of a low follow through rate, we believe Project Self Help to have been successful. A meeting of all staff participants in the project deemed it worthwhile. Consultation with the

coordinator of the IT Helpdesk revealed that the project had little impact on the work undertaken there. Some specific problems were forwarded to the Helpdesk where they were incorporated into its workflow. These included user registration problems, students who were unable to reconfigure their browsers, and other IT related issues.

**Problems:**

A summary of problems identified during the projects include:

**Reach:** We are still not reaching our external students. Many may well be unaware of our services, even though we have a web presence; we post out brochures outlining our services to students; we have content in the UNE Student Help Book and have a telephone help line. We considered trying to send a series of emails like PSH to all students once they register for online access, however, most external students do not use their UNE email account, but rather one provided by an ISP, and we do not have a record of these account addresses.

**Timing:** We believe that if we send emails to students in first semester, we would get a greater response rate. This view was upheld by students responding to our follow up email. The end of year with final essays and exams intruded into many students' initially professed interests in Project Self Help. Several said they would keep the emails and work with them over the 'long vac'.

**Connectivity:** One purpose of the project was to gauge the extent of problems experienced by external students when trying to access electronic resources remotely. External students are recommended to use an Internet Service Provider. Once they have registered for a username and password, they also need to reconfigure the proxies on their browser to access resources such as Proquest, Expanded Academic ASAP, Ausstats and other electronic sources for which we pay for licensed access. Although there are clear instructions at several places on the UNE Website, this seems to be a barrier for students. The barrier can be psychological, as the instructions consist of computer jargon. Firewalls at workplaces and ISPs who do not permit reconfiguring of browser proxies also contribute to this problem.

**Offshore students:** Overseas students have particular problems, and several students responding to our initial email cited high internet costs, and connectivity problems we are unable to sort out in short term, as reasons for dropping out of the project.

**What next?**

- Independent of Project Self Help, our IT people have decided to send a CD to all externally enrolled students. It will contain preconfigured browser software, which should address the connectivity problems encountered. Although the CD has some very basic library information outlining our services, we plan that next version of the CD will include some interactive information literacy activities
- We plan to streamline Project Self Help for use in 2002. Using the feedback we received from students, and our experience, we plan to send standard emails to students who submit electronic subject requests. We will dispense with the initial diagnostic email and send instead weekly emails covering the topics determined in 2001. A list of patrons who have already received the emails will be maintained, and kept up to date so that students only receive the series of emails once.
- We are also planning to include a leaflet in all subject search responses outlining what patrons can do for themselves
- Faculty librarians will continue to work with our Teaching and Learning Centre and with all faculties to improve the quality of library content in individual unit notes, whether electronic or paper.

Sylvia Ransom  
December 2001

## Appendix I

### External Requests 1998 – 2001

	<b>Total Requests</b>	<b>Subject Requests</b>	<b>Electronic Requests</b>	<b>% Electronic</b>
<b>2001</b>	35,918	1,298	15,950	44%
<b>2000</b>	33,308	1,084	10,804	32%
<b>1999</b>	36,847	1,082	8,852	24%
<b>1998</b>	38,170	1,236	Not counted	

## Appendix II – Text of Emails sent as part of Project Self Help

### Email 1 – Self Help Diagnostics

Dear xxx

Thank you for your recent subject request on xxx.  
We have sent or will send materials in response to your request.

If you have Internet access it is likely that you can do much of your subject searches yourself and get better results than we can give as you are more familiar with your subjects. I would like to work with you to help you to use our extensive online materials. Please reply to this message and answer the questions below so that I can see where I can help and which library electronic tools you can already use confidently.

Please use your email reply button and fill in your answers below each question.

- 1a. Have you used the library catalogue online?
- 1b. If yes, are you able to use it - confidently, fairly well, not well?
2. Do you have a current UNE username and password?
- 3a. Have you tried to use online databases subscribed to by UNE?
- 3b. If yes, which of the following applies - can't get in, confident in using databases, moderately confident, not confident?
- 4a. Do you use the World Wide Web?
- 4b. 1b. If yes, are you able to use it - confidently, fairly well, not well?
5. Please add any specific questions or comments here.

Thank you very much for replying to this. I will contact you again soon to follow up after I see your responses.

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## **Email 2 – Online catalogue and some home page information**

The UNE Libraries catalogue is easy to search from anywhere in the world as long as you have access to the World Wide Web.

You can connect to it from the UNE Libraries page at <http://www.une.edu.au/library> by clicking on the Catalogue button near the top.

You will find it well worthwhile to spend five to ten minutes reading the information on the catalogue in eSKILLS UNE at <http://www.une.edu.au/library/infolit/locating.htm>.

This page covers the following topics:

- Getting started with the UNE Libraries catalogue
- Basic searches (including title, author, keyword and subject searches)
- Combination searches
- Using other Web-based library catalogues.

We recommend you use Basic and Combination searches.

Once you are confident using the catalogue, you will be able to search for books and place requests for them. Note that the UNE Libraries page at <http://www.une.edu.au/library> has an entry point for External students via one of the pictures. All sorts of questions you may have, such as how to place a request for a book, are answered there.

Even though you will be able to do your own searches, you will sometimes need us to browse the shelves for you as you can't do that for yourself. If you need us to do that you can still submit a subject request, but tell us exactly what you've already done and what you already have found so that we don't duplicate.

Please try out the catalogue and email me back to let me know how you are going. I'll then send information about other electronic sources of information which you will find helpful.

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## **Email 3 – Registering for computer use at UNE**

Dear xxx

From your response to my initial email entitled Self Help Diagnostics I notice that you have not registered for a UNE username and password.

A UNE username and password is needed to access electronic resources on the UNE Libraries Web Site. It is easy to arrange!

First go to the UNE Libraries Web Site:

<http://www.une.edu.au/library>

Click on online registration.

You will see a screen that asks you for your student number.

Read this screen and follow the instructions on it, and on the screens that follow.

When you have successfully registered, take note of your username (and only you will know your password, so make sure you remember it too!)

Access to UNE resources will happen around lunch time of the following working day.

To access some of our resources you will also need to make adjustments to your browser (Explorer or Netscape) settings. Instructions are available at:

<http://www.une.edu.au/library/external/elecres.htm>

Electronic resources include thousands of full text journal articles that you can access via e-resources on the UNE Libraries web site.

Let me know if you are unable to register, or unable to adjust your browser settings.

Let me know, too, if you are successful and then I'll send you another email on choosing the best databases for your subjects and how to search them.

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#### **Email 4 – Proxy settings**

Dear Xxx

Access to commercial electronics resources is restricted to UNE staff and students as a condition of our licence agreements.

To make use of these commercial resources, you need both a UNE username and password and the correct browser settings.

The first step is to register for a username and password from the University. You may already have done this, if not, go to the following Web address:

<http://www-personal.une.edu.au/~userreg/csh.register.cgi>

When you reach this page, follow the online instructions in order to register your username and password.

Activation of your username and password will be delayed until lunchtime the next working day.

The next step is to change your browser proxies. This is essential because the commercial databases to which we

subscribe will only accept access requests from the UNE server. Changing your proxy settings means that it will appear to the database software that your request comes from our server, even if you are in fact communicating with the database from, say, Korea.

Directions are given below for users with current versions of Netscape Navigator and Internet Explorer. Please note that you should not use Netscape Navigator 6.0. This program is incompatible with our current proxy set up.

Please note also that IT staff strongly advise students to use Netscape Navigator rather than Internet Explorer. Internet Explorer suffers from occasional technical problems which conflict with our proxy system.

#### Netscape Navigator 4.0+

1. Start Netscape Navigator 4.0.
2. Choose the Preferences command from the Edit Menu.
3. Click on the Advanced option in the Category window.
4. Click in the Enable Java tick box.
5. Click on the Accept All Cookies radio button.
6. Click on Advanced option in Category window so that the + sign next to Advanced turns to -.
7. Click on the word Proxies.
8. Click on the Automatic Proxy Configuration radio button.

Insert the following text:

<http://proxy.une.edu.au/proxy>  
in the Configuration location box.

9. Click on the Reload button.

If you are using Internet Explorer 4.0:

1. Start Internet Explorer 4.0.
2. Click View.
3. Click Internet Options.
4. Choose Connection.
5. Click Configure.
6. Change the URL to:  
<http://proxy.une.edu.au/proxy>
7. Click OK.
8. Click Apply.
9. Click OK.

#### Internet Explorer 4.01

1. Start Internet Explorer 4.01.
2. Click View.
3. Click Options.
4. Click Automatic Configuration.
5. Enter this URL in the box:
6. <http://proxy.une.edu.au/proxy>
7. Click Refresh.
6. Click OK.

Internet Explorer 5.0+

1. Start Internet Explorer 5.0.
2. Choose Internet Options from the Tools menu to display the Internet Options box.
3. Click on the Connections tab.
4. Click on the Settings or LAN Settings button. When the Settings box appears, click in the Use Automatic Configuration Script tick box.
5. Enter this URL in the Address box:  
<http://proxy.une.edu.au/proxy>
6. Click on the OK button at the bottom of the Settings box.
7. Click on the OK button at the bottom of the Internet Options box.

You should now be ready to use our range of commercial databases, which are available from the following Web page:

<http://www.une.edu.au/library/elecres/indexes.htm>

Note that if your computer is within a corporate firewall or if your home ISP has a set-up which is incompatible with our proxy system, it may be impossible for you to gain electronic access to some or all of the commercial databases available from the UNE Libraries site.

If circumstances prevent you from making use of our commercial databases and electronic indexes, we can still provide you with indirect access.

Library staff are happy to perform subject searches on your behalf, making use of the full range of available paper and electronic resources. The results of this search can be returned to you by email or surface mail.

For further information on subject searches and how to make a subject search request, please see the following Web page:

<http://www.une.edu.au/library/services/subjectsearch.htm>

Details of the full range of services available to external students are available at:

<http://www.une.edu.au/library/external/index.htm>

Please get back to me and let me know how this stage of getting access to our e-resources has worked for you. We need to know about problems in order to fix them.

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## **Email 5 – Choosing the right database**

Dear xxx

Choosing the best electronic database.

Now that you have successfully registered and adjusted the proxies on your browser, it is time to find the database that

best suits your information needs.

The UNE Libraries web site has tried to make it easy for you to choose a database. Go to the web site:

<http://www.une.edu.au/library>

Click on e-resources.

The e-resources page has arranged Indexes (another name for databases) by School. That is, if you are enrolled in School of Health subjects, click Indexes to the right of School Listings of Electronic Resources.

Now you will see a list of indexes that contain information for Health subjects. The table tells you briefly what is included in the database.

For more information on a particular database/index click on the red 'i' to the right of the title.

If the information indicates that the database/index should be useful, click on the line where it says it is available.

Alternatively, just click on the Index name from the table of indexes. Either way, you will be prompted for your une username and password before you can gain access to the database.

Let me know if you can get in to the databases you find interesting.

My next email will give you some hints on how best to search.

In the meantime remember eSKILLS UNE. Its section on finding information provides a general searching tutorial that you can do at your own pace. The exact address is:

<http://www.une.edu.au/library/infolit/retrieving.htm>

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## **Email 6 – Using databases**

Dear xxx:

Now you know which database you want to use, what help is available?

The short answer is, help is available online in many places.

Here are the main ones:

eSKILLS UNE has a self paced tutorial that takes you through the basics of searching and using a database:

<http://www.une.edu.au/library/infolit/finding.htm>

The database/index you choose will have its own online help.

Look for the logo within the window of the database you have chosen.

Many online help programs are context specific which means that if you click on 'Help' when you are at a certain stage of your searching, the help you get will relate specifically to the search you are doing.

Back at the e-resources page of the UNE Libraries web site, where

the library has found or written guides on using particular databases, these are noted in the information under the red 'i' to the right of the listings of indexes.

Your Faculty Librarian may be able to give you specialised information on particular databases. Contact details for your Faculty Librarian are listed at: <http://www.une.edu.au/library/staff/faclibs.htm>

Common problems novice searchers encounter:

Full text documents don't load:

You may not have Adobe Acrobat Reader on your computer.

This reader is freely available on the internet, and can be downloaded from many sites. One reliable one is the UNE Computing pages: <http://www.une.edu.au/computing.html>

The full text document is not available on the database you searched:

You will need to check the UNE Libraries online catalogue to see if UNE subscribes in paper format to the journal or book referenced:

<http://library.une.edu.au/vtls/english/>

If we do, you can request a photocopy of the article:

<https://www.une.edu.au/library/pcopy.htm>

If UNE Libraries do not have the journal, you may want to consider using interlibrary loans to obtain the journal.

Information on Interlibrary Loans:

<http://www.une.edu.au/library/external/dd.htm>

Try some searches. Use the available help.

Let me know how you are going.

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## **Email 7 - Web**

Dear xxx

Although the Web lacks a lot of very good information, it also provides heaps of free goodies, including a lot of government documents.

By now you will know that the UNE Libraries page at

<http://www.une.edu.au/library/>

is a great starting point for lots of searches.

Click on the e-resources button at the centre top of the page to start. You will see listings of resources by School.

The Reference and Links headings provide links to a number of useful web sites selected by your Faculty Librarian.

To get to Web search engines, you also click on the e-resources button. The Web search tools are listed at the bottom of the page at the left hand side under Miscellaneous.

You can read about using the web in eSKILLS UNE at

<http://www.une.edu.au/library/infolit/using.htm>.

Google is the favourite search engine of most library staff. It gives excellent results, but is not always the best one. It is really worthwhile to read the help pages provided by your favourite search engine. Basics for Google can be found at <http://www.google.com/help/basics.html>.

Altavista can be handy if you really need to make terms adjacent to each other or if you need to cover for spelling variations such as colo\*r. Tips on Altavista searching are found at [http://help.altavista.com/search/search\\_cheat](http://help.altavista.com/search/search_cheat).

It is important to evaluate the information you find on the Web as it is not all accurate or authoritative. See <http://www.une.edu.au/library/infolit/selecting.htm#evaluation> for hints on evaluating information sources.

Please look at the links Faculty Librarians have provided and try out a Google search on a topic which interests you. Email me back to say how you are going and to ask any questions you have.

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## **Email 8 - Feedback**

Dear

Some weeks ago you replied to an email we sent called Self Help Diagnostics. As a result I have been emailing you with information which we hope has helped you to make fuller use of the wealth of online information to which we provide access. We have been trialling an approach to helping you to gain information literacy skills, one of the UNE Graduate Attributes ([http://une.edu.au/offsect/une\\_grad\\_attributes.htm](http://une.edu.au/offsect/une_grad_attributes.htm)) which all UNE graduates are expected to attain.

We really need your comments on how effective our emails (and perhaps phone calls) have been and how we could help remote students to gain self help skills more easily. Your answers to the questions below and any additional comments would be most appreciated.

The first questions will seem familiar as we wish to track your progress during this semester.

Please use your email reply button and fill in your answers below each question.

- 1a. Have you used the library catalogue online? - yes, no
- 1b. If yes, are you able to use it - confidently, fairly well, not well?
2. Do you have a current UNE username and password? - yes, no
- 3a. Have you tried to use online databases subscribed to by UNE? - yes, no

3b. If yes, which of the following applies - can't get in, confident in using databases, moderately confident, not confident?

4a. Do you use the World Wide Web? - yes, no

4b. 1b. If yes, are you able to use it - confidently, fairly well, not well?

5. Were you pleased to receive our emails? - yes, no, not sure.

6. Did you feel we should have explained more of what we intended to do before you answered the Self Help Diagnostic? - yes, no, not sure

7. Which of the following emails did you find helpful (you may not have been sent all of them) -

- a) Catalogue and UNE Libraries page layout,
- b) Registering for UNE user name and password,
- c) Changing proxy settings,
- d) Choosing databases,
- e) Using databases,
- f) Using the Web,
- g) Other emails sent in answer to your questions.

8. Would you have preferred us to send more information at once rather than sending it in parts and expecting you to try things out and let us know how you went? - yes, no, not sure.

9. What made it most difficult for you to use the information we sent?

- a) Its complexity
- b) Your lack of time
- c) Your motivation level
- d) Technical connection problems
- e) Other factors?

10. Do you think this information should be worked into individual units in your course material rather than coming directly from the library? - yes, no, not sure, both would be good.

11. Have you any other ideas and suggestions as to how we can help students to know and use the huge range of material available to them online?

Thank you very much for replying to this questionnaire.