



LIBRARY INSIGHTS

ISSUE 4, SPRING 2020



Embracing opportunities to adapt and innovate.

Over 9,500 clients entered our libraries during the 7-day, mid-session break for students and mandatory leave period for staff, once again demonstrating how valued the Library is by our clients.

The Library, like most areas of the university, is currently focusing on reshaping for the future and challenging ourselves to think about how we can do things efficiently and with impact.

Despite the current pressures and uncertainties, new opportunities have been embraced by Library staff. The newly created Library Guides '[Covid-19 Resources](#)', '[Black Lives Matter](#)' and '[Open Education Resources \(OER\) Toolkit](#)' are excellent examples of the Library response to the changing needs of our clients this year. We have received very positive feedback on each of these initiatives.

"Thank you so much for sharing your OER Toolkit, which is a brilliant, innovative OER educational tool!"
Faculty Librarian, Curtin University.

Building on several recent innovations, the Library will be redefining our service delivery model to ensure compatibility with an evolving landscape.

We must consider our role in addressing the financial challenges of the university, leveraging new and existing digital assets and contributing to technology-rich teaching and learning paradigms.

Equally, the Library must be confident that the resources and services we offer are both scalable and sustainable. Some of our traditional assumptions may no longer be relevant, and the focus will be on core activities going forward.

For example, after a decade of the Library Quality Management System complying with the requirements of ISO9001, whilst it served its purpose in managing processes over multiple locations, we now feel it would be more valuable and effective to work to a benchmark that emphasises user engagement and customer service. More details about this will be forthcoming early in the new year.

Recently important decisions and actions have been taken. The Digital Textbook Initiative coming to an end on 31/12/2020, and the full review of our journal subscriptions have been difficult, but very necessary actions. These decisions have allowed us to carefully consider and begin to work with academic staff to explore the strategic opportunities afforded by Open Educational Resources. We received helpful feedback on the process of the Journal Subscription Review – which is something we are likely to need to return to over coming years, in partnership with academic schools.

"Thank you for your transparent and meaningful consultation in this difficult process. I really appreciate your help and your openness; you've done an awesome job. The loss of any research resource is not welcome news but under the circumstances I am glad that many were saved."

Western academic staff member.

I welcome your input and ideas on how the Library could add value to your research and teaching endeavours. You can contact myself and the Library Executive Team with your feedback via this email: wsu-liblet@westernsydney.edu.au.



Pete Maggs
Director, Library Services

WESTERN SYDNEY UNIVERSITY LIBRARY NEWSLETTER

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CONTACT YOUR LIBRARY.

Information Central is the service for all Library enquiries.



Phone support
02 9852 5353



Online Librarian
Online chat and email:
westernsydney.edu.au/heretohelp

THE LIBRARY DURING LOCKDOWN: AUTUMN AND SPRING 2020 TEACHING SESSIONS.



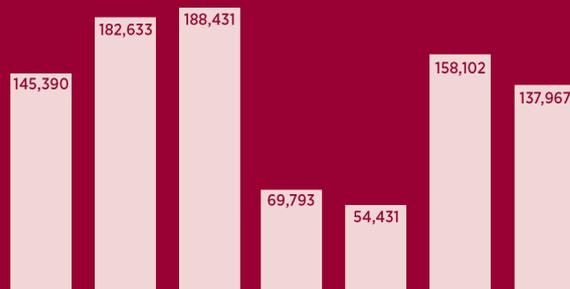
30,810

LIBRARY ENQUIRIES
LIVE CHAT, DIGITAL SERVICE DESK,
PHONE AND EMAIL.



2,365

**LIBRARY STUDY SMART
ZOOM SESSIONS**
STUDY SMART OFFICERS AND
STUDY SMART LIBRARIANS.



**REMOTE CONNECTIONS BY
CLIENTS ACCESSING
LIBRARY RESOURCES**
MARCH-SEPTEMBER 2020.

Black Lives Matter Library Guide.

The [Black Lives Matter library guide](#) was developed to provide resources and information in response to renewed awareness and interest in the Black Lives Matter movement and the protests in Australia and overseas. Included in the guide are resources outlining the context around the movement, which may assist in making connections and promoting discussion.

The guide brings together government, teaching, and research resources, as well as links to relevant social media and websites.

On the first page of the guide, you are invited to sign the [Black Lives Matter Pledge](#) to stand against racism and show your support for the campaign.

In her introductory message to the guide, Professor Michelle Trudgett, Pro Vice-Chancellor, Aboriginal and Torres Strait Islander Education, Strategy and Consultation writes:

There has been enormous national and international coverage of the Black Lives Matter (BLM) campaign in recent weeks. The BLM movement began in 2013 in response to the acquittal of a police officer who was charged with the death of 17 year-old Trayvon Martin, an African American man. The movement soon stretched to Australia with several marches held over the last few years – including the recent mass protests across Australia. Parallels between the BLM cases in the United States and Australia, are at the heart of the local protests demonstrating against police brutality towards people of colour – namely Indigenous people in the Australian context.

The Australian Law Reform Commission recently retraced Australia's own tragic history in this area. It described a long legacy of disproportionate Indigenous incarceration rates, unnecessary Indigenous deaths in custody, and a litany of legal and justice system discriminations against Indigenous Australians, including poor relations with and treatment by Australian police.

[...]

Western Sydney University also extends its support to the BLM campaign. Our sincerest condolences are extended to the families and friends of the many Indigenous people who have died whilst in custody. We are a University that deeply values and respects the cultural diversity of our students and staff. Through the sharing of culture, stories and knowledge we continue to learn from one another. As an academic community, we also seek to work with Indigenous people and others to act to tackle the persistent tragedy of Indigenous deaths in custody, the scourge of Indigenous incarceration, and the many biases within the justice and legal systems.

At Western Sydney University, Indigenous staff, students and elders are valued and respected members of our community. We thank them for their ongoing contributions and request that in these challenging times, and beyond, we come together in solidarity and demonstrate an ongoing commitment to Indigenous Australians and other people of colour who are subjected to racism. It is important to acknowledge that conversations relating to Indigenous deaths in custody can cause serious emotional distress and subsequently impact the health and wellbeing of our Indigenous staff and students. It is therefore requested that we approach the issue with utmost care and consideration.

As an institution we actively practice zero tolerance of racism and endeavour to ensure that all staff and students are well informed about human rights including the BLM initiative.



Royal Commission into Aboriginal Deaths in Custody - 1991

The Commission examined the causes of the Aboriginal deaths in custody which occurred in Australia between January 1980 and 31 May 1989 and the actions taken in respect of each death. They produced 339 recommendations in the final report which was presented on 15 April, 1991. At that time they investigated 99 deaths. Currently the number of Aboriginal Deaths in custody exceeds 430.

Find out more:

- [Deaths in Custody in Australia](#)
- [Indigenous Deaths in Custody: 25 Years since the Royal Commission](#)
- [Pathways to Justice](#)

The Uluru Statement from the Heart

The Uluru Statement from the Heart is an invitation from First Nations to “walk with us in a movement of the Australian people for a better future”

Find out more:

- [The Uluru Statement from the Heart](#)
- [The Referendum Report | Our Story](#)

Video and Streaming Media



[I Can't Breathe](#)

In a searing and deeply personal story, Stan Grant gives voice to the frustration and hurt that has defined the life experience of so many Indigenous Australians and explores why George Floyd's death resonates so profoundly.



['I'm a Black Fella'](#)

Writer Steven Oliver performs his poem 'I'm a Blackfella'. This video was taken for the anthology 'Writing Black', edited by Ellen van Neerven and designed for screen by Simon Groth of if:book Australia.



[Welcome to Country | TEDxUWollongong](#)

In this TEDx talk, Jade Kennedy explains the significance of the Welcome to Country and the positive impact it had on him the first time he heard it.

“ Working on the BLM guide was an incredible experience. I'm grateful for the opportunity to collaborate with my library colleagues and senior Indigenous staff at Western to create something that can inform people from all backgrounds. ”

Leontyne Dawson-Jones, School Librarian,
School of Education

Know your School Librarian.

School Librarians support student success by providing advice and assistance on embedding and scaffolding academic and information literacies in curricula (including academic integrity).

School Librarians support research success by providing researchers and higher degree research students with advanced information seeking skills training. They support success in research recognition by promoting publication strategies and methodologies for measuring research impact.

CONTACT YOUR SCHOOL LIBRARIAN

westernsydney.edu.au/school-librarians

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SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS CLUSTER



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School of Computer, Data and
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Hawkesbury Institute for the
Environment. MARCS Institute for
Brain, Behaviour and Development

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Library Research Engagement Team on Open Access at Western.



Open Access week this year ran from 19-25 October with the theme “*Open with Purpose: Taking Action to Build Structural Equity and Inclusion*”.

The Library strongly advocates the importance of Open Access (OA) in order to promote research integrity and transparency, and equitable access to research findings.

The global pandemic has brought the importance of OA and open science practices into sharp focus this year. As the scientific community rises to the challenge of a unified and high-speed response to understand the coronavirus, the rapid sharing of research has become vital. During 2020, researchers and publishers across the globe have responded together to ensure fast and barrier-free access to relevant research, underpinning this year’s theme of equity and inclusion.

Katrina Trewin and Ria Hamblett from the Research Engagement Team explain the basics and importance of Open Access.

Definition and application across various information resources:

In general terms, OA refers to a resource that is freely available on the web. However, a truly OA resource is not just available to view, but also provides users the right to read, distribute and re-use or re-mix the resource, whilst creators retain the right to be properly attributed. For this reason, **licensing** is a key component of OA ([Creative Commons](#) licences provide an easy way to communicate licence conditions).

Research outputs

Scholarly literature - such as journal articles, conference papers, books/book chapters - can be made available without subscription or cost barrier, and licensed for re-use. Making the products of research openly available means findings can be quickly and widely reviewed, rebutted, reproduced, and built upon to advance knowledge and understanding globally.

Datasets

Although some data may be too sensitive to publish in an OA dataset, there is value in planning for openly accessible data to maximise the investment in collecting it. Data underpins research findings and it is important to promote transparency and reproducibility of full results.

Software and code

Making software and code design open is another key component of research reproducibility. A dataset without the code used to analyse it becomes inaccessible to others in terms of accountability and further analysis. The uses for code go well beyond the research process - there are open source library management, repository, journal hosting, and course delivery systems available which are often supported by communities of interested users and developers. A well-known repository for open code is GitHub.

Teaching materials

Open educational resources (OERs) are freely accessible, openly licensed text, media, and other digital assets used for teaching and learning. Whilst open research outputs might well be useful in teaching, an ideal OER will have a pedagogical focus and structure to support students’ learning pathways. Visit the [Library’s OER Toolkit](#) guide for more information about using and creating OERs.

Publishing OA research outputs

There are two main pathways to publishing OA research outputs: Gold and Green.

GOLD

This means the research is OA immediately available upon publication. Many of the major publishers charge a fee for this, known as an article processing charge (APC). Some OA journals do not charge APCs, but quality can vary so it’s important for authors to **think carefully** about where to publish. For several years, the Library has administered a range of pre-paid OA membership funds on behalf of the University. In 2020, the Library facilitated centralised payment (provided by the University) of APCs alongside the existing memberships. This was very popular, and

the budget was quickly fully-allocated, keep an eye on the [Library website](#) for future updates.

GREEN

This is a FREE form of OA publication that ALL WSU authors can achieve! Many publishers allow authors to share the [accepted manuscript](#) (or ‘post-print’) version of their work. This peer-reviewed but not yet formally published version can be made available in [ResearchDirect](#), usually following an embargo period. The Library will manage the embargo but we need authors to save and send us their accepted versions.

Plan S

Plan S will come into effect in January 2021, with the key principle that publications resulting from funded research “must be published in OA journals, on OA platforms, or made immediately available through OA repositories without embargo.” Many funders who are signatories to this agreement are based in Europe but also include the Gates Foundation and the WHO.

Whilst Australia’s major funders are yet to endorse Plan S, our research sector can benefit from a move towards readiness. Global moves towards open scholarship, reproducible research, and demonstrable impact will mean a growth in demand for OA publications - with the attendant need for sustainable financial models, compatible technologies, and skilled staff.

Heading for a new normal.

This year has brought into focus the need to access to *all* types of research: early stage findings, data, and publications. The immediate need for access to coronavirus data and research predefines the argument for any other disease, crisis, or discipline on the planet. The obvious benefits of immediate and open sharing of research during COVID-19 demonstrates that open access to research should be the new norm. While the movement continues to gather pace, researchers can individually contribute to the growing bank of OA content by ensuring that their research papers achieve Green OA status, even if they are published in a subscription-based journal.

For further information visit the [Library OA guide](#), check out the [Open Data Handbook](#), subscribe to the [Australasian Open Access Strategy Group](#) (AOASG) newsletter, and follow #openaccess on Twitter. Alternatively, you may contact the [Library Research Engagement Team](#) with your Open Access question.

COMMUNITY OUTREACH

Science Week @ City of Parramatta Library.



The Library recently collaborated with City of Parramatta Public Library to present an outreach program for National Science Week 2020. This annual event encourages interest in Science, Technology, Engineering and Mathematics, and showcases the work of professionals and researchers in these areas.

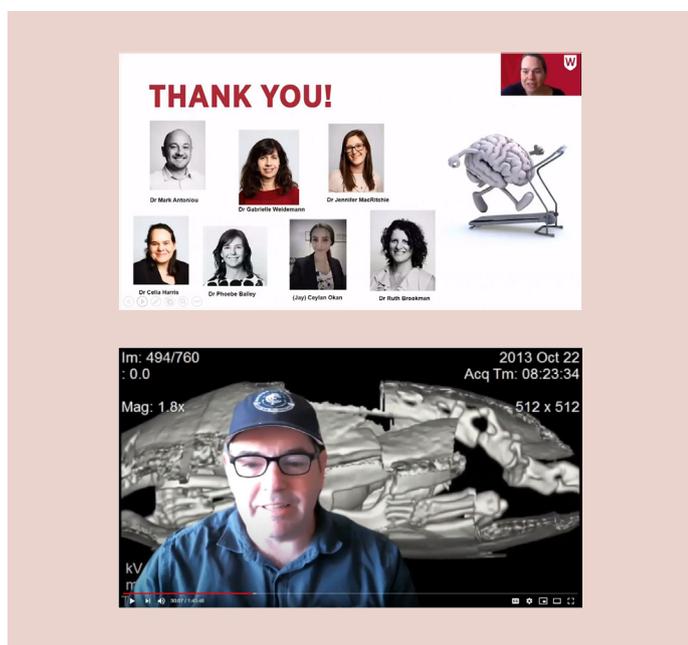
Parramatta Public Library has an extensive outreach program that engages several different demographic groups, from school-aged children to retirees. In the COVID environment, the traditional community engagement methods were not practical this year and the council Library agreed on a wholly online video format for its presentations.

Western Sydney University Library partnered with the MARCS Institute and several School of Science academics to facilitate [engaging online content](#) for the Parramatta community. Julie Old and Ricki Spencer, from the School of Science, kindly agreed to be interviewed and discuss their research into wombats and turtles respectively.

The MARCS Institute offered a range of webinars on the subjects of healthy brain ageing, music and maths, and infant communication.

The online event was very well received by the Parramatta community and it was a good opportunity for Western Sydney University academics to promote participation in citizen science.

The Library has begun scouting for opportunities to participate in the Science Week 2021 event and we look forward to our next chance to engage with the Western Sydney community through the Parramatta Council Library network.



DIGITAL INNOVATION

Augmenting services with a Library Chatbot.

In anticipation of the development of a university-wide chatbot service, the Library has begun an exploratory project to remodel frequently asked library questions for deployment in a chatbot.

Led by the Library User Experience team (LibUX) in consultation with Library Client Services and Information Central, the artificial intelligence chatbot's core task is to complement existing Library service points through automating responses to frequently asked questions.

This will enable Library staff working on the Online Librarian live chat service more time to respond to detailed student queries requiring in-depth library knowledge, one-to-one.

A chatbot is a software agent that can convincingly participate in a human-centered conversation via spoken and textual methods. Such programs are deployed as virtual assistants through common mobile messaging apps like Facebook Messenger, WhatsApp, Slack and Google Assistant. Many of these take advantage of inbuilt voice and texting features. By combining sophisticated natural language processing with a dialogue management system and our existing extensive FAQ knowledge base, the potential exists for the Library chatbot to automate responses to basic client support enquiries 24/7.

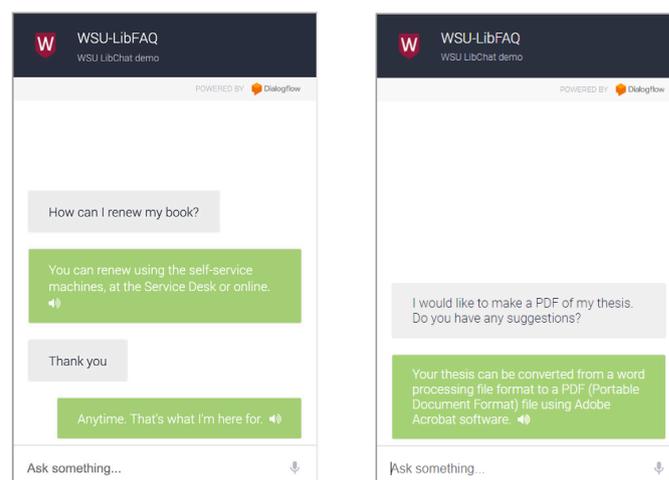
The Library chatbot will support keyboard and speech recognition input and will use natural language processing to parse and analyse inputs for meaning and intent, and then match client-posed questions directly to Library-provisioned FAQs.

The project team are configuring an appropriate persona for the chatbot - which can satisfy the personalisation requirements of a busy organization, whilst aligning with the digital expectations of its clients.

The project will have five phases to its design and development: data acquisition, data cleaning, natural language processing, web service deployment, and interface.

The project aim is to design, adapt and iterate current Library content into a suitable format, to be easily integrated into the university-wide chatbot once launched.

As experts in information literacy and data management, Library staff are on the front foot of exploring the opportunities for streamlined communication via the chatbot format.



STAFF PROFILE - YAMMER

JoAnne Witt - Parramatta Campus Librarian.

All Company



Alicia Brodersen – October 12 at 12:00 PM

#staffprofile #unlimited

In today's Staff Profile during Covid-19, JoAnne Witt shares how Parramatta Library staff adapted to both working from home and on campus conditions during lockdown - some of them even surprised themselves!

Title Parramatta Campus Librarian

Unit/Division Library

Usual campus Parramatta South and Parramatta City campuses

How has COVID-19 impacted your work?

Initially, I found the changes to my work situation very challenging and at times working from home I felt disconnected from my colleagues. I manage the day-to-day running of Parramatta South Campus Library and Parramatta City Campus Hub, so not coming on to campus meant I didn't always have a complete picture of what was happening in those spaces or with my staff.

As a supervisor of a large and diverse team, I am used to communicating on the fly. A lot of ad hoc conversations happen throughout the day on topics as varied as resolving technical issues with the self-checkout machines or how to promote Open Educational Resources (accompanied with social banter and fuelled by cake). COVID-19 has been a challenge in that many team members were missing the ability to bounce ideas and solutions around the team in person.

What's one thing you're focussing on now in response to COVID-19?

The Library has remained open throughout the varied stages of the pandemic. As such, we have been continually responding to change and adapting our services over the last six months with safety and the student experience front of mind. In March, the Library rapidly implemented the live video Digital Service Desk across eight campus libraries and brought our existing Live Chat and online services and resources to the forefront. On campus, in the lead up to Spring session, we removed large amounts of furniture and rearranged seating to enable physical distancing amongst students. This was a very strange thing to do particularly at Parramatta South, where we have high usage and, in the past, often had to look at how to squeeze more students into the building to meet demand!

Currently, our focus in the Library is simply a continuation of our initial response to the pandemic in March. We now have a higher number of Library staff on campus and, as always, we are focussed on engaging with students and delivering our services in a meaningful way.

What is the best thing to come out of the current situation or one thing you want to share with others?

It has been great to see our team demonstrate how supportive and adaptable they are. I think some staff have surprised themselves. When face-to-face services ceased, Library staff in front-facing roles had to quickly learn to interact with clients via the Digital Service Desk. At first, staff and students found it very strange interacting remotely via video - students were sometimes astonished when they realised they were talking in real time,

with a real person! Now, staff have adjusted to this new way of providing our client services and students approach the desk without hesitation. The Digital Service Desk has opened a new way for staff to work flexibly.

There have also been many subtle reflections in how Western students have interacted and perceived the purpose of the Library. Throughout the pandemic the Library has been a constant and consistent base for Western students - whether that's via being available through remote and online services or providing a study haven in very uncertain times. I've been pleased to see that students have tuned into their existing connection with the Library as a way of anchoring their studies through turbulent times.

If your team has returned to campus, what are you/ they involved in?

As I mentioned, the Library was deemed an essential service and remained open for students and staff who needed to access Library spaces and on-campus resources for their studies. Library Client Service Officers have worked on campus since March. Initially they returned on a rotational basis and since the end of June they have been working on campus full time.

Under the university's phased return plan, more staff are now returning to campus. Liaison Librarians participated in Spring online orientation sessions. Client Service Officers are busy scanning book chapters to make them accessible online, while School Librarians have become adept at providing high-level research support anywhere, anytime.

Has anything changed about your daily processes?

So many things have changed - it may be easier to ask, "What has stayed the same?" Of course, we're maintaining health and safety precautions and our WHS processes have changed - for instance, when returned, books are held in quarantine and high-use Reserve items are sanitised before being placed back on the shelves.

What's the best thing about being able to return to campus?

The ability to have casual discussions with colleagues again, without having to make a Zoom appointment first!

See the conversation here on [Yammer](#).



Pictured: Parramatta Library staff kept in touch regularly via Zoom (JoAnn is top row, second from the left).

Award Winning RefQuest.

RefQuest – the referencing game launched in 2019 by the Library in partnership with Learning Futures - was recently awarded the prestigious Silver Medal for Excellence in Higher Education at the 2020 International Serious Play Awards.

The Awards honour outstanding commercial and student digital learning experiences used for education or training from around the globe.

The International Serious Play Conference is the leading forum to keep abreast of the rapid changes and evolution of serious games, the industry that is shaping the future of training and education.

RefQuest is an online educational game available to all Western Sydney University students to learn how to correctly reference, to provide evidence in their work, and to acknowledge contributions. The game is built on robust and proven active learning and pedagogical principles that scaffold and guide students through a fun and engaging experience.

RefQuest teaches players the patterns of referencing and challenges their knowledge with multiple activities which have increasing difficulty.

Evidence from students tells us RefQuest helps them understand referencing styles, how to construct citations and that they would recommend the game to peers.

Thank you for this game! I found it engaging and felt good that I achieved each level for APA referencing. It really helps you to think on your toes and remember the structure of the referencing style.

Adriana

RefQuest has also received very positive peer review:

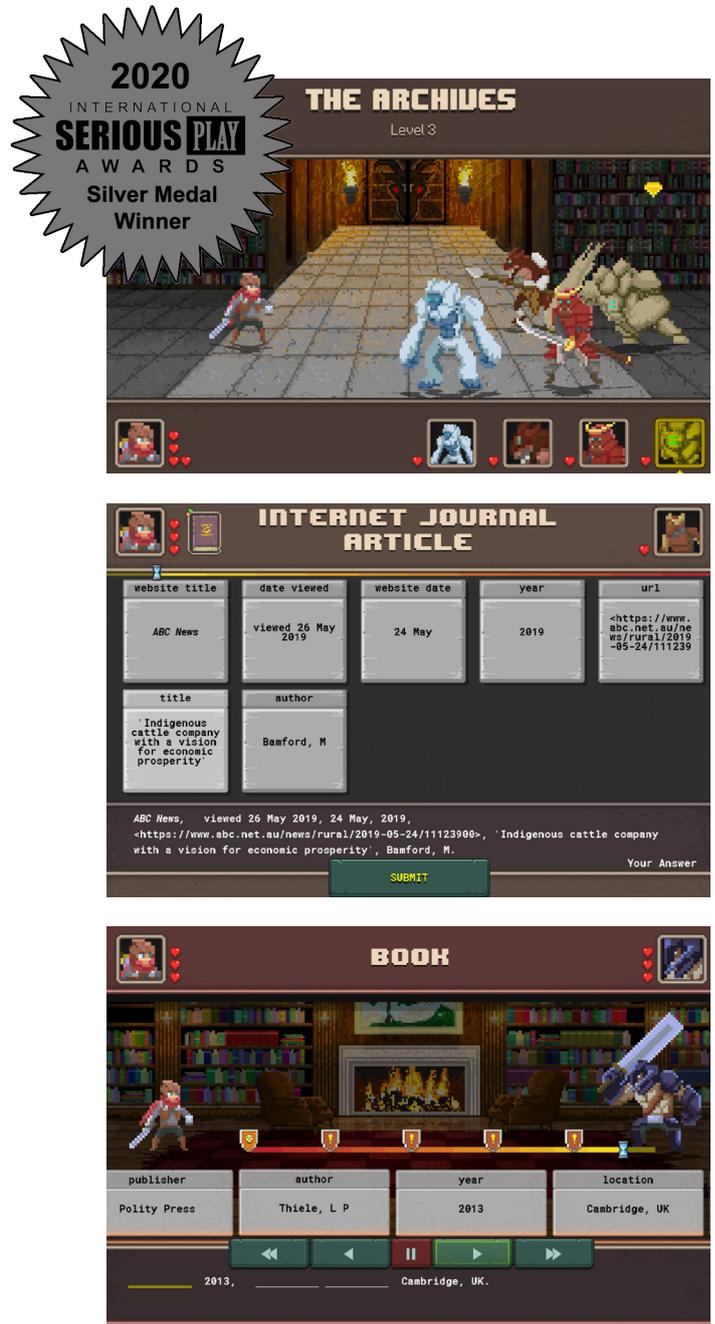
Gamification done well - this is how you make referencing engaging!

Rebecca Bell - Reference Librarian at University of South Australia

Not to flex but ... I'm Basement level AGLC and I'm coming for those other styles ASAP. Play the deliciously retro RefQuest.

University of Melbourne Library

Help your students maximise the quality of their academic submissions by directing them to RefQuest today - <https://refquest.westernsydney.edu.au/>.



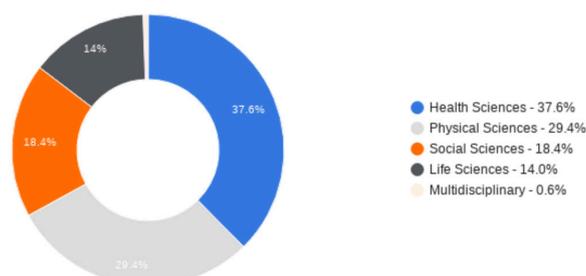
RefQuest was co-developed by Learning Futures and the Library at Western Sydney University. It is based on The Great Referencing Game that was initially created by WSU Library staff as a classroom activity, which was adapted from Chasing Citations by Ryan L Sittler in McDevitt, TR, 2011, Let the Games Begin!

Digital Resources: ScienceDirect and Scopus (Elsevier).

The following report on ScienceDirect and Scopus provides a unique view on engagement with this research content.

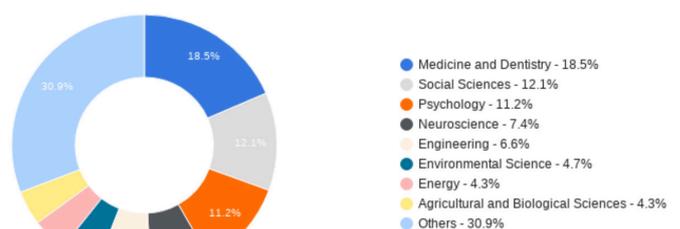
Scopus

Usage by subject area on Scopus.



ScienceDirect

Usage by subject area on ScienceDirect.



Readings & Resources Lists for Autumn 2021 – Essential timelines.

Spring is here but Autumn session 2021 is just around the corner. Did you know it can take the Library up to six weeks to process your Readings & Resources Lists for the units you teach? Don't miss out on getting yours completed and available in vUWS for the first day of classes.

Details about the process, from LGMS submission to Readings & Resources Lists being available, are on the [Submit Learning Resources](#) page.

DON'T DELAY

The earlier we get started, the earlier your students have easy access to their essential readings and texts.

For your convenience, the table below of [Reading List Services](#) summarises what you can expect:

FINAL VERSION SUBMITTED:	SERVICE:
4 - 6 weeks prior to start of teaching period/agreed deadline	<ul style="list-style-type: none"> • Linked reading list updated on vUWS before start of session • Resources available • Essential texts in Reserve
2 - 3 weeks prior to start of teaching period/agreed deadline	<ul style="list-style-type: none"> • Linked reading list updated on vUWS within one week of the start of session • Resource availability is dependent on vendor supply and delivery • Essential texts in Reserve
Under 2 weeks prior to start of teaching period/agreed deadline	<ul style="list-style-type: none"> • Linked reading list updated on vUWS 2 weeks after receipt of Learning guide • Resource availability is dependent on vendor supply and delivery • Essential texts in Reserve



Feedback, suggestions or requests for Library Insights articles are welcomed via Library Promotions: lib-promo@westernsydney.edu.au