

**Perceptions and usage of library instructional
podcasts by staff and students at
Universal College of Learning (UCOL)**

By

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Perceptions and usage of library instructional podcasts by staff and students at Universal College of Learning (UCOL)

Abstract

As podcasting is such a new phenomenon, little is known about its usage and perceived benefits especially in New Zealand. In addition to gathering statistics on the demographics of who uses library instructional podcasts and the technologies used, this research also offers an opportunity to fill a gap in the knowledge on the usage and perceptions of podcasting and its potential as a medium for library instruction in the future.

Rogers' Diffusion of Innovations theory provided the framework for this research. Six sample podcasts were recorded and made available via the UCOL – Universal College of Learning – web site in MP3 format. The target population for this research was staff and students of UCOL. A web based survey instrument was used to collect quantitative and qualitative data and there were 86 complete responses to the survey. Participants were self selected on a non-random basis, therefore it was not possible to stratify the sample set or generalise results.

Analysis of the results showed there were differences between the groups surveyed in perceptions and use of the library instructional podcasts. The majority of respondents thought the podcasts were "very good" with 71.1% in favour of them. The most helpful podcast topics were identified and suggestions were made as to other topics the library could make podcasts in. Device ownership was investigated along with technologies required for downloading and listening to the podcasts. The preferred time and place to listen to the podcasts was ascertained and advantages and disadvantages were determined. Responses were received from a broad range of subject areas from within UCOL. The majority of respondents were found to be female and were of NZ European/Pakeha ethnicity. Comments were received as to the quality of the podcasts with suggestions for improvements for future podcasts. The conclusion reached was that podcasting for library instruction will benefit UCOL as an institution, has potential as an alternative communication medium and therefore should be pursued.

Keywords: podcasts, podcasting, academic, library, instruction, tuition

I **Definition of terms**

Blog – An online diary or regular log of events

Broadcast – In podcasting terms is to push files out or publish the files using an RSS feed

Demographics – appropriate statistical divisions to describe the population such as age, sex, ethnicity, course studied/taught and campus based at

Enhanced podcast – a podcast enhanced by including pictures, URL links and chapter marks, usually seen as an MP4 format file

iPod – a brand of MP3 player developed by Apple Computer Inc.

MP3 – acronym for MPEG (Moving Pictures Expert Group) -1 or 2 Audio Layer 3. A digital audio file format (Balleste, Rosenberg, & Smith-Butler, 2006)

Podcasting – derived by combining iPod with broadcasting (DeVoe, 2006; Graham, 2005/2006)

Podcasts – digital audio recordings that are broadcast over the internet (DeVoe, 2006; Balleste, Rosenberg, & Smith-Butler, 2006)

Podcatcher – an RSS aggregator that allows synchronisation with MP3 devices and automatically retrieves updates of new content when connected to the internet (Gordon-Murnane, 2005)

RSS – Really Simple Syndication a technology used for sharing syndicated content via a feed (Gordon-Murnane, 2005)

Vodcast – Podcasts that include video

Wiki – A website or resource allowing collective additions or editing by users

II Introduction

In order to move with the times and meet our customers in the latest technological environment it is important libraries investigate the potential of new technologies, whether they can be used in libraries, by whom and for what purposes. As podcasting is such a new phenomenon, little is known about its usage and perceived benefits. Some research has occurred in America showing 19% of American's aged 18-28 and 14% aged 29-40 own an MP3 player (Rainie & Madden, 2005) however similar research is not available for New Zealand. In addition to gathering statistics for New Zealand on the demographics of who uses library instructional podcasts and the technologies used, this research offers an opportunity to explore the usage and perceptions of podcasting and its potential as a medium for library instruction in the future. Libraries have been adopting and adapting to new technologies for years. Due to its popularity, podcasting now requires consideration as the next new technology.

The purpose of this research was to undertake a concurrent mixed methods study to collect both quantitative and qualitative data to assist in understanding the current usage and perceptions of library instructional podcasts, who was using them and what technologies they had and preferred. This research also asked users for further recommendations and opinions which might assist libraries in their decision making for future library instructional podcasts. Providing podcast services requires an investment of money, staff time, skill and technology. This research therefore hopes to contribute to the body of knowledge and assist New Zealand tertiary libraries in deciding whether or not to make this investment.

Entertainment type podcasts, such as promotion, marketing, book reviews and advising of library news and events were not covered by this research which focussed primarily on instructional podcasts. Enhanced podcast file types were also not included as they limit the devices podcasts can be played on and substantially increase their file size. The term "podcasting" leads many people to believe an iPod is necessary to listen to podcasts. All efforts were made to ensure people realised the podcasts could be listened to on any MP3 device or a media player on their computer. The sample group for this research project was self selecting and non-random which poses some limitations to the stratification and generalisation of results.

The aim of this research was to determine what types of people listened to library instructional podcasts, what topics people liked to listen to, what technologies were used, how people currently perceive library instructional podcasts, the current and potential use of library instructional podcasts and the identification of any significant patterns and relationships between groups of responses. This report outlines the research problem, provides a review of the literature, explains the methodology used and gives a statement of the results and analysis of the data before concluding with recommendations.

III Problem statement

Research problem

A podcast is a digital audio recording that is made available over the internet. This format provides potential benefits for delivering library instruction in a medium that will supplement traditional methods and also provide a useful alternative for the increasing number of online courses and distance students. It is important for libraries to continue to move with the times and ensure they offer services suitable for the current technological environment. As podcasting is such a new phenomenon, little is known about its usage and benefit especially in New Zealand. Providing podcast services requires an investment of money, staff time, skill and technology. The reason for conducting this research is to contribute to the body of knowledge and assist New Zealand tertiary libraries in deciding whether or not to make this investment. This research offers an opportunity to explore the use and perceptions of podcasting and its potential as a medium for library instruction in the future. It also provides an opportunity to gather demographic information and look at the technology preferences of those who use podcasts.

IV Literature review

Theoretical framework

Rogers' (2003) Diffusion of Innovations theory provides the framework for this research. As Rogers (2003) points out, Diffusion of Innovations research describes the "process by which an innovation is communicated through certain channels over time among the members of a social system" (p. 5). It provides the framework to show the processes that determine how new innovations are disseminated.

Rogers (2003) outlines the five groups of adopters as:-

- 1 Innovators
- 2 Early adopters
- 3 Early majority
- 4 Late majority
- 5 Laggards

The rate of adoption for Diffusion of Innovations generally follows an S-shaped curve where the adoption of new innovations begins slowly before increasing rapidly as more adopters take on the new innovation and then reaches a plateau. Rogers (2003) suggests once the innovators and early adopters have accepted an innovation, or once 10% - 15% of adoption has occurred, then the rate of adoption takes off or reaches the tipping point.

Rogers' (2003) theory also identifies that innovators and early adopters go through a five stage decision making process before adopting a new innovation:-

- 1 Knowledge of a new innovation
- 2 Persuasion and opinion formation of the innovation
- 3 Decision to adopt or reject the innovation
- 4 Implementation and use of the innovation
- 5 Confirmation of the innovation

Furthermore, in order to be attractive to early adopters the innovation must possess the following important characteristics:-

- 1 Show a relative advantage
- 2 Be compatible with existing values and past experiences
- 3 Have a simple complexity, ease of understanding and use
- 4 Be trialable before adoption takes place
- 5 Show visible results

Applying Rogers' (2003) theory of Diffusion of Innovations, suggests that podcasting is still in an early stage of adoption in New Zealand. This research investigates the perceptions of the opinion leaders (or early adopters) who have the potential to influence the behaviour of others if they think favourably

of the new innovation. Perceptions of the early adopters may assist in predicting whether or not podcasting for library instruction should be pursued by tertiary sector libraries.

Rogers (2003) and Callahan (1991) outline that change agents, in this case librarians, need to target opinion leaders from heterophilous social systems. These social systems encourage change through exchanges between individuals or groups with different backgrounds and this assists in the adoption of new innovations. Librarians are also involved in diffusion activity by persuading clients to adopt new technologies, providing support and training for clients and by communicating through the technology (Holland, 1997).

Podcasting general information

Literature on podcasting is currently mostly practice based and anecdotal. The majority covers "How to" create podcasts, technical requirements and definitions of new terminology. The anecdotal nature of this literature may be due to the fact that podcasts and podcasting are very new, therefore have not yet been researched. There is a gap in the literature on the usage and perceptions of podcasting for library instruction, however some institutions are beginning to experiment with this technology (Graham, 2005/2006).

DeVoe (2006) suggests that podcasting is a new innovation libraries will want to consider. Balas (2005) however says consideration also needs to be given as to whether podcasting is just another fad. Brooks-Kirkland (2004) and Graham (2005/2006) agree on the importance of learning how this technology can be used to enhance library instructional programmes and Eash (2006), Ehrmann (1995) and Janes (2002) emphasise that podcasting needs to be adopted because it supports library goals and is the best format for tasks not just because it is a new innovation. There is a substantial amount of excitement around the idea of podcasting and the potential it may hold for libraries (Abram, 2006; Brooks-Kirkland, 2004; Gordon-Murnane, 2005) and there is no doubt that podcasting is growing in popularity (Brooks-Kirkland, 2004; Gordon-Murnane, 2005; Graham, 2005/2006).

Campbell (2005) suggests a slightly different idea, that podcasting may not be all that new. He asserts the foundations of podcasting, namely streaming and downloadable audio, have been around

as long as the World Wide Web and that RSS technology has also existed for several years. What he suggests is new is the ease of publication, subscription and use of podcasts.

Advantages and benefits of podcasting

Most of the literature on podcasting in libraries or academic settings suggests advantages and benefits that are important for justifying the acceptance of this new technology.

The advantages include:-

- Portability, flexibility and convenience (Belanger, 2005; Campbell, 2005; Graham, 2005/2006)
- Ability to asynchronously listen whenever, wherever on whatever device is chosen (Balleste, Rosenberg, & Smith-Butler, 2006; DeVoe, 2006; McDonald, 2002)
- Multitasking while moving about, exercising and travelling (Campbell, 2005)
- Access easily via the internet, at the time of need and outside normal opening hours (Belanger, 2005; Eash, 2006; Stephens, 2005)
- Ability to repeatedly listen (Belanger, 2005; DeVoe, 2006)
- Playback speed can be altered (beneficial for foreign students) (Stephens, 2005)
- Subscriptions automatically load into the podcatcher (Balleste, Rosenberg, & Smith-Butler, 2006; Graham, 2005/2006)
- Choose what you want to listen to (Abram, 2006; Brooks-Kirkland, 2004; Eash, 2006)
- Suits auditory learners (Brooks-Kirkland, 2004; Eash, 2006)

Podcasting use in libraries

The literature contains some information on the use of podcasting for library instruction. For example Brooks-Kirkland (2004), DeVoe (2006) and Graham (2005/2006) speak of using podcasts for library instruction sessions, orientation, walking tours and lectures; however the majority of suggestions involve use for promotion, marketing, book reviews and advising of library news and events which fall into an entertainment category (for example Balas, 2005; Eash, 2006; Gordon-Murnane, 2005).

DeVoe (2006), Stephens (2005) and Gordon-Murnane (2005) have found students like to hire MP3 players with content already loaded. While often this will be audio books or course reserve content, there is potential to use this concept for library instruction and walking tours for on-campus students.

Warnken (2004) suggests that students still need to learn about traditional library services and resources but Dupuis (1999) states "for library instruction to continue to evolve we need to consider the nature of our audience... what types of learning environments do they thrive in?" (p. 290). Podcasts could form the link between the traditional library and formats fitting for the current environment.

An example of weekly library instruction podcasts can be found on the Curtin University of Australia's web site at <http://library.curtin.edu.au/podcast/index.html>. Two examples of New Zealand academic libraries with instructional podcasts are Wintec in Hamilton with a library orientation podcast, hosted externally by Odeo here <http://odeo.com/channel/128395/view> and Unitec Library in Auckland with a library orientation tour and guide to the NewzText database available here <http://www.unitec.ac.nz/library2/Podcasts/podcastindex.htm>.

Podcasting statistics

Most references to statistics for podcasting use, and ownership of MP3 players refer to a single piece of literature, the Pew Internet and American Life Project survey (Rainie & Madden, 2005). This project is based in the United States where 2201 people over the age of 18 were interviewed by telephone over a one month period. 208 people were found to own an MP3 player. The methods employed in this research ensured a 95% confidence interval, plus or minus 2.3%. Due to practical difficulties in conducting telephone surveys some error or bias may be introduced into results, however known biases with telephone non-responses were accommodated for with weighting in analysis. The sample population was randomly selected using random digits to avoid telephone number listing bias and at least 10 attempts were made to complete the interview over different times of day and days of the week. The respondent selection technique used produced results closely mirroring the population with regard to age and gender. Over all there was a 30% response rate. As no similar research has been carried out in New Zealand it is difficult to know whether percentages quoted in the Pew Internet and American Life Project survey (Rainie & Madden, 2005) are reflective of the situation in New Zealand.

Educational standpoint

The literature discussing how new technologies are used to assist or improve education identifies similarities that can be applied to podcasting for library instruction. McDonald (2002) says "Online education is emerging as a new educational paradigm... [that] promotes anyplace, anytime education" (p. 11). This benefit has already been identified for podcasting by Balleste, Rosenberg, & Smith-Butler (2006), DeVoe (2006) and McDonald (2002).

What attracts educational environments and libraries to podcasting are the simple and inexpensive approaches for developing rich media content (Balleste, Rosenberg, & Smith-Butler, 2006).

Campbell (2005) suggests students don't notice or mind that instructional material, such as library instruction or class lectures, and entertainment, such as music or radio show podcasts, are delivered via the same medium. Campbell (2005) also suggests podcasts have the potential to offer instruction via a medium that can supplement traditional methods and provide equivalent resources for distance learning students to that of on-campus students (Middleton & Peacock, 2000). Bruce (2003) adds, instead of replacing old technology with new we add to our repertoire. Dupuis (1999) outlines common practice in mapping traditional content to new media but highlights the importance of designing content to suit the new medium (McDonald, 2002).

The Seven Principles of Good Practice in Higher Education (Chickering & Ehrmann, 1996) are as relevant today as when they were developed in 1987. They provide a framework to use when implementing new technologies for educational purposes. The seven principles could be applied to implementing podcasting with point four managed with a blog or wiki to gather comments and feedback:-

- 1 Encourage contacts between students and faculty
- 2 Develop reciprocity and cooperation among students
- 3 Use active learning techniques
- 4 Give prompt feedback
- 5 Emphasise time on task
- 6 Communicate high expectation
- 7 Respect diverse talents and ways of learning

New technologies

Over the years libraries have adopted and adapted to many new technologies (Janes, 2002).

Dewey (as cited in Bruce, 2003) says learning through technology encourages the development of new experiences, valuable for life. This fast changing environment means librarians need to continually develop new methods for instruction suited to the geographically independent, information seeking freedom required in today's environment (Dupuis, 1999; Warnken, 2004). By exposing staff and students to new technologies, librarians can reinforce the role of technology in education while modelling its use (Warnken, 2004).

Holum & Gahala (2001) make an important point with regard to new technologies. They say their full potential will be found in the ways technologies are used as tools rather than in the technologies themselves. They also identify two challenges:- the "Moving Target Problem" where technology changes and becomes obsolete before evidence of value can be ascertained, and the "Scarcity of Comprehensive Literacy Studies" for evaluating the efficacy of a new technology (p. 5-6). Podcasting is an example of a new technology that can be used for instruction, although it was not initially designed for this.

Library 2.0

Library 2.0, a derivative of Web 2.0 or second generation web services, is also a new phenomenon libraries are beginning to experiment with. Maness (2006) defines Library 2.0 as "the application of interactive, collaborative and multi-media web-based technologies to web-based library services and collections" (para. 7). Library 2.0 reaches beyond Web 2.0 by applying the theory of user-centred virtual communities to librarianship (Maness, 2006). Levine (as cited in Donohue, 2005) describes the four key concepts of Library 2.0 as conversation, connections, community and commons and suggests libraries need to tailor electronic services to remain relevant to customers. This includes considering the use of Podcasts and other new technologies for achieving Library 2.0 goals. The Library 2.0 service is very different to traditional library services as it changes how libraries make themselves visible to their customers (Chad & Miller, 2005; Miller, 2006). Miller (2006) and Warnken (2004) agree with Gullett's statement that "libraries need to be where people are, rather than expecting them to come to us" (as cited in Donohue, 2005, p.19) and libraries need to make their services available to all customers whether in person or at a distance.

Summary of the literature review

Literature on podcasting is currently mostly practice based and anecdotal. Applying Rogers' (2003) theory of Diffusion of Innovations suggests podcasts and podcasting is a new phenomenon still in an early stage of adoption. There is a gap in the literature on the usage and perceptions of podcasting for library instruction that this research hopes to contribute to filling.

It has been suggested that podcasting is a new innovation that libraries will want to consider as long as it supports library goals and is the best format for tasks. There appears to be no doubt that podcasting is growing in popularity. A number of advantages and benefits are outlined in the literature that libraries could take advantage of. Some institutions are beginning to experiment with podcasts for library instruction however entertainment type podcasts currently appear to be the most common use.

The Pew Internet and American Life Project survey provides statistics for podcasting use and ownership of MP3 players in America. This research collates similar statistics for New Zealand, particularly for tertiary education sector libraries.

Podcasting for library instruction can draw similarities to introducing new technologies into education and can help to achieve Library 2.0 goals. A new educational paradigm is emerging that promotes anyplace, anytime learning. It is therefore important for libraries to ensure their instructional sessions are also available anyplace, anytime to support other information access. This fast changing environment means librarians need to continually develop new methods for instruction suited to the geographically independent, information seeking freedom required in today's environment.

V Methodology

Project description

Six sample podcasts were recorded and made available via the UCOL library web site

<http://library.ucol.ac.nz/main.asp?page=100> :-

- 1 Accessing the library catalogue
- 2 Searching the library catalogue
- 3 The "My Account" section of the library catalogue
- 4 How to raise a request online
- 5 Orientation tour - Palmerston North
- 6 Orientation tour - Wanganui

The following table outlines what was covered in each podcast topic:-

Table 1: Content details for each podcast topic

Podcast topic	Contents
Accessing the library catalogue	<ul style="list-style-type: none">• Explanation of what a catalogue is• Where the catalogue is available from• What information can be found in the catalogue• How to access the catalogue on-line• Features of the library catalogue
Searching the library catalogue	<ul style="list-style-type: none">• Step by step instructions of how to undertake a quick search within the library catalogue• Settings and limits available• The difference between a keyword and a browse search• Boolean operator AND
The "My Account" section of the library catalogue	<ul style="list-style-type: none">• How to access My Account• What is available within My Account<ul style="list-style-type: none">○ Account restrictions○ Items on loan○ Renewing items○ Items requested○ Fines and fees
How to raise a request online	<ul style="list-style-type: none">• Accessing the requests section of the catalogue• Searching for the item• Step by step instructions for placing a request on an item• Checking your position on the waiting list• Notification your request is available for pick-up

Orientation tour - Palmerston North	<ul style="list-style-type: none"> • Walking tour of the Palmerston North library including:- <ul style="list-style-type: none"> ○ Computers with access to the internet and databases ○ Computer Support Assistants (CSA's) ○ Study spaces ○ Desk reserve/Closed reserve collection ○ Dewey Decimal classification ○ Information about the UCOL ID card ○ Borrowing items
Orientation tour - Wanganui	<ul style="list-style-type: none"> • Walking tour of the Wanganui library including:- <ul style="list-style-type: none"> ○ Services at the front desk ○ Display spaces ○ Photocopiers ○ Dewey Decimal and the collection ○ Video viewing rooms ○ Video collection ○ Serials and the Reference collection ○ Computers available and study spaces

The podcast files were made available in MP3 format to ensure file sizes were kept to a minimum and could be played on the widest variety of devices by the majority of people. As the files were made available simultaneously an RSS feed was not set up. If further podcast files are made available on a regular basis in the future this idea will be pursued.

Web survey software was selected and the survey form developed which was then pilot tested by three colleagues from outside UCOL. Comments on the content, questions, format and use of scales were analysed and incorporated into the survey. An ethics application was made and approved after which advertising about the survey was undertaken and the survey was made available.

Analysis of the results was conducted to look at demographics of the respondents, podcast usage, devices and technology used for listening to the podcasts, and perceptions of the podcasts. Differences in the usage patterns of the podcast files between groups of UCOL users based on demographic factors were also determined and comments and opinions of respondents were analysed to identify the potential future of podcasting for library instruction.

Project objectives

- 1 To determine what types of people listen to library instructional podcasts
- 2 To identify what topics people like to listen to as a library instructional podcast
- 3 To find out what technologies are used to listen to podcasts
- 4 To determine how people currently perceive library instructional podcasts
- 5 To identify the current and potential use of library instructional podcasts
- 6 To identify significant patterns and relationships between groups of responses

This research was undertaken to investigate the potential of podcasting for New Zealand tertiary libraries and whether it is worth pursuing the use of this medium for library instruction.

Delimitations

Instructional podcasts were the primary focus of this research. Entertainment type podcasts, such as promotion, marketing, book reviews and advising of library news and events were not covered. Enhanced podcast file types, involving pictures, URL links and chapter marks, and vodcasts, incorporating video, were also not covered as these types limit the devices that the podcast can be played on and substantially increase the file size of the podcast.

No evaluation of podcasts as an instructional medium has been made or comparisons to other methods of providing library instruction, such as face to face, time of need or web based textual instructions. These provide potential areas for further research in the future. Some conclusions have been drawn however as to the perceived benefits of podcasting as a medium for instruction and any advantages, disadvantages and barriers found.

Limitations

Some students from the Wanganui area were unable to complete the survey as their student ID numbers were longer than the field on the web survey would accept. These ID numbers originated when Whanganui UCOL was the Wanganui Polytechnic and ID numbers assigned were longer. The researcher received e-mail notification of this problem but was unable to resolve the length of the field on the web survey once the survey had been published and was underway. Those students who contacted the researcher were advised to undertake the survey and type their name into the ID box

then e-mail the researcher their ID number. This would be adjusted by the researcher manually before analysis took place. This problem may have limited other Wanganui students who attempted to complete the survey but found they could not enter their ID number. These students may have quit the survey without going any further.

The researcher was also unaware that not all UCOL online students received a UCOL network log in and password. These students were unable to log into the intranet to gain access to the survey form. This would have limited the number of online students who were able to complete the survey. In cases where the researcher was notified, a copy of the survey form was sent to the respondent in PDF format. Upon return, answers were entered manually into the survey form by the researcher.

There may have been limitations in using a survey instrument as the data collection tool such as lack of interest in completing the survey leading to low survey response rates. The mood of the participant on the day and misinterpretations of survey questions may have affected the answers selected (Turney & Robb, 1971). Although approximately 200 participants responded to the survey, only 86 entered more than their ID number on the survey form. Receiving less than 100 responses limited the sub-groups that could be formed during analysis. As a web based survey was used there may have been limitations if the technology used by the respondent was not functioning when required. Not all respondents filled in qualitative comments fields therefore conclusions are limited to the opinions of those who did.

As the sample group was self selecting and non-random, limitations are posed on the stratification and generalisation of results to the general UCOL population or outside the institution (Creswell, 2002; Powell, 1997). Results from this survey are not always representative of the overall UCOL population. Areas affected have been identified in the results and data analysis section of this report beginning on page 20. A potential bias also exists, limiting results to those participants who were motivated by the topic or familiar with the technology. To alleviate this the instructions accompanying the survey outlined that opinions of all staff and students, regardless of any prior knowledge, was valued.

The term "podcasting" leads many people to believe an iPod is necessary to listen to podcasts. This may have limited the responses from people who did not realise podcast files can be listened to using

many devices, including a media player on a computer. Instructions provided along with the survey attempted to alleviate this problem, however this research did not ascertain who may not have responded due to this perception.

Assumptions

It was assumed not all potential participants would understand what podcasting is or what podcasts are. Instructions accompanying the survey therefore provided a brief definition to assist with this problem. It was also assumed not all participants would know how to download the podcast files or listen to the podcasts via streaming media. Where necessary, library staff, including the researcher, provided assistance to potential participants. In some cases this involved lending out a set of headphones and setting the participant up for listening to the podcasts and in other cases, directing respondents to the correct place on the website for accessing the survey form and podcast files.

It was assumed all participants had a valid UCOL log in and password, however this was found to be incorrect in the case of online students. Where possible the researcher found a manual solution to allow online respondents to complete the survey. The Computer Support Assistants in the library reset any participants' passwords that had expired. It was also assumed all participants had access to a computer that would allow them to access the podcast files and the survey form. Computers are provided on-campus for all students and staff to use and online/distance students are required to have a computer to undertake their course.

Purpose statement

The purpose of this concurrent mixed methods study was to collect quantitative data to indicate current levels of podcast usage, demographics of those using the podcasts, technologies used and perceptions of the podcasts. Qualitative data was also collected to provide an expanded understanding of how people perceived the podcasts, their suggestions for enhancements and potential future usage. A survey instrument was used to collect quantitative data of library instructional podcast usage via Likert and Verbal Frequency scales and responses to closed questions. Qualitative information was also collected, concurrently via the survey instrument, using a variety of open ended questions. A Concurrent Triangulation Strategy was applied which allowed equal priority between the techniques selected and the integration of results at the interpretation

stage. The advantages of using this strategy were the results were well validated and substantiated and data collection time was shortened (Creswell, 2002).

Procedures

The target population for this research was staff and students of UCOL – Universal College of Learning. UCOL is a Polytechnic with campuses in Palmerston North, Wanganui, Wairarapa, Gisborne and India. The potential population of staff and students was 6910 people. There were 86 complete responses to the survey which was made available from February 12th, 2007, for an initial period of two weeks. The research was non-random and called for volunteers from all UCOL staff and students. Substantial advertising and marketing therefore took place. Posters and flyers were designed and distributed to all campuses apart from India (see [Appendix A](#) on page 56 for an example). Posters were placed on notice boards and around campus such as in the student studios. Flyers were also made available on campus in various places including the front counter of the library. Library staff were asked to place flyers in books when issuing and to point out the survey at every available opportunity. The Liaison Librarians handed out flyers during orientation sessions for new students and during library skills classes. The flyers and posters included URL's for accessing the podcast files and the survey itself.

In addition to posters and flyers, notification of the library podcasts, survey and iPod Nano competition appeared in three sections of Crew, UCOL's student magazine, on February 12th, 2007. There was an article in the news snippets, an entry under "competitions available" and a notice in the "notices" section. E-mails were sent to UCOL staff as a group and also to staff in India to pass on to students. Messages were placed in the learning management systems used for online courses and in the Blackboard Learning Management System used by the majority of UCOL students. Notification was also placed on the library web site in the news section with a link through to the page holding the podcasts and access to the survey. UCOL staff were asked to encourage their students to listen to the podcasts and complete the survey.

The groups that emerged from this population sample included staff and students, ages divided into five ranges between 15-65, male and female groupings and groups by subject area and faculty. These groupings provided the main focus for analysis. Analysis of results and opinions between on

and off-campus staff and students was unable to take place due to the low number of responses from online or distance students. The analysis of results has identified differences between the groups in perceptions and use of the library instructional podcasts.

The survey was a web based instrument produced using SurveyPro software. This was made available via the UCOL intranet, ensuring access to the survey was limited to UCOL staff and students who could gain entry using a valid UCOL log in and password. This ensured the population boundaries were adhered to. Staff and student ID numbers used to log in did not identify the individual, simply allowed access to the survey form. Participation in the survey could occur by either accessing the podcast files and being directed to the survey or accessing the survey and being directed to sample the podcasts. In order to control the maximum number of responses received, the survey instrument was initially made available for two weeks. After this period approximately 50 responses had been received and the decision was made to extend the survey for a further two week period. The advertising posters and flyers were amended with the new closing date, March 11th, 2007, and reminder e-mails were sent out. Messages on the student management systems were adjusted as were notices on the library web site.

An iPod Nano was offered as a prize to one of the survey respondents. This incentive attracted approximately 200 responses however only 86 respondents completed the survey. Respondents that did not answer any survey questions were removed before analysis of the results took place and were not entered into the draw for the iPod. iPod sponsorship was obtained through the UCOL library and the researcher. The prize draw was made by the president of the Students' Association at UCOL and the winner contacted by telephone. The prize was awarded on 18th April 2007 and announced on the library web site here <http://library.ucol.ac.nz/main.asp?page=104>.

As participants were self selecting and non-random it is not possible to stratify the sample set or generalise results for the UCOL population or other institutions outside of UCOL (Creswell, 2002; Powell, 1997). The reason for choosing a non-random, self selecting sample population was to encourage as many participants and varieties of responses as possible while avoiding limiting to particular groups. The researcher intends the results of this research to provide some evidence of the usage and perceptions of podcasting for library instruction and wishes to encourage other institutions to undertake similar research for comparative purposes. It is also hoped this research will

be used to guide UCOL library's future decisions on whether to pursue the idea of podcasts for library instruction.

Methods used

The web based survey included open and closed questions, Likert and Verbal Frequency scales and free text boxes for comments. This preferred methodology allowed for economy of design, rapid turnaround, cost effectiveness, anonymity, convenience and also allowed easy access for all participants both on and off-campus (Creswell, 2002).

An example of the survey questionnaire can be found in [Appendix C](#) on page 58 of this report.

- Questions 15-21 apply to [objective 1](#) - To determine what types of people listen to library instructional podcasts.
- Questions 1, 5 & 6 apply to [objective 2](#) - To identify what topics people like to listen to as a library instructional podcasts
- Questions 7-14 apply to [objective 3](#) - To find out what technologies are used to listen to podcasts.
- Questions 22-31 & 34-36 apply to [objective 4](#) - To determine how people currently perceive library instructional podcasts
- Questions 2-4 & 32-33 apply to [objective 5](#) - To identify the current and potential use of library instructional podcasts
- Answers to all questions will contribute to [objective 6](#) - To identify significant patterns and relationships between groups of responses

Ethics

Ethics approval was sought and gained from the Victoria University Ethics Committee. Permission from UCOL to undertake this research was granted consequent to that approval. Staff and students needed to identify themselves for entry into the prize draw for the iPod. The survey design ensured identification of the respondents could be separated from individual answers by placing the ID number entry point in a separate field. Instructions provided with the survey outlined no individual would be identified in the results. The prize draw for the iPod was conducted by placing the numbers 1-86 into a hat. The number drawn was matched with the corresponding respondent number on the

data table of results. The ID number of the winner was then checked in the Student Management System to obtain contact details of the winner.

Instructions accompanying the web survey also made it clear participants could only submit the survey, and enter the prize draw, once. The responses were therefore monitored and any duplicate ID number entries were compared. Completed survey forms were retained and duplicate entries were deleted. There were only a small number of duplicates found and in most cases the respondent had begun the survey, quit for some reason and begun the survey again.

The instructions also explained that participation in the research confirmed consent to take part and assigned ownership of the data collected to UCOL and the researcher. Instructions outlined that completion of the survey was not compulsory and that participants should not feel coerced into taking part. A copy of the instructions are provided in [Appendix B](#) on page 57.

VI Results and data analysis

Upon completion of the web survey, Survey Pro software was used to extract the quantitative ordinal data in univariate and bivariate form. Using Microsoft Excel the data was analysed and the mean and mode, measures of central tendency calculated to determine the most common responses. The mean has been calculated by assigning a number to each category on the Likert and Verbal Frequency scales. On the Likert scales the numbers range from 5 for Strongly Agree through to 1 for Strongly Disagree with 3 indicating a Neutral preference. When the scale included a category for Didn't Listen (to the particular podcast) this was assigned a numeric value of 0 and responses were not included in the mean calculations. On the verbal frequency scale a 5 indicates Excellent, 1 equals Bad and a 3 represents the middle score of Average. Weighted calculations were carried out to obtain the mean based on these assigned numbers and numbers of responses.

Descriptive statistics are presented graphically and as frequency and percentage tables. Bivariate analysis was undertaken to determine the relationship between various combinations of variables (Alreck & Settle 1995) and where required cross tabulation tables show the relationships between bivariate data. Demographic data provided groupings for bivariate analysis by staff and student, different age ranges, male and female and subject areas. No bimodal distributions were found (Alreck & Settle, 1995).

Qualitative analysis involved coding free text comments to identify trends and themes in the perceptions of respondents. Comments extracted from qualitative analysis are integrated and used to reflect further understanding of the quantitative data (Creswell, 2002). Where appropriate graphical representation showing frequency counts of qualitative themes, is provided. A combination of quantitative and qualitative analysis is used in an attempt to predict the potential future use of library instructional podcasts at UCOL.

Demographics of respondents who used the podcasts

Table 2: Are you a staff member or a student?

Staff	37.2%	32
Student	62.8%	54
Totals	100.0%	86

Of the total population of 6910 staff and students at UCOL, 90.5% are students and 9.5% are staff.

As **Table 2** shows, the results of this research include a greater percentage of staff responses than would be expected from a random sample of this population. This therefore affects some areas of analysis where staff opinions differ greatly from students'.

Figure 1: Do you study/teach online or on-campus courses?

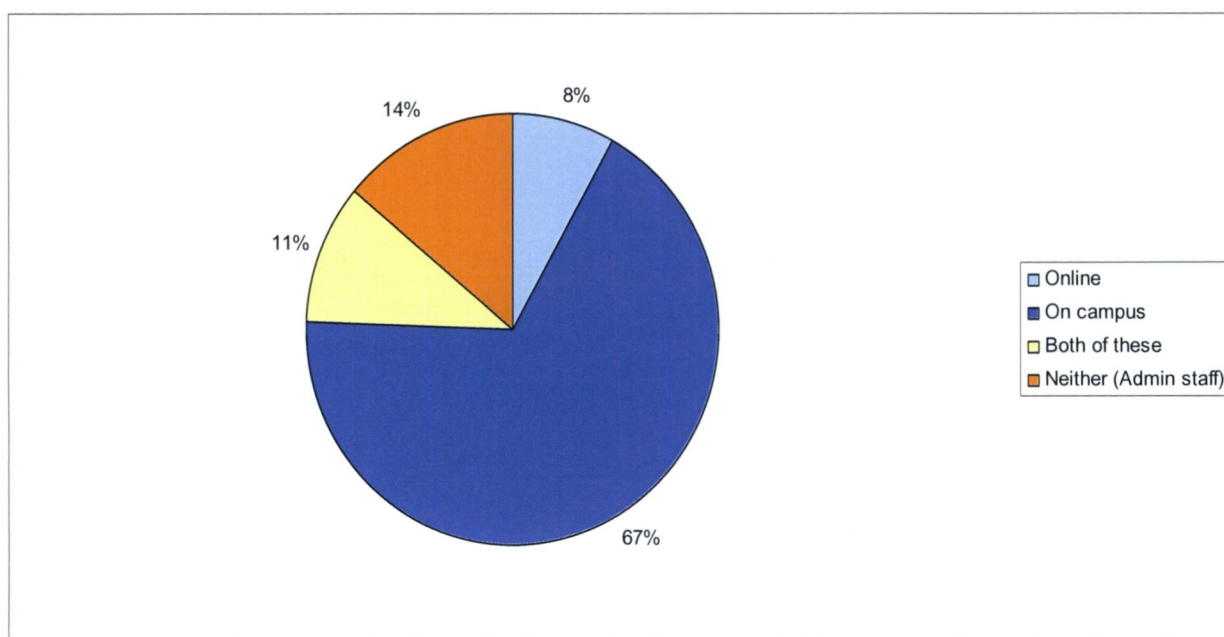


Table 3: Faculties respondents are studying/teaching within

Faculties		
Humanities & Business	44.7%	34
Health, Science & Technology	55.3%	42
Totals	100%	76

Table 4: Faculties, Schools and Subject areas

Humanities & Business Faculty (HUB)

Arts & Photography

- Art & Design
- Design
- Fine Arts

Business & Admin

- Business
- Online Programmes
- Tertiary Teaching

Fashion & Hospitality

- Fashion
- Hospitality

Information Systems & Computing

- Computing
- Information Systems

Health, Science & Technology Faculty (HST)

Nursing & Health Sciences

- Nursing
- Health
- Medical Imaging and Technology
- Science

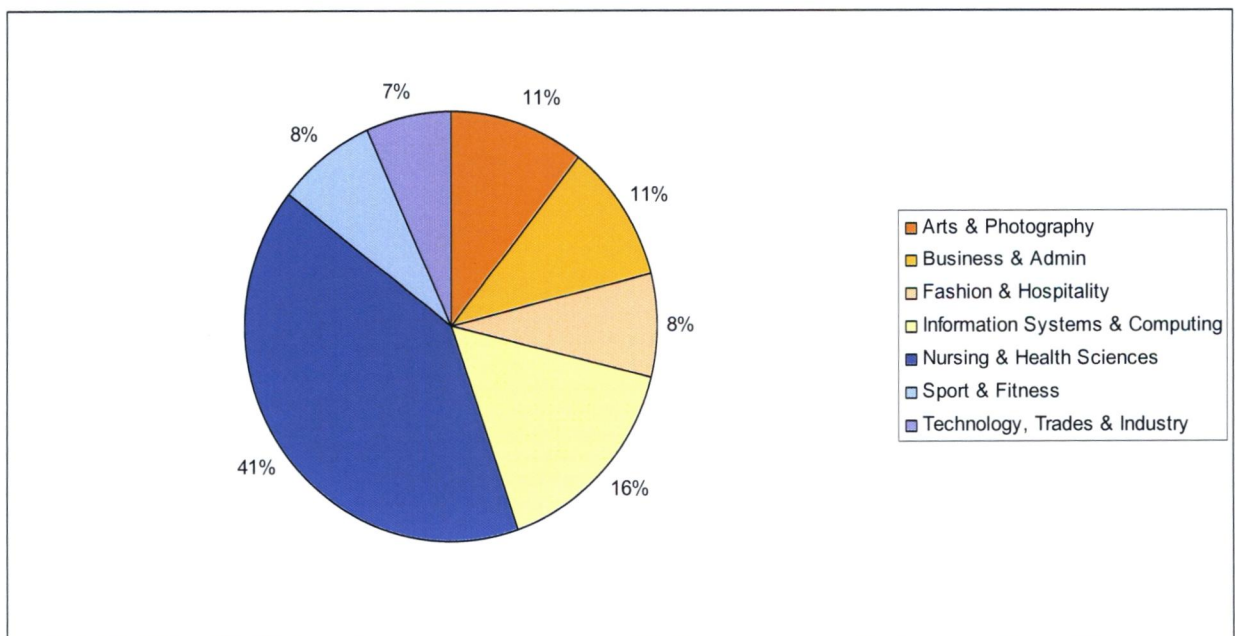
Sport & Fitness

- Sport & Recreation
- Exercise/Sport

Technology, Trades & Industry

- Automotive
- Electrical
- Engineering

Figure 2: Schools respondents are studying/teaching within



UCOL is divided into two main teaching faculties:- Humanities and Business and Health, Science and Technology. As **Table 3** shows the percentage response from both faculties was within 10% of each other with the HST faculty gaining more responses at 55.3%. A number of schools and subject areas reside under each faculty and those from which responses were gained are listed in **Table 4**. Subject divisions were taken from the UCOL website courses section at <http://www.ucol.ac.nz/main.asp?page=102> where the courses available are broken down by subject area. Responses were received from a broad range of subject areas however the “Nursing and Health Sciences” school were the dominant group as shown in **Figure 2**. In the overall UCOL population, 19.9% of staff and students are from the “Nursing & Health Sciences” area. This area is therefore over represented in this research. This may also explain why the HST faculty has a larger percentage of responses overall. For the overall UCOL population, 14.6% of the population are from the Technology, Trades & Industry area. This group is therefore under represented in this research.

The subjects from which no responses were received were Certificate in Adult Teaching Advanced, Community, Construction, Creative Imaging, Early Childhood, ESOL, Fashion & Beauty, Glass, Hairdressing, Horticulture, Recreation, Social Sciences and Tourism. A number of these subjects such as Community, ESOL and Horticulture have ceased to be offered by UCOL since this research was designed. Subject divisions provided on the survey form were derived from current and past students as registered in the Library Management System therefore may also have included courses no longer offered. Subject divisions from the survey form were assigned to schools as shown in **Table 4**. This survey question did not allow for responses from admin staff which could explain the lower number of responses overall.

Table 5: Sex of respondents

Male	28.2%	24
Female	71.8%	61
Totals	100.0%	85

Figure 3: Male and female respondents from each subject area

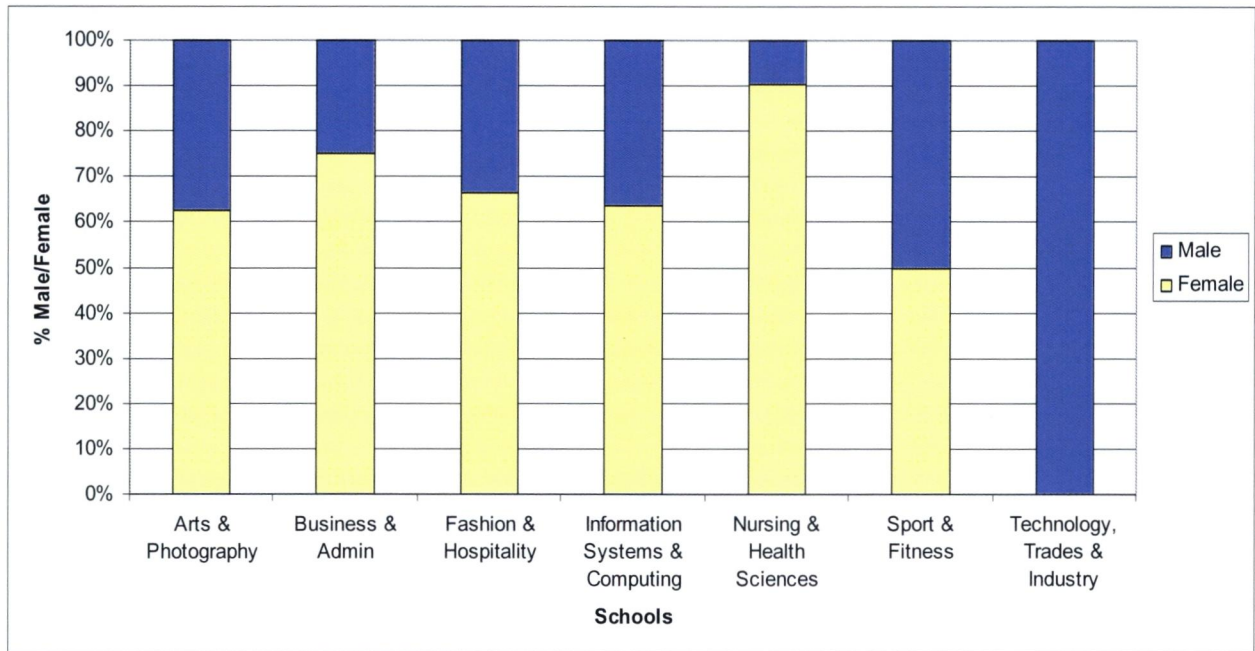
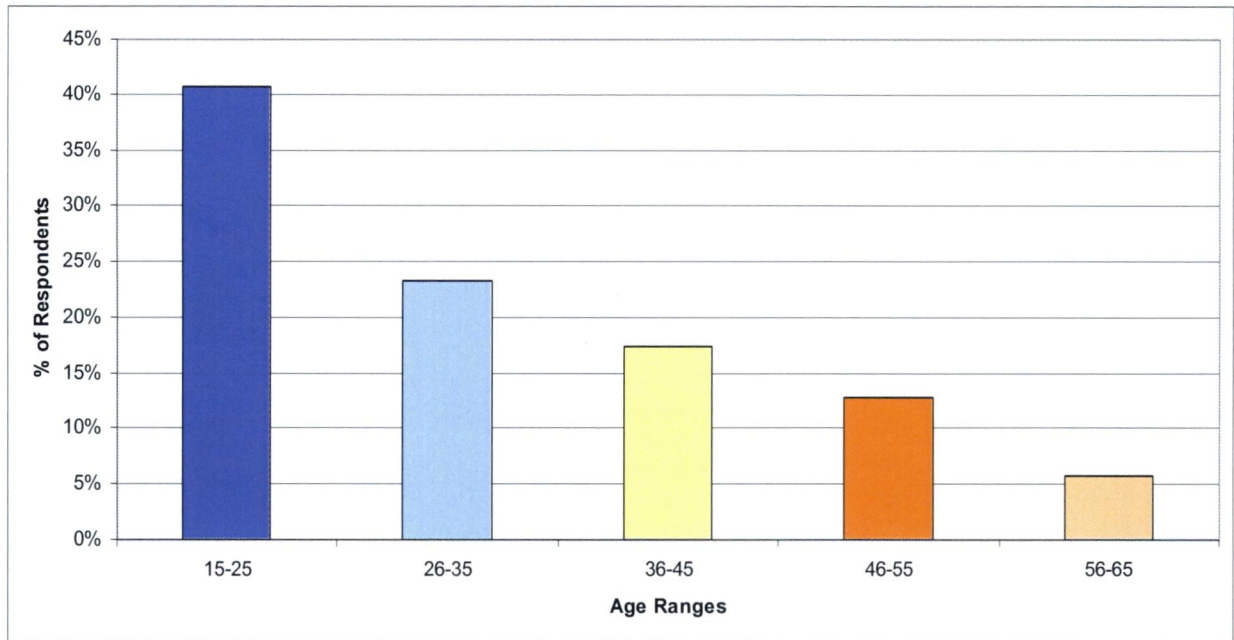


Table 5 shows the majority of respondents were female and **Figure 3** outlines that in all but the Sport & Fitness and Technology, Trades & Industry schools, there were more female than male respondents.

The staff and student ratio for male and female responses to this survey is within 0.1% of the overall figures shown in **Table 5** therefore the percentages of staff and students that are male and female is also represented by **Table 5**.

As **Figure 2** on page 22 shows, 40.8% of the responses were from the Nursing & Health Sciences school. **Figure 3** shows a large 90.3% of this school are female which influences the male/female ratio. In a random sample of the UCOL population, 38.3% males and 61.7% females would be expected.

Figure 4: Age ranges of respondents



The age range divisions shown in **Figure 4** are fairly representative of the overall UCOL population. In the overall UCOL population the 15-25 age range is 44.2% and the 26-35 age range is 18.0%. There is less than 1.0% difference between all other age ranges and the overall UCOL population.

Figure 5: % of staff and students in each age range

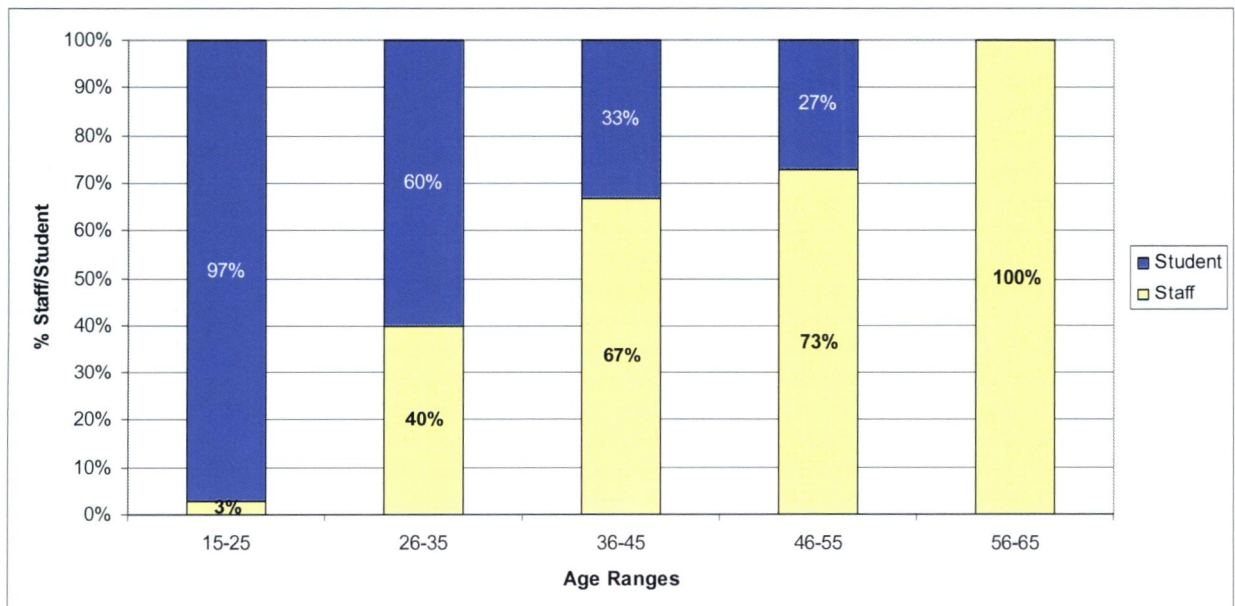
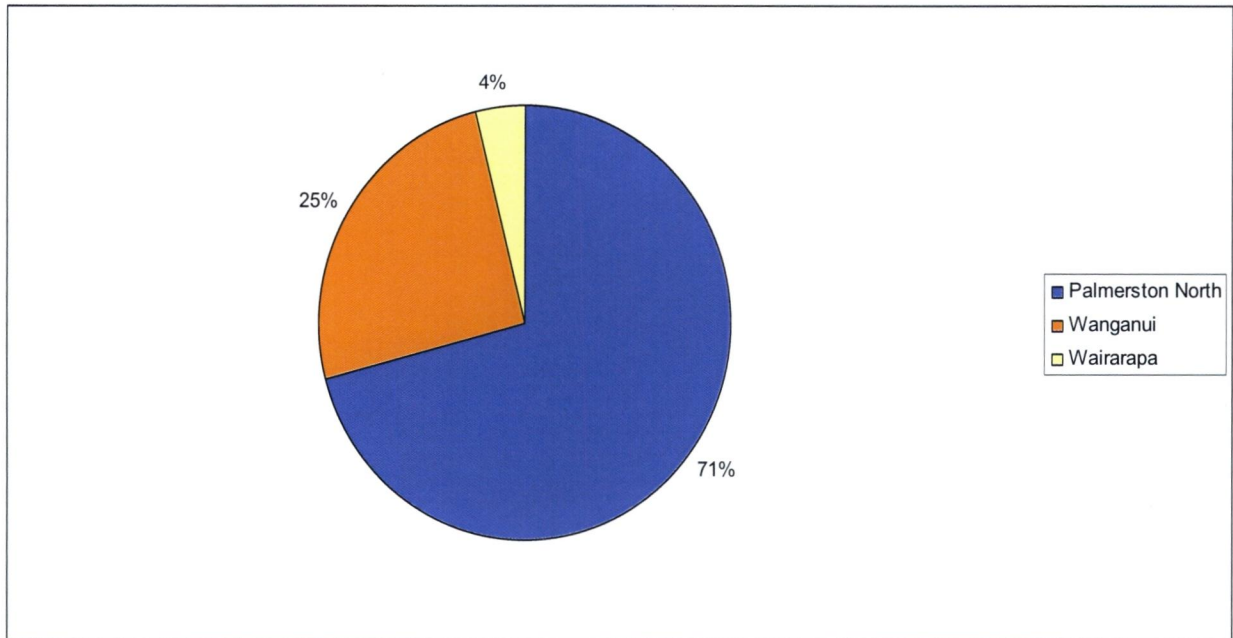


Figure 6: Which campus is your course based at?



No responses were received from the campuses in Gisborne or India even though the survey was publicised in these locations. There is however less than 1% of the population based in these locations. Since this survey was designed the Levin campus has shut down. In the overall UCOL population 73.6% of staff and students are based at Palmerston North, 19.0% at Wanganui and 7.1% at Wairarapa. The results of this survey are therefore fairly representative of the overall population as shown in **Figure 6**.

Figure 7: Ethnicities of respondents

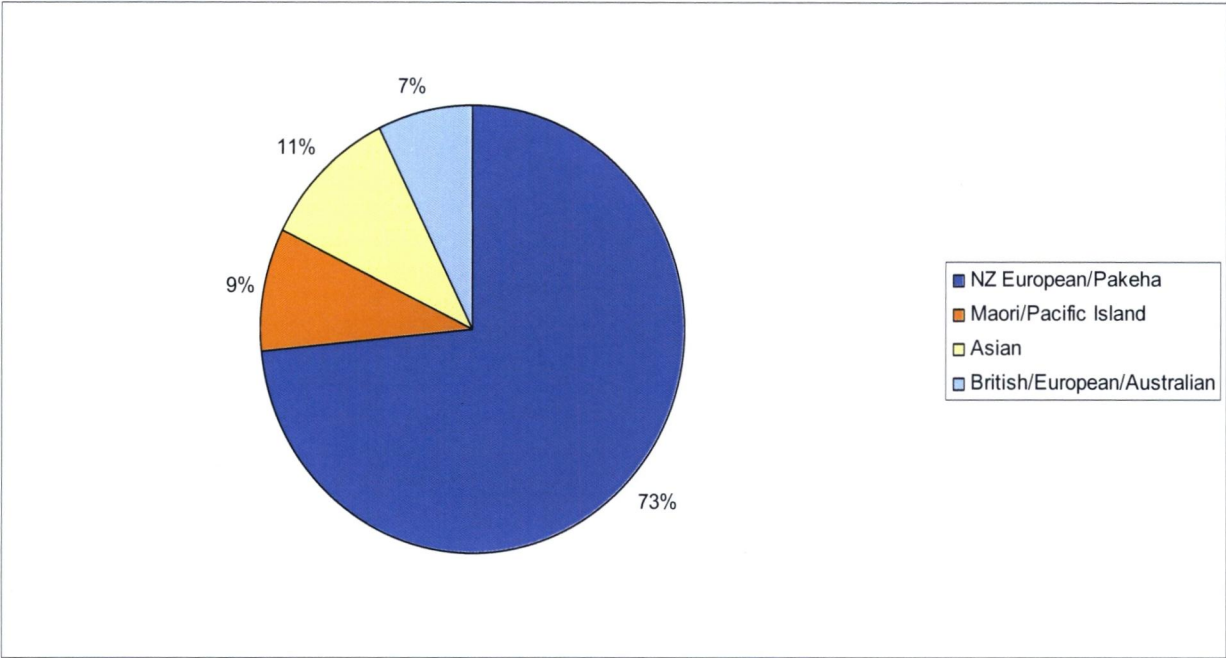


Figure 7 shows 73.2% of respondents were New Zealand European/Pakeha and 8.9% were Maori/Pacific Island. In the overall UCOL population 62.9% are New Zealand European/Pakeha and 26.4% are Maori/Pacific Island. This shows that for results in this survey the New Zealand European/Pakeha ethnicity is over represented and the Maori/Pacific Island ethnicity under represented.

Figure 8: Languages the library could consider making podcasts in

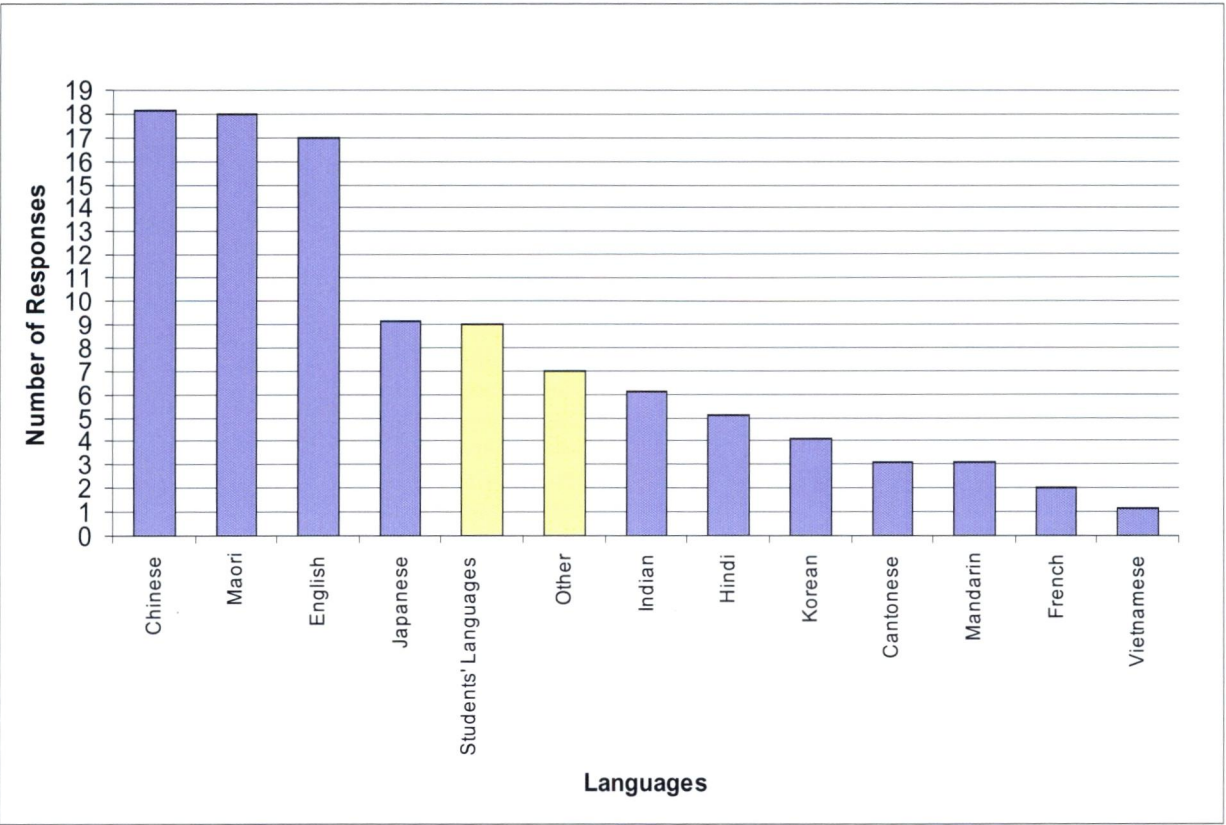


Figure 7 indicates the majority of respondents are of NZ European/Pakeha ethnicity. The “Asian” category includes Chinese, Indian and Malaysian respondents. A number of suggestions were made as to other languages the podcasts could be recorded in and the qualitative data has been counted and displayed in **Figure 8**. The “Other” category on **Figure 8** includes Africaans, African languages, Egyptian, German, Latin, Spanish and NZ Sign Language all of which obtained one comment. 8.7% of the comments were for languages of the student population and did not specifically nominate particular languages.

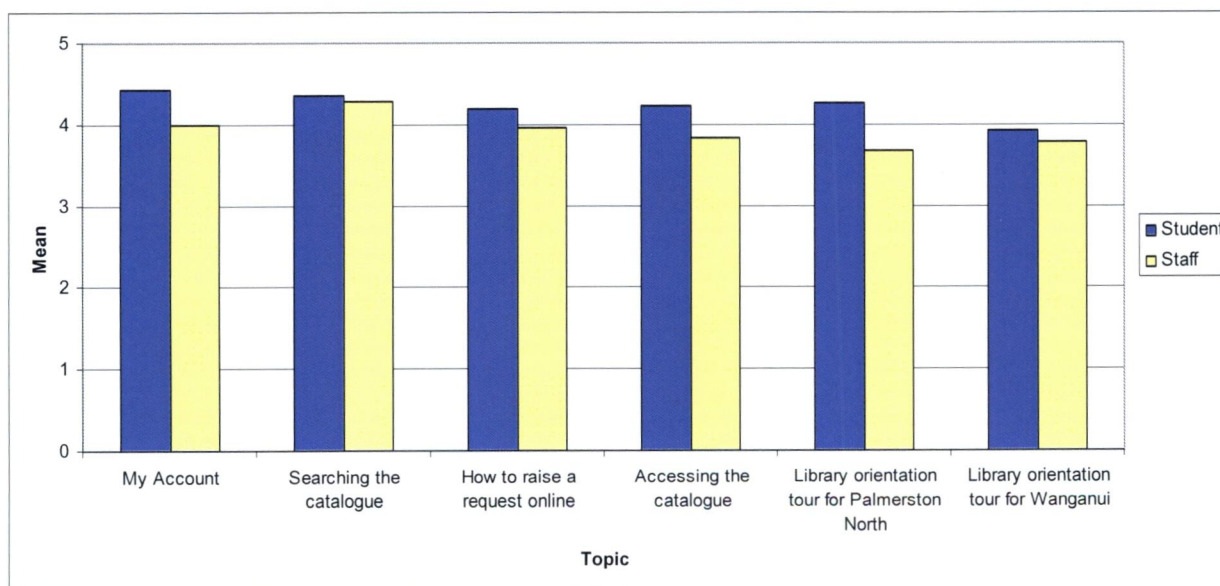
As the number of responses from the Maori/Pacific Island ethnicity is low, more research needs to be undertaken to determine the perceptions of the podcasts by Maori/Pacific Island people and whether native language podcasts would be seen as a benefit. **Figure 8** however indicates a large response of 17.6% for podcasts in Chinese, closely followed by Maori at 17.5%. Non-Chinese or Maori respondents are therefore indicating podcasts in the Chinese or Maori language could be useful. It may be beneficial to trial some podcasts in different languages, especially for basic instructions and introductory information, to see if usage rates increase for people who have English as a second language. Students are expected to maintain a level of English comprehension to study at UCOL. **Figure 8** shows 16.5% of comments were for podcasts in English. This category includes two comments for English only, suggesting no other languages are necessary.

Podcast usage

Table 6: I found the library instruction podcasts on the following topics helpful
(Ranked in order of most helpful)

	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1	Totals	Average Rating (Mean)	Didn't Listen 0	Overall Totals
My Account	36.4% 28.0	45.5% 35.0	9.1% 7.0	1.3 1.0	0.0% 0.0	71	4.27	7.8% 6.0	100.0% 77.0
Searching the catalogue	29.5% 23.0	53.8% 42.0	7.7% 6.0	2.6% 2.0	0.0% 0.0	73	4.18	6.4% 5.0	100.0% 78.0
How to raise a request online	27.0% 20.0	50.0% 37.0	14.9% 11.0	1.4% 1.0	0.0% 0.0	69	4.10	6.8% 5.0	100.0% 74.0
Accessing the catalogue	26.3% 21.0	50.0% 40.0	11.3% 9.0	2.5% 2.0	1.3% 1.0	73	4.07	8.8% 7.0	100.0% 80.0
Library orientation tour for Palmerston North	20.5% 16.0	46.2% 36.0	14.1% 11.0	2.6% 2.0	0.0% 0.0	65	4.02	16.7% 13.0	100.0% 78.0
Library orientation tour for Wanganui	19.4% 12.0	30.6% 19.0	25.8% 16.0	0.0% 0.0	1.6% 1.0	48	3.85	22.6% 14.0	100.0% 62.0

Figure 9: How helpful the staff and students found the different podcast topics



Helpfulness of the podcast topics

The overall mean scores for helpfulness of the podcast topics are closely ranked between 4.27 and 3.85 out of 5 showing respondents thought the podcasts were helpful. The most helpful topic was the “My account” podcast as shown in **Table 6**. This podcast explained how to log on to “My account”, view items on loan, renew items online, list requested items and view rank on the waiting list and check fines and fees. **Figure 9** shows the students found this podcast to be more helpful than staff, as was the case with all of the podcast topics. The topics students particularly found more helpful than staff were “My account”, “Accessing the catalogue” and the “Library orientation tour of Palmerston North”. **Table 6** shows the orientation tours for Palmerston North and Wanganui libraries are the lowest ranked for helpfulness overall. These podcasts were recorded as walking tours of the library. **Figure 18** on page 36 shows 54.7% of respondents preferred to listen to the podcasts on a media player on their computer, not the most suitable method for a walking tour podcast. If the use of podcasts for library instruction continues at UCOL, different varieties of orientation tours may need to be available to support different preferences and groups of students. These could include enhanced podcasts for distance students who are unable to undertake a walking tour of the library or preloaded MP3 devices for on-campus students. In order of helpfulness, students’ top three most helpful podcasts were “My account”, “Searching the catalogue” and “Library orientation tour of Palmerston North” and staff’s top three most helpful podcasts were “Searching the catalogue”, “My account” and “How to raise a request online”.

The respondents were asked to comment on the main points that influenced whether the podcasts were helpful or not. The top three comments were how the podcasts helped to expand the knowledge of the respondent including teaching them something new, that the podcasts were clear and that they were easy to understand. Other comments included how the podcasts were good, helpful, easy to listen to and easy to use. Two comments about the “My account” podcast were “I found it particularly useful as it explained how to access my account from home and even renew books online which will definitely come in handy” and “podcasts were well spoken and clearly outlined all relevant information, specifically the My Account section of the library catalogue podcast”.

Figure 10: The time of day I mainly listened to the podcasts

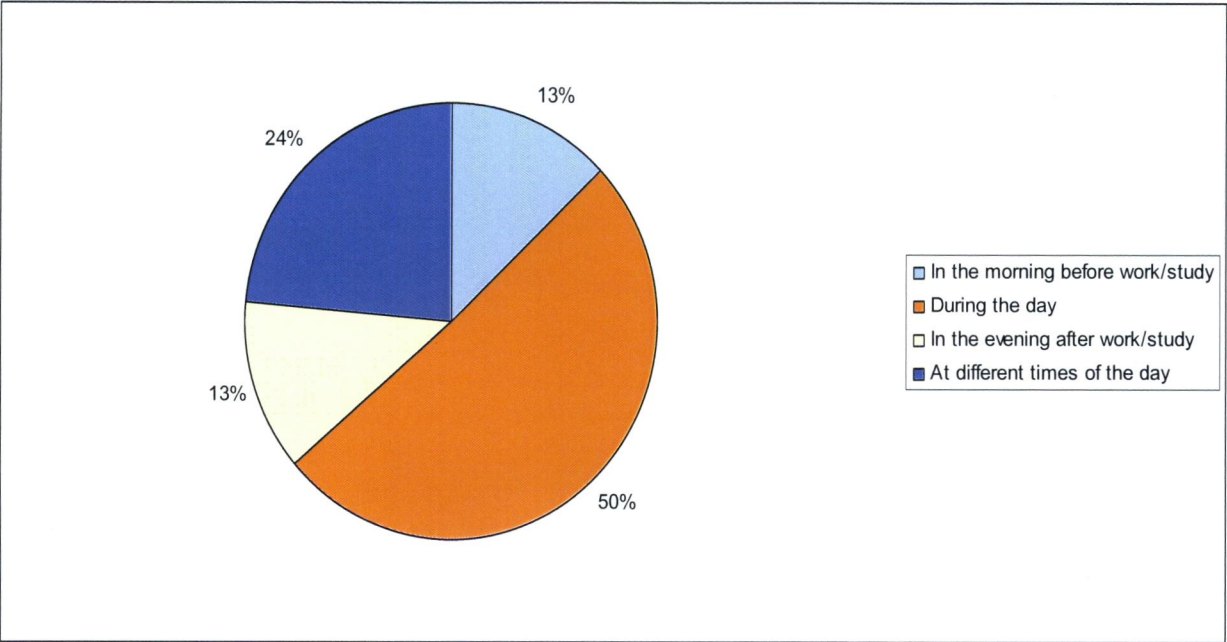
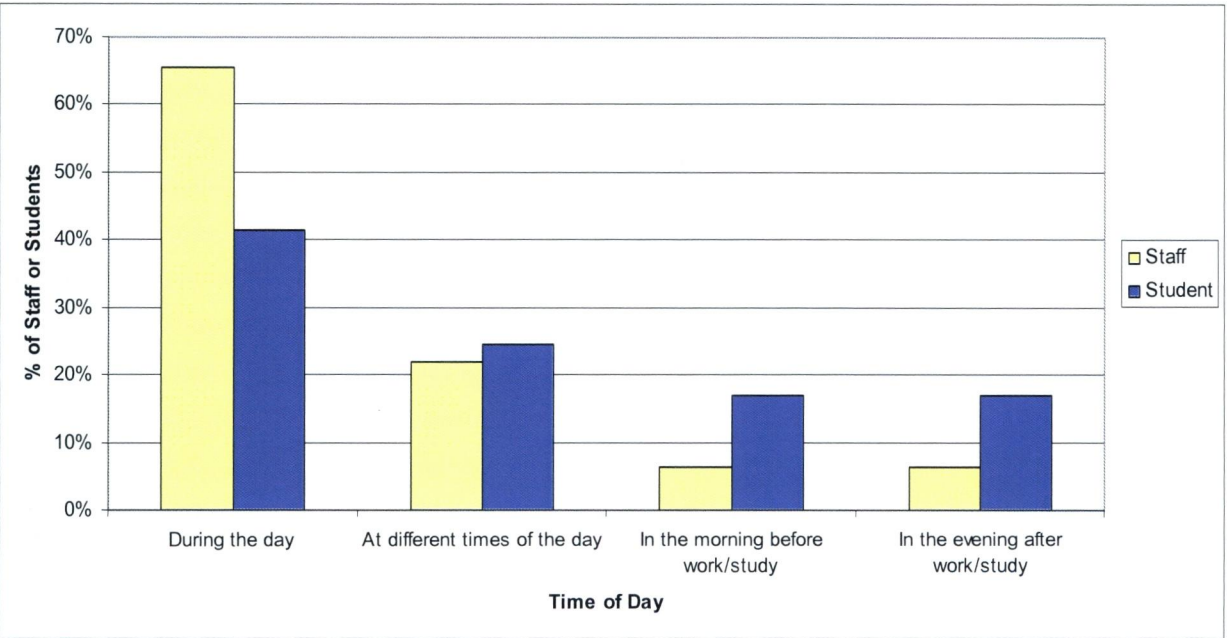


Figure 11: Time of day staff and students listened



The preferred time to listen to the podcasts was during the day especially for staff but also for students. **Figure 10** shows 50.6% of respondents used the podcasts during the day. Of this 48.8% were staff and 51.2% were students. **Figure 11** shows the percentage breakdown for staff and student respondents respectively across different times of the day. More students than staff used the podcasts either in the morning before study or in the evening after study. Of the morning and evening podcast usage 81.8% were students and 18.2% were staff.

Figure 12: Where I mainly listened to the podcasts

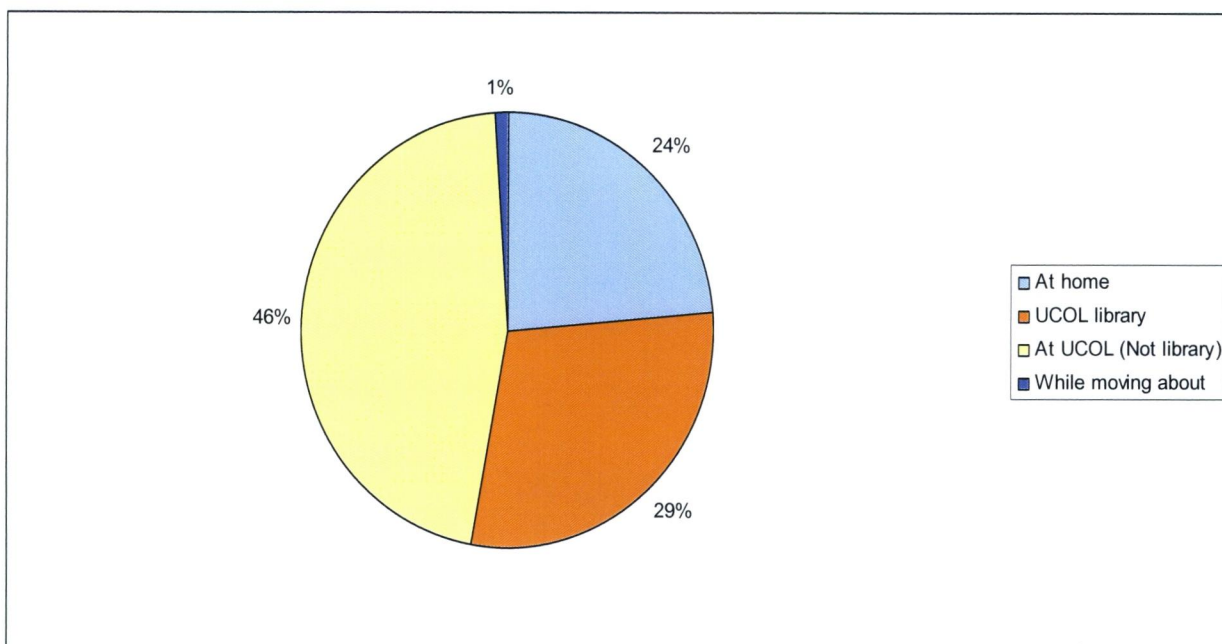
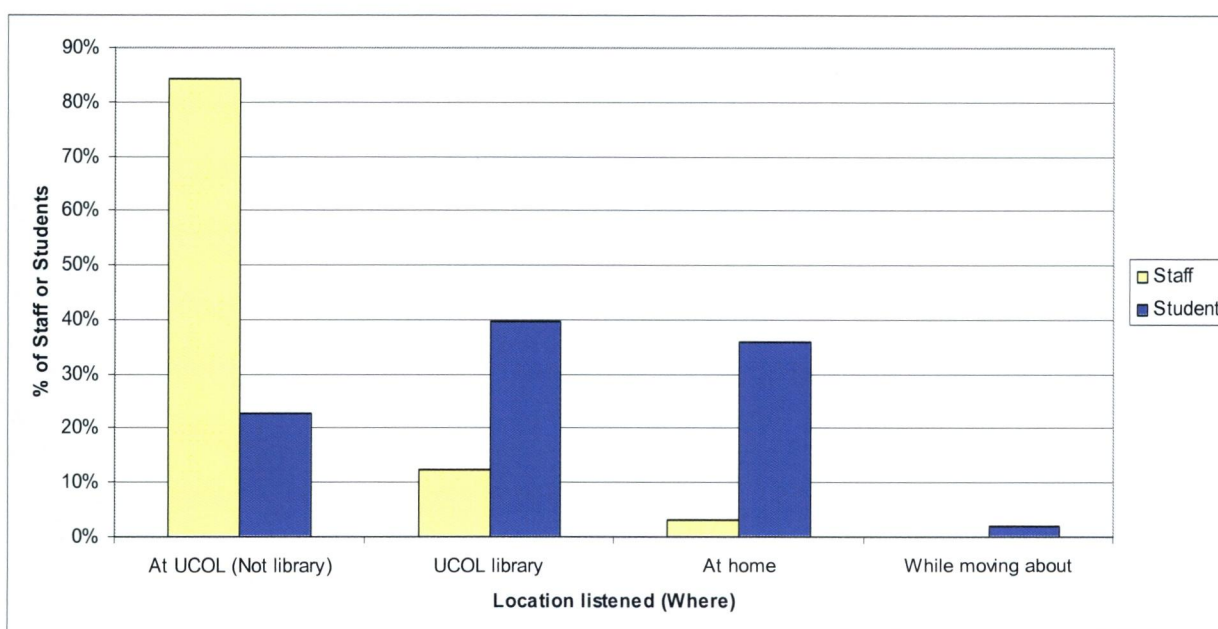


Figure 13: Where staff and students respectively preferred to listen to the podcasts



Respondents mainly listened to the podcasts at UCOL in a location other than the library. This particularly suited staff as shown in **Figure 13**. UCOL provides staff and student studios equipped with computers. It is expected staff prefer to listen to the podcasts at their desks in a staff studio. Of the 45.9% of respondents shown in **Figure 12** who listened to the podcasts at UCOL (not in the library), 69.2% were staff and 30.8% were students. The students preferred to listen to the podcasts either in the library or at home. Of the respondents who listened in the library 84.0% were students and from home 95.0% were students. One student trialled using the podcasts while moving about, listening to the “Library orientation tour for Palmerston North”, and agreed this podcast was helpful.

Table 7: I would be interested in listening to podcasts on the following topics
(Ranked in order of topics most interested in)

	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1	Totals	Average Rating (Mean)
Tips for researching in the databases	39.2% 31.0	40.5% 32.0	16.5% 13.0	1.3% 1.0	2.5% 2.0	100.0% 79.0	4.13
Book reviews	26.3% 20.0	43.4% 33.0	25.0% 19.0	2.6% 2.0	2.6% 2.0	100.0% 76.0	3.88
Events promotion	26.6% 21.0	41.8% 33.0	26.6% 21.0	2.5% 2.0	2.5% 2.0	100.0% 79.0	3.87
How to use the saved searches feature of the library catalogue	23.4% 18.0	44.2% 34.0	28.6% 22.0	1.3% 1.0	2.6% 2.0	100.0% 77.0	3.84
Guest speakers	19.7% 15.0	48.7% 37.0	23.7% 18.0	3.9% 3.0	3.9% 3.0	100.0% 76.0	3.76
How to use the bookbag feature of the library catalogue	20.0% 15.0	41.3% 31.0	32.0% 24.0	4.0% 3.0	2.7% 2.0	100.0% 75.0	3.72
News about the library	13.5% 10.0	40.5% 30.0	41.9% 31.0	1.4% 1.0	2.7% 2.0	100.0% 74.0	3.61
Marketing	8.6% 6.0	21.4% 15.0	51.4% 36.0	11.4% 8.0	7.1% 5.0	100.0% 70.0	3.13

Figure 14: Other topics staff and students would be interested in
(Graph ranked in order of the difference between the mean scores identifying at the left hand end what staff see the more interesting topics are and at the right hand end what students see the more interesting topics are)

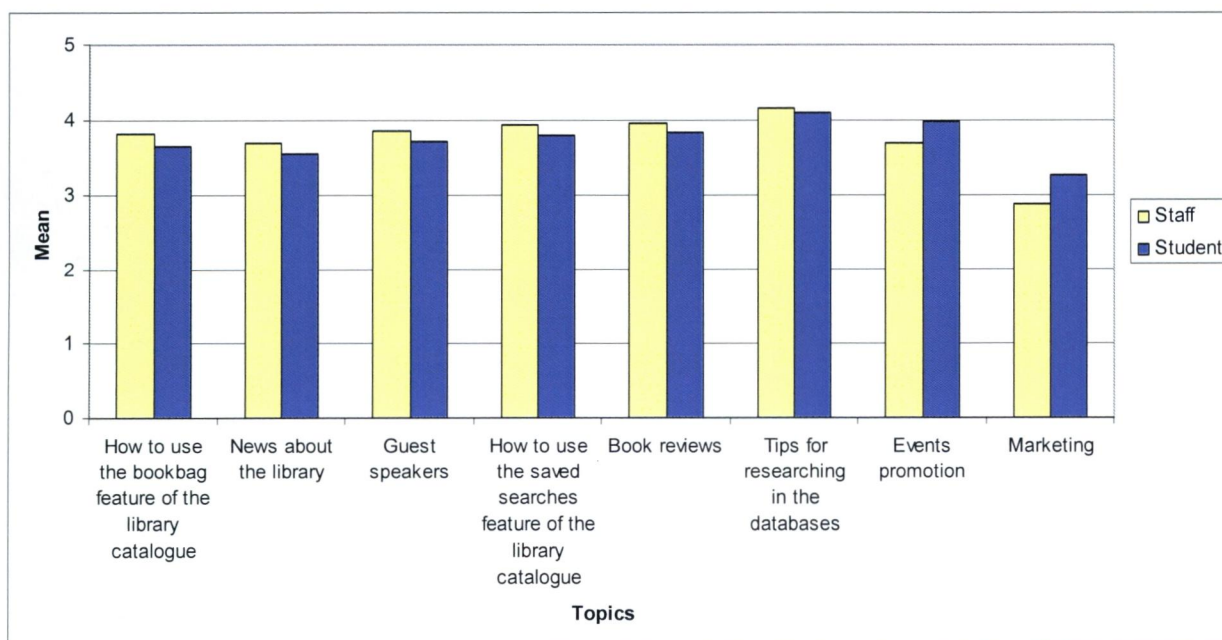
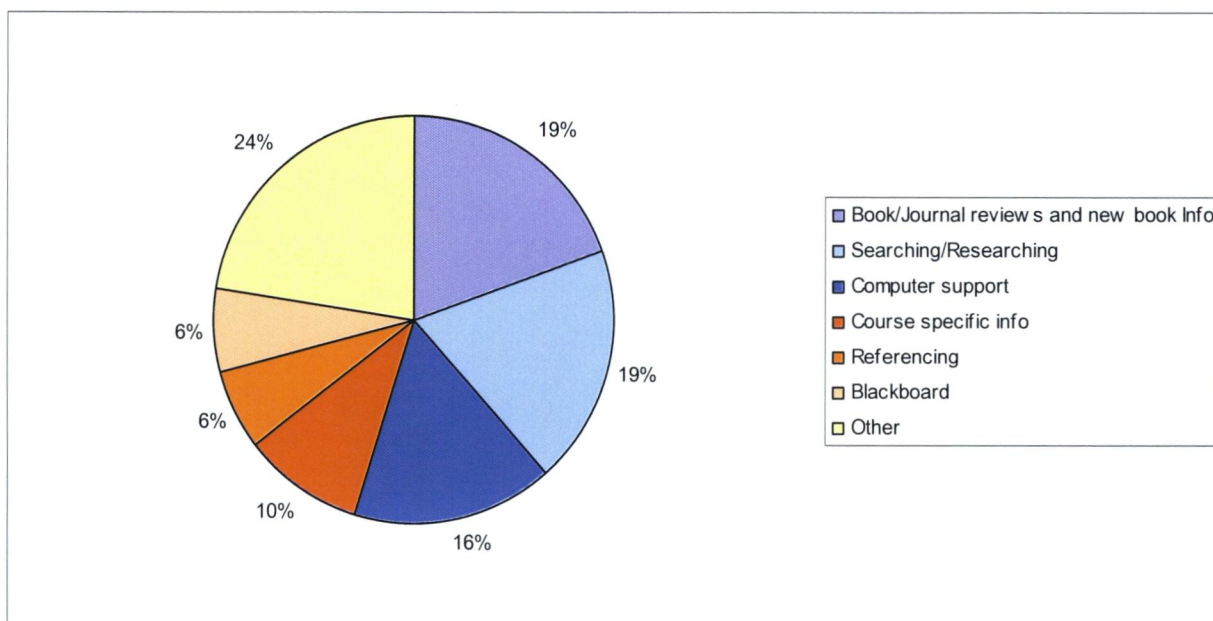


Figure 15: Other topics the library could provide that would be helpful



Respondents were asked what other podcast topics they would be interested in listening to. Out of the suggestions available “Tips for researching the databases”, “Book reviews” and “Events promotion” ranked the highest as shown in **Table 7**. Although “Book reviews” and “Events promotion” were originally considered by the researcher as entertainment rather than instructional podcasts, they are obviously topics that need to be considered. Staff and students were closely matched for their interest in “Tips for researching the databases” with a staff mean of 4.17 and student mean of 4.10. Staff and students had differing opinions as to which podcast topics they would be more interested in. **Figure 14** shows more staff than students preferred “How to use the Bookbag”, “News about the library” and “Guest speakers” and more students than staff preferred “Marketing” and “Events promotion”. Qualitative analysis reiterates a strong interest in reviews of books, journals and new items added to the library. Analysis also reveals other topics staff and students would be interested in. This data has been counted and shown in **Figure 15**. There is a strong interest in “Searching/Researching” such as identifying keywords and researching for a particular course, how to find New Zealand articles and using Google and other search engines. “Computer support” includes Frequently Asked Questions of the Helpdesk or Computer Support Assistants and “Course specific info” included comments on recommended resources for each course. “Referencing” guidelines and the importance of referencing correctly, plus tips for getting started and using the Learning Management System “Blackboard” were also suggested. The “Other” category includes topics such as contact details, library limits, interloans, lectures, staff introductions, plagiarism and study skills which all received one comment.

Podcast listening devices and technology

Table 8: Do you own an MP3 player or device?

Yes	43.0%	37
No	57.0%	49
Totals	100.0%	86

Figure 16: MP3 device % ownership within each age range

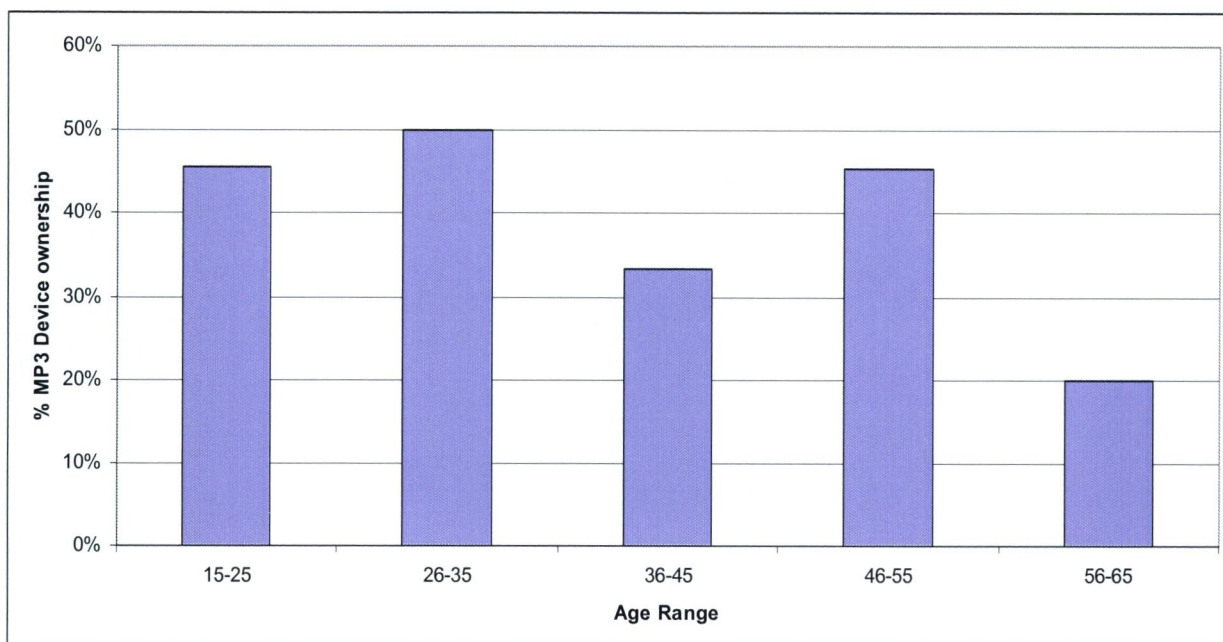


Table 9: % males and females who own MP3 devices

	Yes	No	Total
Female	37.7% 23	62.3% 38	100.0% 61
Male	54.2% 13	45.8% 11	100.0% 24

Table 10: % of staff and students who own MP3 devices

	Yes	No	Total
Staff	46.9% 15	53.1% 17	100.0% 32
Student	40.7% 22	59.3% 32	100.0% 54

Ownership of MP3 devices is still a little under half at 43.0% as shown in **Table 8**. **Figure 16** shows a breakdown of ownership by age range. 80.0% of the 36-45 and 56-65 age ranges are female which may explain the dip in ownership for these age ranges as **Table 9** indicates a larger percentage of males than females own MP3 devices or players. **Figure 16** also shows the 26-35 age range have the largest percentage of ownership at 50.0%. **Table 10** outlines ownership between staff and students. Results are close but a slightly higher percentage of staff own devices than students. This is encouraging and shows staff and students are fairly equal in terms of adopting new technologies. **Figure 17** on page 36 shows the "Technology, Trades & Industry", "Information Systems & Computing" and "Sport & Fitness" schools have the highest percentage of MP3 device ownership when calculated by school. See **Table 4** on page 22 for more details of which subjects are incorporated in these schools.

Figure 17: MP3 device % ownership by school

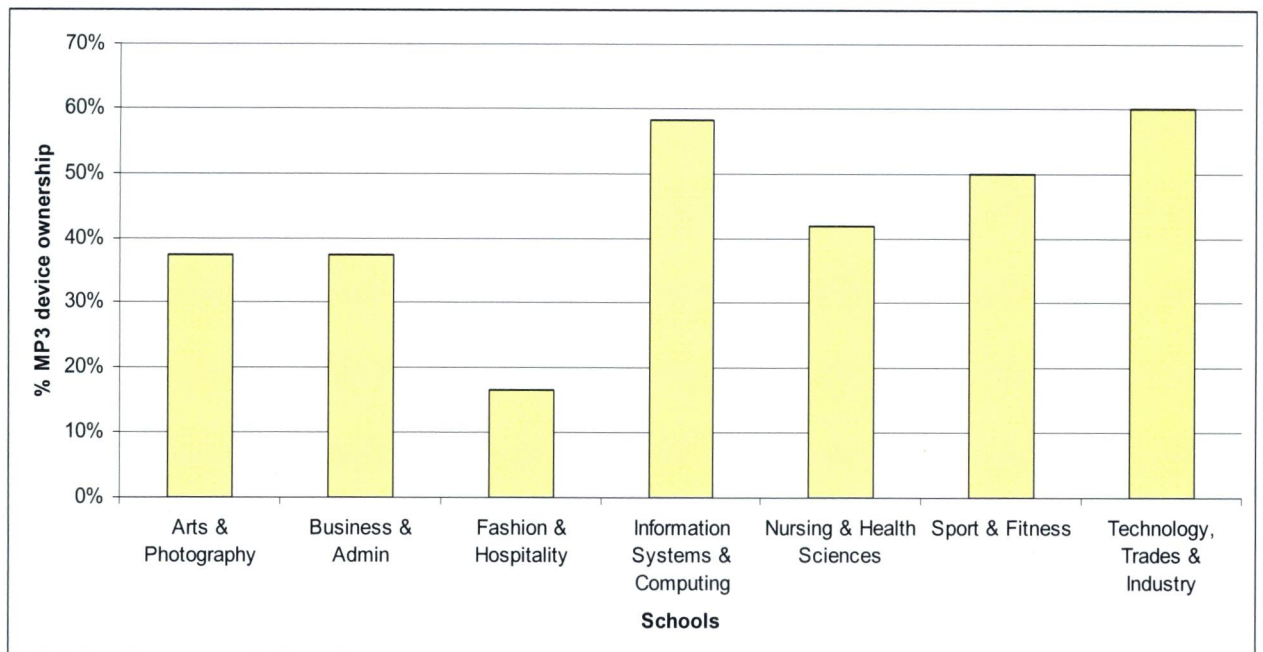


Table 11: Have you used a media player on your computer to listen to the library podcasts?

Yes	84.9%	73
No	15.1%	13
Totals	100.0%	86

Figure 18: How do you prefer to listen to podcasts?

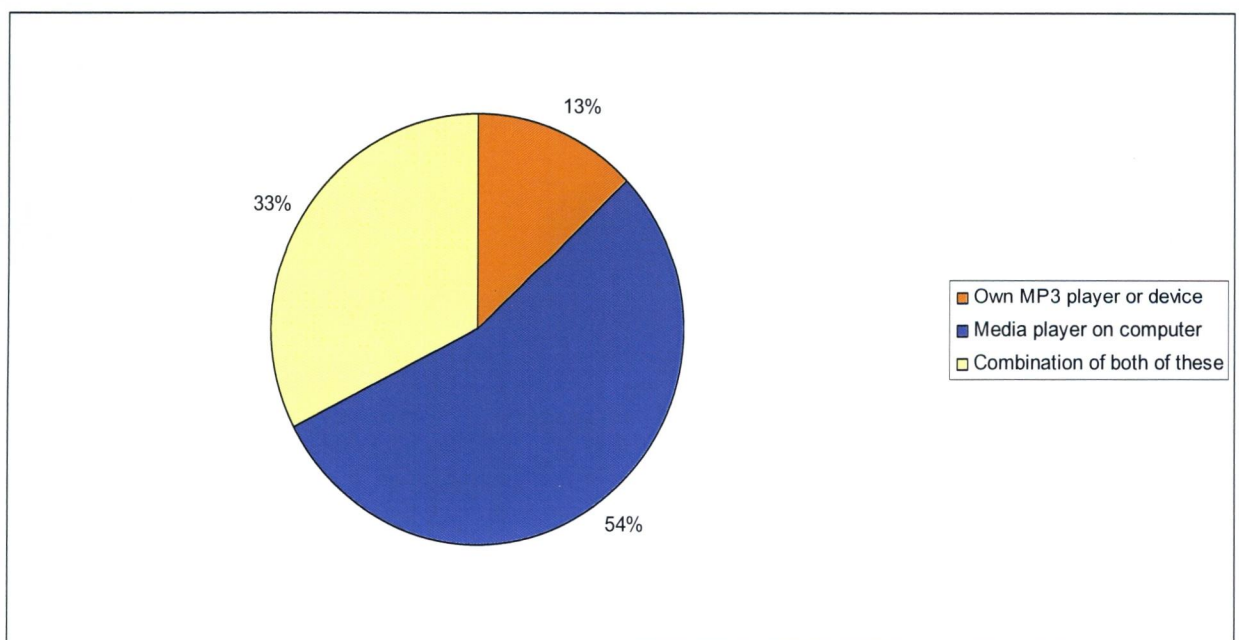


Figure 19: Listening preferences by age range

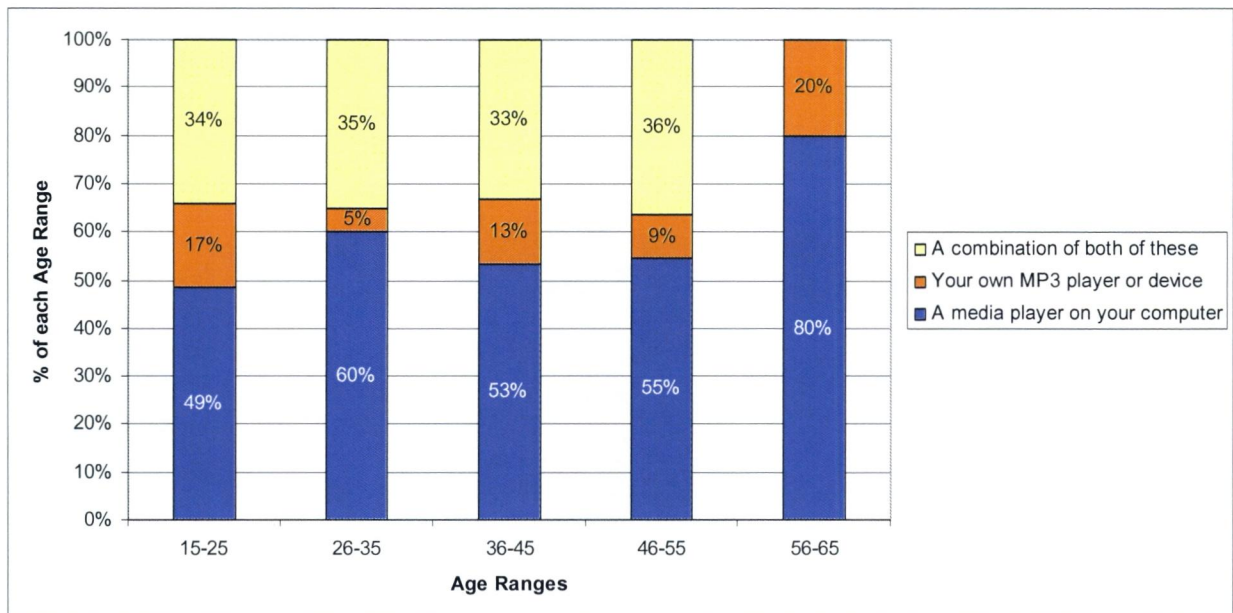


Table 11 on page 36 shows a high percentage of respondents used a media player, such as Windows Media Player, Quicktime, iTunes or Real Player, on their computer to listen to the podcasts. Some of these may also have used an MP3 device. **Figure 18** shows a media player was the preferred way of listening to the podcasts overall however of the 54.7% of respondents, 76.1% were females and 23.9% males. The high preference for media players may be explained by the large percentage of females in this category who may not own devices (as described in **Table 9** on page 35). 72.7% of the category showing a preference for listening on your own MP3 device, were male. The respondents who own an MP3 device however do not necessarily prefer to listen to the podcasts on them as is shown by comparing **Figure 19** with **Figure 16** from page 35. For example of the 26-35 age range, 50.0% own devices but only 5.0% prefer to listen to podcasts solely this way.

Figure 20: I would be interested in listening to podcasts on MP3 players I could borrow from the library

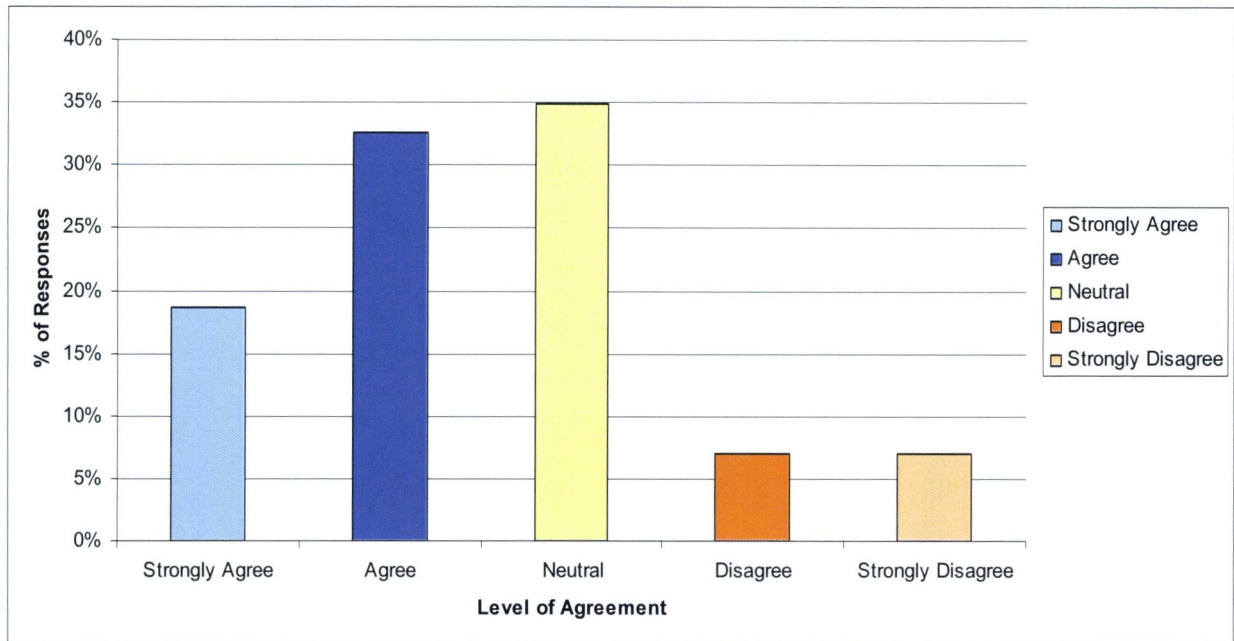


Table 12: How interested staff and students are in borrowing MP3 players from the library with podcasts already loaded

	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1	Totals	Average Rating (Mean)
Staff	9.4% 3	34.4% 11	37.5% 12	9.4% 3	9.4% 3	32	3.25
Student	24.1% 13	31.5% 17	33.3% 18	5.6% 3	5.6% 3	54	3.63

Results in **Figure 20** show 34.9% of respondents were neutral towards the idea of borrowing MP3 players from the library with the podcasts already loaded. This suggests uncertainty; however those who agreed they would be interested followed a close second on 32.6%. Combining the categories of “Agree” and “Strongly Agree” gives 51.2% of the respondents interested therefore it may be worth investigating this idea further on the basis of these results. The orientation tours for both Palmerston North and Wanganui in particular may be useful if provided this way and promoted by the library.

Table 12 indicates more students than staff would be interested in this idea and this is also backed up by results in **Figure 9** on page 29 where more students than staff found the “Library orientation tour of Palmerston North” podcast helpful.

Figure 21: Access to broadband or dial up connections to the internet

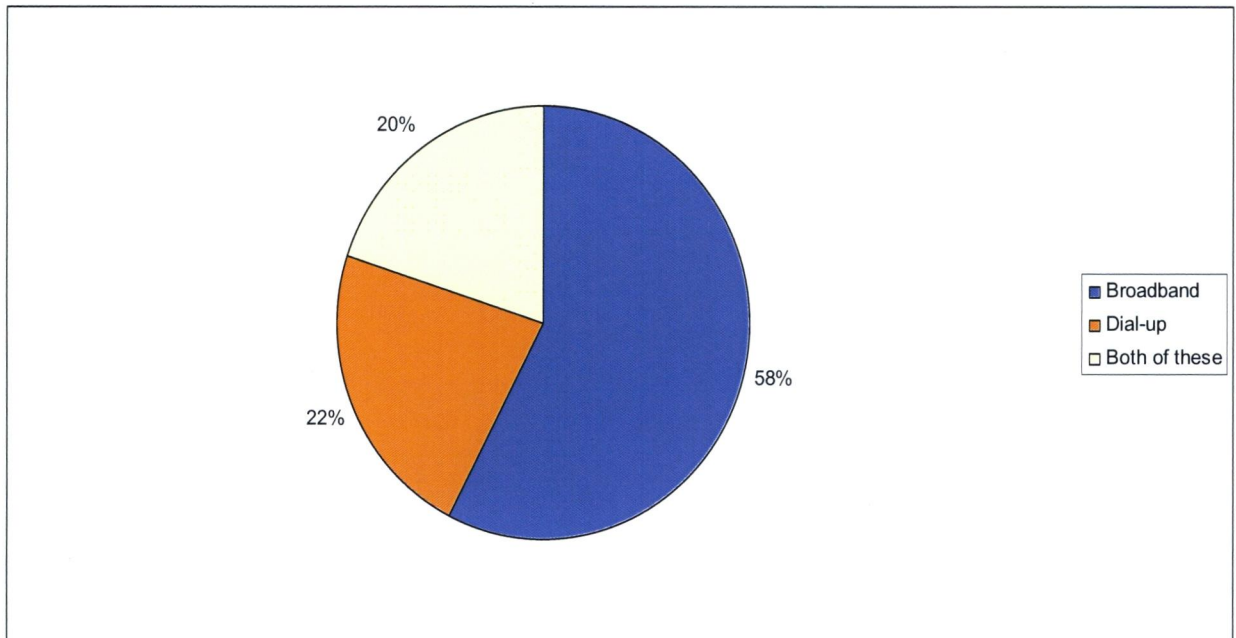
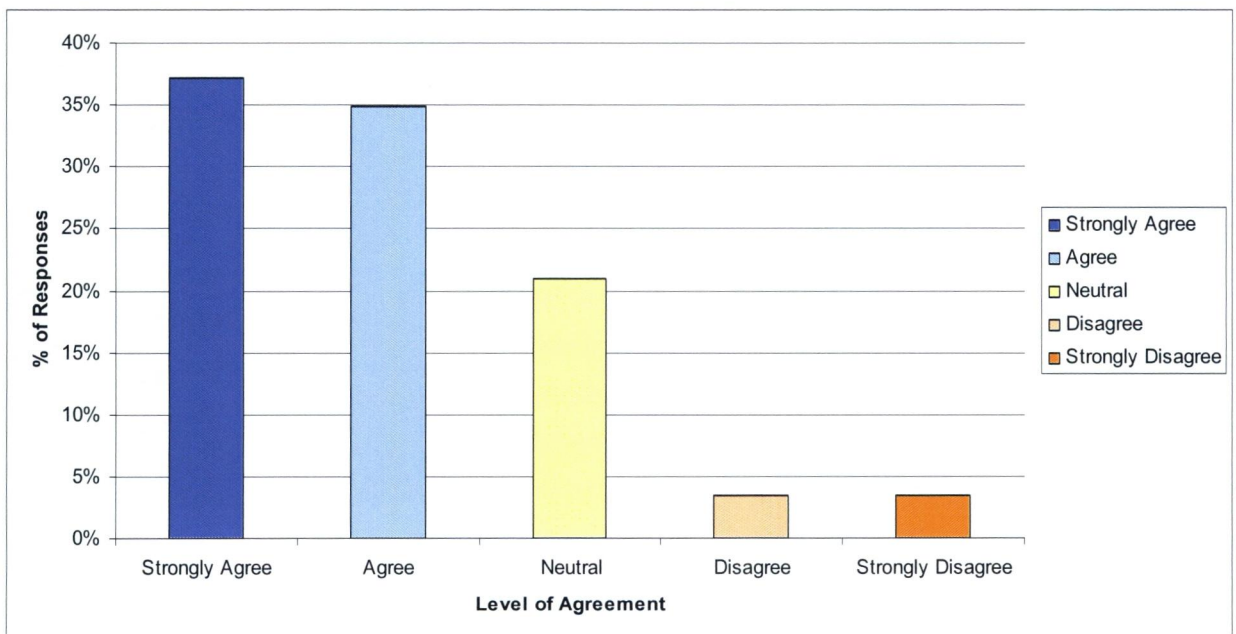


Figure 22: A broadband internet connection is essential for downloading the podcasts



The results in **Figure 21** are unusual as the category for “Dial-up” only connections is substantial considering **Figure 1** on page 21 indicates only 8.1% of respondents study online or at a distance.

All other respondents have access to broadband on campus at UCOL. This may suggest a misunderstanding by respondents of the question and of internet connection options in general.

Figure 22 shows 72.1% of respondents strongly agree or agree a broadband connection is essential for downloading the podcasts. Qualitative analysis reveals comments about the slowness of downloading the podcasts on dial-up connections and how internet speed can affect the streaming of the podcasts. Figures for this are shown in **Figure 24** on page 42.

Perceptions of the podcasts

Table 13: Advantages gained from using the library podcasts
(Ranked in order of most advantageous)

	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1	Totals	Average Rating (Mean)
24/7 availability	48.8% 39.0	41.3% 33.0	7.5% 6.0	0.0% 0.0	2.5% 2.0	100.0% 80.0	4.34
Listen whenever I want	47.0% 39.0	41.0% 34.0	9.6% 8.0	0.0% 0.0	2.4% 2.0	100.0% 83.0	4.30
Listen wherever I want	48.8% 40.0	36.6% 30.0	12.2% 10.0	0.0% 0.0	2.4% 2.0	100.0% 82.0	4.29
Can listen repeatedly to the same instructions	37.0% 30.0	49.4% 40.0	8.6% 7.0	1.2% 1.0	3.7% 3.0	100.0% 81.0	4.15
Good for auditory learners	37.0% 30.0	46.9% 38.0	9.9% 8.0	3.7% 3.0	2.5% 2.0	100.0% 81.0	4.12
Can multitask while listening	39.0% 32.0	40.2% 33.0	11.0% 9.0	3.7% 3.0	6.1% 5.0	100.0% 82.0	4.02
Flexibility	26.6% 21.0	53.2% 42.0	17.7% 14.0	0.0% 0.0	2.5% 2.0	100.0% 79.0	4.01
Asynchronous learning	31.6% 25.0	44.3% 35.0	17.7% 14.0	3.8% 3.0	2.5% 2.0	100.0% 79.0	3.99
Portability	28.2% 22.0	44.9% 35.0	23.1% 18.0	1.3% 1.0	2.6% 2.0	100.0%; 78.0	3.95
Playback speed can be altered	21.5% 17.0	34.2% 27.0	32.9% 26.0	8.9% 7.0	2.5% 2.0	100.0% 79.0	3.63

Figure 23: Advantages seen by staff and students
(Ranked in order of the difference between the Mean scores identifying at the left hand end what staff see as more advantageous and at the right hand end what students see as more advantageous).

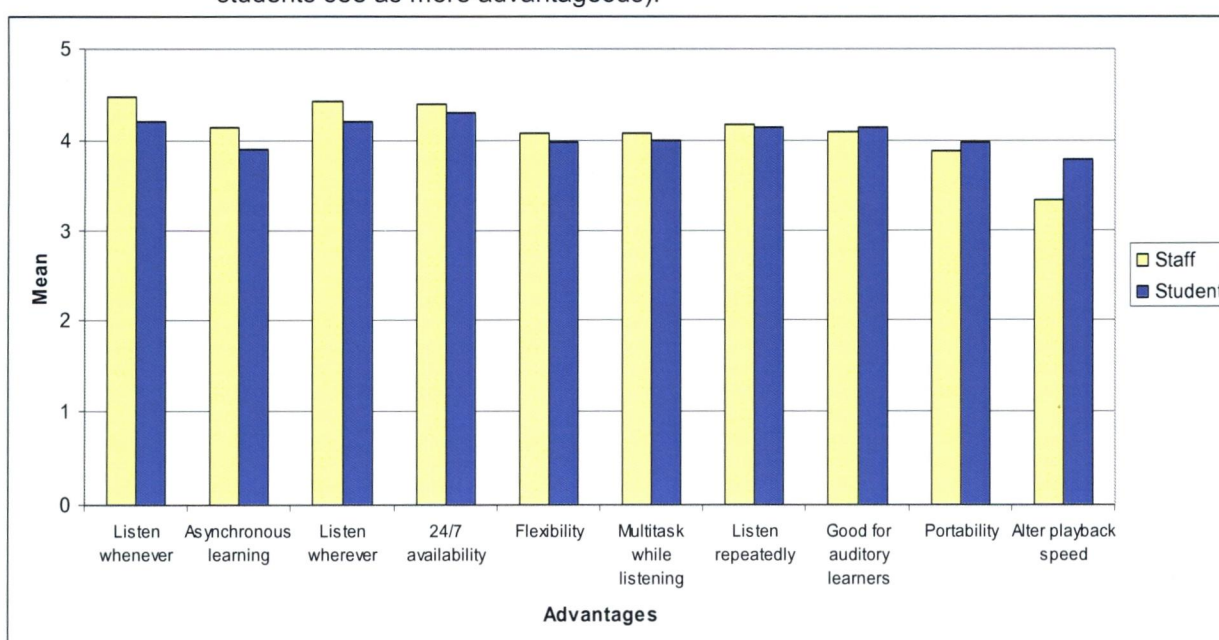
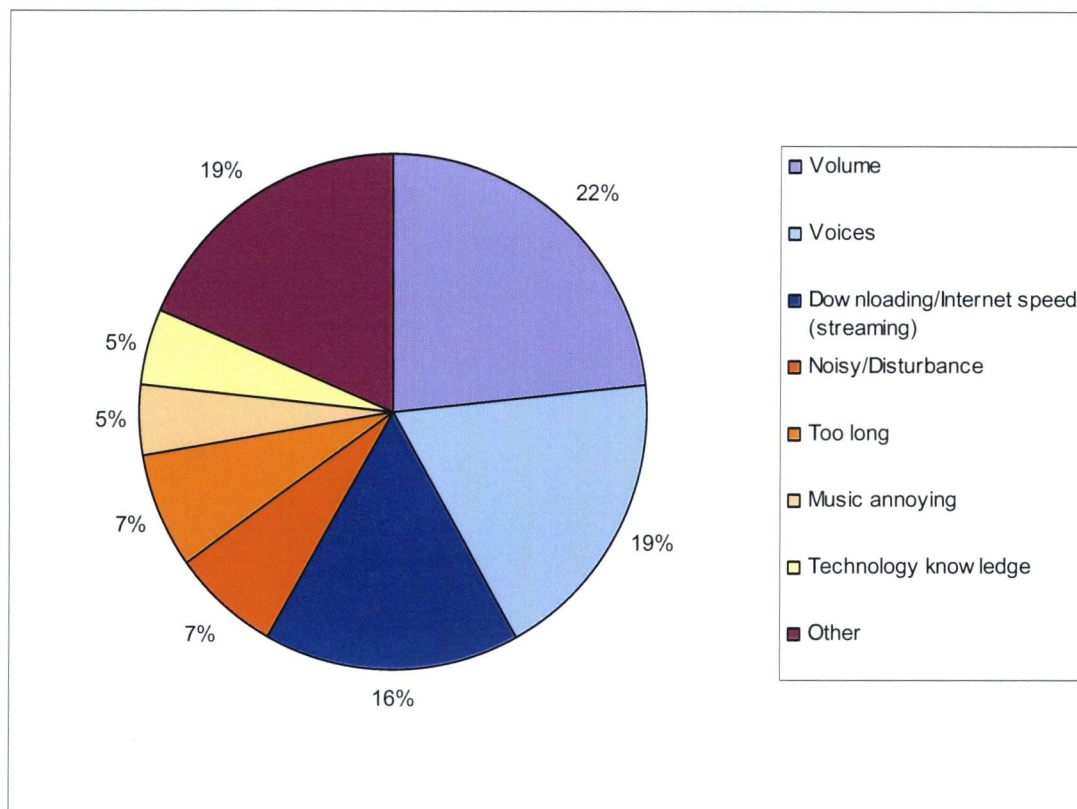


Table 13 shows the highest ranked overall advantages as seen by the respondents were 24/7 availability, ability to listen whenever and wherever required and ability to listen repeatedly to the same instructions. 24/7 availability provides access to the instructional podcasts at times outside of normal library opening hours or when library staff are unavailable. Being able to listen whenever and wherever you like provides flexibility to accommodate preferred learning environments and does not require attendance at a particular time therefore also supports asynchronous learning. Being able to repeatedly listen to instructions is an important advantage as it enables staff and students to follow up on instructional sessions or listen multiple times to the same podcast to aid learning. As shown in **Figure 18** on page 36 only 12.8% of respondents prefer to listen to podcasts on an MP3 player or device which explains why portability is seen as a lower ranked advantage. Playback speed can be altered when using devices such as an iPod, and also through media players, however this is ranked as the lowest advantage perhaps as respondents didn't realise this feature was available. Altering the playback speed is also seen as particularly useful for students with English as a second language (Stephens, 2005). Altering the playback speed may rank as a low advantage due to the low numbers of English as a second language respondents, as shown in **Figure 7** on page 27.

Figure 23 identifies that staff see listening whenever, asynchronous learning and listening wherever as the most advantageous whereas students like that you can alter the playback speed of the recording, that the podcasts are portable and are good for auditory learners.

Respondents were also asked to identify any other advantages they could see in the podcasts. The main additional advantage seen was exposing staff and students to new technologies which received three comments and two comments that the podcasts were read slowly and clearly. Other advantages mentioned were that the podcasts were "an excellent way to get a message across for generation x & y folk" and "just handy". Respondents also thought they were convenient, easy to understand, helped to expand their knowledge, improved their listening and English skills, were interesting and good as self help guides. These are similar comments as to why the podcasts were found helpful.

Figure 24: Disadvantages, frustrations and difficulties found



Disadvantages, frustrations and difficulties found are shown in **Figure 24** which represents a count of the qualitative comments received. The volume levels of the podcasts rated as the highest frustration. Comments were received that the volumes of the podcasts varied therefore respondents needed to keep adjusting the sound level, podcasts were too quiet and that some were muffled and hard to hear. It will be necessary to re-record or re-edit the podcasts and ensure this problem is resolved. In addition to the volume, comments were also received about the voices of the podcast producers. Respondents felt that particular accents, clarity of speech, tone and word emphasis were important and one respondent commented the “voice used has a big impact on whether you are prepared to listen to the podcast. Some voices hold your attention; others send you to sleep or are hard to listen to.” The third ranked disadvantage based on dial-up connections was the downloading speed and time it took to download the podcasts and difficulties found with streaming, causing the podcasts to cut out.

A number of respondents were concerned about making a noise and disturbing others especially if working in a studio area. In addition, knowledge of the technology was identified as a requirement for making use of the podcasts. There were three comments that the podcasts were too long with suggestions they could be divided into smaller chunks or a summary provided at the start of longer

podcasts. It was also suggested the length of the podcast should be made clear so people know how long to put aside to listen. Although two respondents commented that the music at the start of the podcasts became annoying, others liked the background music and thought it was a good touch.

Improvements suggested

There was some confusion over the relevance of the “visuals” to the podcasts. These comments were related to the random scrolling colours and patterns displayed in Windows Media Player while the podcast was playing. As these podcasts were purely MP3 audio files there were no visuals provided with them. Some respondents however commented they thought visuals would be useful and they would like to see video type training, virtual orientation tours and videos or photos to assist visual learners. These types of podcasts would be enhanced podcasts produced in MP4 format. It may be worth considering producing podcasts in this format for those who have the ability to view them. Enhanced podcasts can also contain chapter markers that would assist in dividing long podcasts into sections.

Five respondents commented the podcasts were already good and didn't require any improvement. These included two positive comments:- “I personally think that it's fabulous!!!” and “everyone is just so helpful and polite that it just makes it a fun environment and makes me feel like I'm a part of the UCOL family”.

Two respondents requested more podcasts be made and one student commented “I think adding more podcasts on a monthly basis would be a good idea, perhaps introducing and varying topics. Book reviews for different subjects taught at UCOL would also be interesting to find out about”.

There were also one off comments such as the “podcasters should introduce themselves to make the experience more personal”, providing podcasts of lectures so students can catch up if they miss out on class, the podcasts should be numbered as “Episode 1” etc to provide cohesion and perhaps “professionals” should be asked to assist in producing the recordings such as theatre and arts staff and students.

Table 14: The content made effective use of the podcast medium
(Ranked in order of effectiveness)

	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1	Totals	Average Rating (Mean)	Didn't Listen 0	Overall Totals
My Account	32.9% 24.0	38.4% 28.0	21.9% 16.0	0.0% 0.0	2.7% 2.0	70	4.03	4.1% 3.0	100.0% 73.0
Accessing the catalogue	26.7% 20.0	48.0% 36.0	18.7% 14.0	1.3% 1.0	1.3% 1.0	72	4.01	4.0% 3.0	100.0% 75.0
Searching the catalogue	25.7% 19.0	48.6% 36.0	20.3% 15.0	1.4% 1.0	1.4% 1.0	72	3.99	2.7% 2.0	100.0% 74.0
How to raise a request online	23.7% 18.0	51.3% 39.0	19.7% 15.0	1.3% 1.0	1.3% 1.0	74	3.97	2.6% 2.0	100.0% 76.0
Library orientation tour for Palmerston North	18.9% 14.0	41.9% 31.0	21.6% 16.0	2.7% 2.0	2.7% 2.0	65	3.82	12.2% 9.0	100.0% 74.0
Library orientation tour for Wanganui	17.6% 12.0	35.3% 24.0	27.9% 19.0	0.0% 0.0	2.9% 2.0	57	3.77	16.2% 11.0	100.0% 68.0

Table 14 shows that, as with the ranking of helpfulness of the podcast topics in **Table 6** on page 29, the orientation tour podcasts rank the lowest. Some work therefore needs to be done to ensure these podcasts fit the medium and perhaps their helpfulness will also increase.

Table 15: Overall perceptions

	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1	Totals	Average Rating (Mean)
I liked the library instructional podcasts	28.8% 23.0	55.0% 44.0	11.3% 9.0	2.5% 2.0	2.5% 2.0	100.0% 80.0	4.05
If the library continues to offer instructional podcasts I will be interested in listening to them	23.5% 19.0	63.0% 51.0	9.9% 8.0	1.2% 1.0	2.5% 2.0	100.0% 81.0	4.04
The library should continue to invest in producing library instructional podcasts	30.0% 24.0	51.3% 41.0	15.0% 12.0	0.0% 0.0	3.8% 3.0	100.0% 80.0	4.04
It is good to have various library staff presenting the podcasts	28.4% 23.0	46.9% 38.0	21.0% 17.0	1.2% 1.0	2.5% 2.0	100.0% 81.0	3.98
Listening to the library podcasts has been a benefit to me	25.9% 21.0	50.6% 41.0	19.8% 16.0	1.2% 1.0	2.5% 2.0	100.0% 81.0	3.96
The recorded quality of the podcasts was good	29.3% 24.0	41.5% 34.0	14.6% 12.0	13.4% 11.0	1.2% 1.0	100.0% 82.0	3.84

Table 16: Staff and students interest in listening to more podcasts in the future

	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1	Total	Average Rating (Mean)
Staff	10.3% 3	79.3% 23	6.9% 2	3.4% 1	0.0%; 0	29	3.97
Student	30.8% 16	53.8% 28	11.5% 6	0.0%; 0	3.8% 2	52	4.08

Table 17: Whether staff and students see the podcasts as a benefit

	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1	Total	Average Rating (Mean)
Staff	3.4% 1	72.4% 21	20.7% 6	3.4% 1	0.0% 0	29	3.76
Student	38.5% 20	38.5% 20	19.2% 10	0.0% 0	3.8% 2	52	4.08

Figure 25: Which age ranges see the podcasts as a benefit

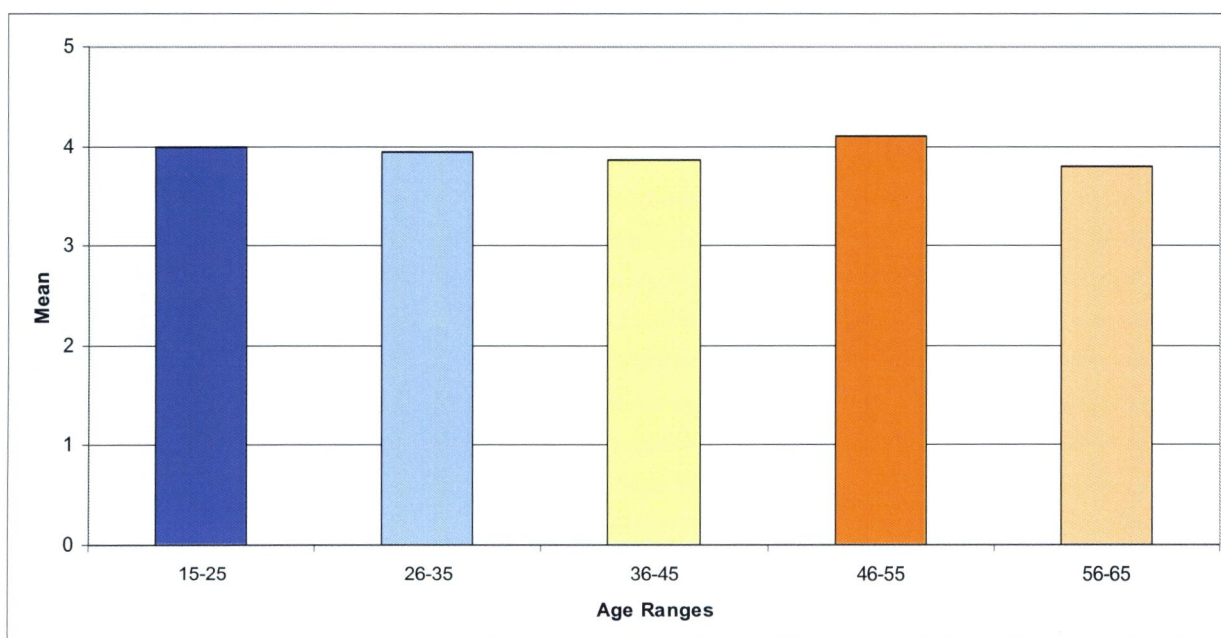
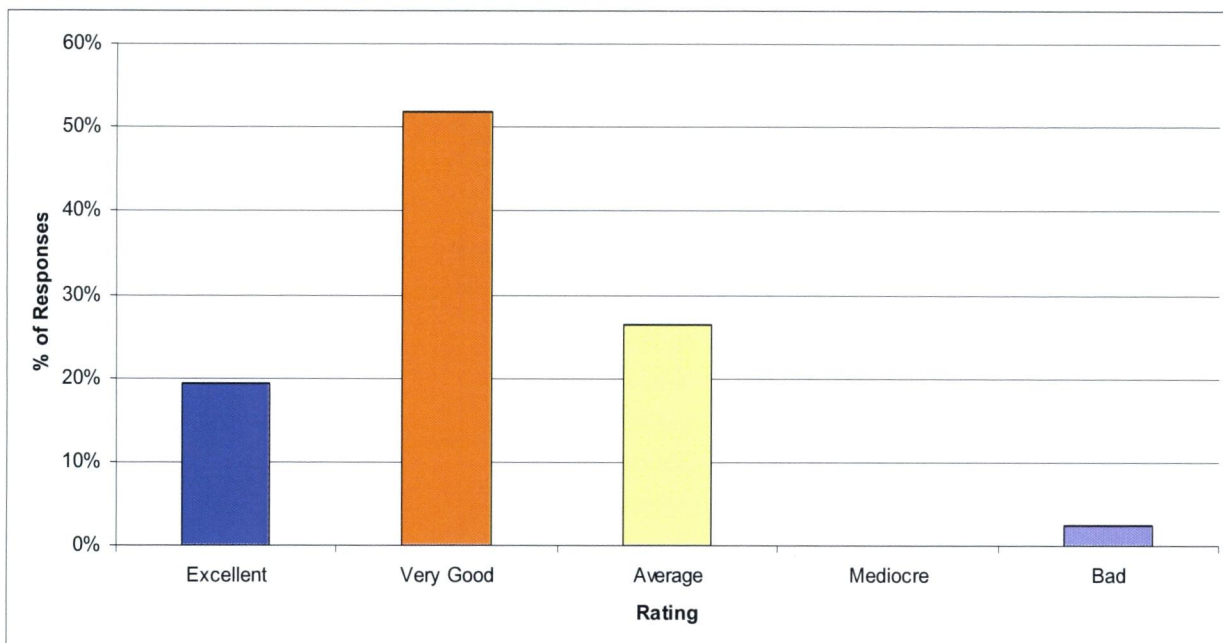


Table 15 on page 44 shows that overall respondents liked the instructional podcasts, would be interested in listening to more and think the library should continue to invest in podcasts. The students are slightly more interested than staff in listening to more podcasts in the future as is shown in **Table 16**. Whether the podcasts were seen as a benefit is ranked slightly lower as an overall perception however **Table 17** shows more students than staff strongly agree they were of benefit. Benefits between age ranges as depicted in **Figure 25** show a range of means between 3.80 and 4.11 out of 5 therefore each age range is closely matched.

Figure 26: How would you rate the library podcasts overall?



Overall two respondents or 2.4% thought the podcasts were bad, provided no advantages or benefits and would not be interested in listening to more in the future. The respondents gave comments such as “why would I listen to this stuff for so long when I could ask someone?”, “the whiney voice was annoying. They were too long. I never even listened to the others. Totally boring”, “I don’t see the point”, “you could improve on the podcasts by not doing any more and start living in the real world. Podcasts are so 2 years ago” and “if you want to been seen as providing new fun stuff to the students this is not the way to go. This is so laffable it’s painful. What a silly idea”. Unfortunately these respondents did not give any feedback as to what “new fun stuff” they may be interested in therefore this could be a topic for further research in the future.

Overall the majority of respondents thought the podcasts were “very good” as shown in **Figure 26**. Combined with those that thought the podcasts were “excellent” gives 71.1% in favour of the podcasts. Four staff respondents commented the podcasts were a wonderful new initiative with a lot of potential. One staff member said “a very good idea from a staff point of view. I came to the library to learn how to make a podcastthe library lent me headphones and away I went”. There were also a number of positive comments such as “I like the idea of podcasts as I am an auditory learner at times and it’s easily accessible”, “Really enjoyed them. Well done and thank you”, “Congratulations on another innovative approach”, “Thanks for this opportunity. I really wanted to give feedback as I welcomed the podcasts being an online student” and “Thank you for the opportunity to take part in the survey and for providing an extremely useful tool”.

VII Summary of results

Overall summary

Overall the respondents liked the instructional podcasts, would be interested in listening to more and think the library should continue to invest in podcasts. The students were slightly more interested than staff in listening to more podcasts in the future and strongly agreed that they were of benefit. Only two of the 86 respondents said they would not listen to podcasts in the future and thought they were bad and provided no advantages or benefits. Overall the majority of respondents thought the podcasts were “very good” and 71.1% were in favour.

The most helpful podcast topic was “My account”. Students found this podcast more helpful than staff, which was the case with all other podcast topics. The orientation tours for Palmerston North and Wanganui libraries were ranked lowest for helpfulness overall. These podcasts were recorded as walking tours of the library and may not have suited the media player listening medium preferred by the majority of respondents. Different varieties of orientation tours may need to be available to support preferences such as providing the orientation tours on portable devices or providing enhanced podcasts that include video and photos. 34.9% of respondents were neutral towards the idea of borrowing MP3 players from the library with the podcasts already loaded however 51.2% either “Agreed” or “Strongly Agreed” they would be interested, therefore it may be worth investigating this idea further. Comments on helpfulness included how the podcasts helped expand the knowledge of the respondent, were clear, helpful, easy to understand, easy to listen to and easy to use.

The preferred time to listen to the podcasts was during the day especially for staff but also for students. More students than staff used the podcasts in the morning before study or in the evening after study. Respondents mainly listened to the podcasts at UCOL in a location other than the library, particularly staff, but more students than staff preferred to listen to the podcasts either in the library or at home.

“Tips for researching the databases”, “Book reviews” and “Events promotion” were the top ranked topics for other podcasts the library should make available. Although “Book reviews” and “Events promotion” were originally considered by the researcher as entertainment rather than instructional podcasts, they are obviously topics that need to be considered. Staff and students had differing

opinions as to which podcast topics they would be more interested in. More staff than students preferred "How to use the Bookbag", "News about the library" and "Guest speakers" and more students than staff preferred "Marketing" and "Events promotion". Further topics suggested in qualitative responses were "Searching/Researching", "Computer support", "Course specific info", "Referencing" guidelines and tips for getting started using the Learning Management System "Blackboard".

Ownership of MP3 devices is still a little under half. The 26-35 age range have the largest percentage of MP3 device ownership at 50.0%. Staff and students are closely matched in their ownership of MP3 devices and therefore adoption of new technologies. The "Technology, Trades & Industry", "Information Systems & Computing" and "Sport & Fitness" schools have the highest percentage ownership of MP3 devices when calculated by school. Respondents who own an MP3 device did not necessarily prefer to listen to the podcasts on them and 72.1% of respondents strongly agree or agree a broadband connection is essential for downloading the podcasts.

The percentage response from the two main faculties at UCOL:- Humanities and Business and Health, Science and Technology, was close with HST gaining more responses at 55.3%. Responses were received from a broad range of subject areas within the faculties. The "Nursing and Health Sciences" school dominated responses and the Technology, Trades & Industry area was under represented. The majority of respondents were female including 90.3% of the Nursing & Health Sciences school responses, which explains the over representation of females. There were a greater percentage of staff responses over students than would be expected from a random sample of the total population. Age ranges and groupings by campus are fairly representative of the overall UCOL population.

The majority of respondents were of NZ European/Pakeha ethnicity. As the number of responses from the Maori/Pacific Island ethnicity is low, more research needs to be undertaken to determine the perceptions of the podcasts by Maori/Pacific Island people and whether native language podcasts would be seen as a benefit. A number of suggestions were made however as to other languages the podcasts could be recorded in including Chinese and Maori.

The highest ranked overall advantages were 24/7 availability, ability to listen whenever and wherever required and ability to listen repeatedly to the same instructions. Only 12.8% of respondents prefer to listen to podcasts on an MP3 player or device which explains why portability is seen as a lower ranked advantage. Similarly altering the playback speed, seen as particularly useful for students with English as a second language (Stephens, 2005), was the lowest ranked advantage, perhaps as responses from ethnicities other than NZ European/Pakeha were low. Staff see listening whenever, asynchronous learning and listening wherever as the most advantageous whereas students like the altering of playback speed, portability and that podcasts are good for auditory learners. An additional advantage suggested by the respondents was exposing staff and students to new technologies.

for the opportunity to take part in the survey and for providing an extremely useful tool", the podcasts are "just handy", "I personally think that it's fabulous!!!" and "everyone is just so helpful and polite that it just makes it a fun environment and makes me feel like I'm a part of the UCOL family".

Results applied to the theoretical framework

By assuming some of the respondents to this survey are "Innovators" or "Early Adopters", conclusions can be drawn that these respondents are progressing through the five stage decision making process to adopting the new innovation as Rogers (2003) suggests. By partaking in the survey the respondents have knowledge of the new innovation and were asked to form opinions of what they thought of the podcasts. The respondents indicated their preference for adopting or rejecting the innovation as shown in **Table 15** on page 44 and for its use. By answering the questions in the survey and providing comments the respondents confirmed their level of support for the innovation.

As results show 71.1% of the respondents were in favour of the podcasts it is possible these "Early Adopters" may be of benefit to the new innovation by encouraging late adopters in its uptake. In addition this new innovation has shown it possesses the important characteristics to aid in its adoption as outlined by Rogers (2003):- the podcasts provide some advantages as shown in **Table 13** and **Figure 23** on page 40 and supplement ways of receiving instruction such as in person or written; respondents commented that the podcasts were easy to understand, listen to and use, as discussed under the helpfulness of the podcasts on page 30; and can be trialled before a decision to adopt is made; the enthusiasm of the respondents towards the podcasts and the fact students strongly agree they are of benefit (see **Table 17** on page 45) shows visible results.

VIII Conclusion

This concurrent mixed methods study collected quantitative and qualitative data to indicate what types of people listen to library instructional podcasts, what topics people like to listen to, what technologies are used, how people currently perceive library instructional podcasts, the current and potential use of library instructional podcasts and identification of any significant patterns and relationships between groups of responses.

Rogers' (2003) Diffusion of Innovations theory provided the framework for this research including determining how new innovations are disseminated, the rate of adoption, the five stage decision making process for adoption and the characteristics an innovation must possess to be attractive to adopters. By assuming some of the respondents are "Innovators" or "Early Adopters", conclusions can be drawn that these respondents are progressing through the five stage decision making process and that they may be of benefit to the new innovation by encouraging late adopters in its uptake. Podcasting has also shown it possesses the important characteristics that will aid in its adoption.

In order to undertake this research, six sample podcasts were recorded and made available via the UCOL library web site. The topics covered were accessing the library catalogue, searching the library catalogue, the "My Account" section of the library catalogue, how to raise a request online and two orientation tours of the Palmerston North and Wanganui UCOL libraries. The podcast files were made available in MP3 format only and entertainment type and enhanced podcasts were not covered by this research. No evaluation of podcasts as an instructional medium was made or comparisons to other methods of providing library instruction. These are potential areas for further research.

The target population for this research was staff and students of UCOL – Universal College of Learning. A web based survey instrument was created and made available via the UCOL Intranet therefore protecting the boundaries of the population. There were 86 complete responses to the survey. Sample selection was non-random, calling for respondents to volunteer to take part, therefore substantial advertising and marketing took place. It would be useful for other institutions to undertake similar research for comparative purposes.

The groups that emerged from this population sample included staff and students, ages divided into five ranges between 15-65, male and female groupings and groups by subject area and faculty. Analysis of the results show there are differences between staff and student groupings in perceptions and use of the library instructional podcasts in areas such as the helpfulness of the podcasts, preference for the topics available, where the podcasts are listened to and advantages seen. There are also differences with the ownership of devices between male and female groupings, different age ranges and between subject areas. These differences would need to be accommodated for in the future by providing different podcast topics and facilities for listening to the podcasts and working with the advantages identified. Differences in who owns MP3 devices and preferences for listening to the podcasts should also be catered for.

Quantitative data was extracted from the survey in univariate and bivariate form, analysed and presented as a range of tables and figures in Section VI of this report on page 20. Qualitative data was coded to identify trends and themes and comments were integrated into the results to reflect further understanding of the quantitative data. Overall the respondents liked the instructional podcasts, would be interested in listening to more and think the library should continue to invest in podcasts. The majority of respondents thought the podcasts were "very good" and 71.1% were in favour of them. Only 2 respondents thought the podcasts were bad, provided no advantages or benefits and would not be interested in listening to more in the future. Further research, in the form of interviews or focus groups, could be undertaken in the future to gather further qualitative data including what types of services respondents who did not like the podcasts would prefer instead.

The most helpful podcast topic was "My account". The orientation tours for Palmerston North and Wanganui libraries were ranked lowest for helpfulness overall. The preferred time to listen to the podcasts was during the day especially for staff. Helpful suggestions were made as to other podcast topics the respondents would find useful. Ownership of MP3 devices is still a little under half with the 26-35 age range having the largest percentage of MP3 device ownership at 50.0%. Staff and students are closely matched in their ownership of MP3 devices and therefore adoption of new technologies. Respondents who own an MP3 device did not necessarily prefer to listen to the podcasts on them and 72.1% of respondents strongly agree or agree a broadband connection is essential for downloading the podcasts.

Responses were received from a broad range of subject areas within the faculties, with the "Nursing and Health Sciences" school dominating responses, however as responses were not received from all possible subject areas at UCOL, further research could be undertaken to determine differences in perceptions and use of podcasting in these other disciplines. The majority of respondents were female and were of NZ European/Pakeha ethnicity. Suggestions were made as to other languages the podcasts could be recorded in however as there were low responses from ethnicities other than NZ European/Pakeha, further research needs to be undertaken to determine whether podcasts in other native languages would be beneficial to those ethnicities.

A number of advantages were found by the respondents and additional advantages were also identified. The highest ranked overall advantages were 24/7 availability, ability to listen whenever and wherever required and ability to listen repeatedly to the same instructions. Many comments were however made as to the quality of the podcasts, in particular the volume levels. Volume levels varied and at times were too quiet, muffled and hard to hear. This was considered a disadvantage and a frustration and may have affected the findings with regard to the helpfulness of the podcast files. The quality of the podcasts also ranks as the lowest overall perception. Comments were received about the voices of the podcast producers in particular accents, clarity of speech, tone and word emphasis which had an impact on whether the respondent was prepared to listen to the podcast. It is therefore necessary with future podcasts to ensure the quality of the recording is satisfactory and that those with good voices make the recordings. Respondents suggested the podcasts should include visuals. Enhanced podcasts would achieve this and could also include chapter marks to assist in navigating longer podcast files.

Providing podcast services requires an investment of money, staff time, skill and technology. This research hopes to contribute to the body of knowledge and assist New Zealand tertiary libraries in deciding whether or not to make this investment. Information on podcast usage, perceptions, demographics and technologies has been collected. The value of this research is now in providing New Zealand academic and other libraries with a current picture of podcasting for library instruction and an insight into whether this may be a new technology that is sustained. The researcher concludes that podcasting for library instruction will benefit UCOL as an institution, has potential as an alternative communication medium and therefore should be pursued.

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Win an iPod Nano



Open to all Staff and
Students of UCOL

Listen to the library podcasts here

<http://library.ucol.ac.nz/main.asp?page=100>

Complete the survey here

<http://library.ucol.ac.nz/main.asp?page=101>

to go into the draw

Closing date 25th February 2007

Contact the library staff if you require assistance with downloading and playing the podcasts
or with access to the survey:-

(06) 952 7001 ext 70601 or send an email to library@ucol.ac.nz

Appendix B – Podcast information sheet

VICTORIA UNIVERSITY OF WELLINGTON

Te Whare Wānanga o te Ūpoko o te Ika a Māui



SCHOOL OF INFORMATION MANAGEMENT

Welcome to the UCOL library podcast survey.

My name is Angela Jowitt (nee Perry). I am the Information Systems Librarian at UCOL library. The library has recently made available a series of 6 podcasts that provide orientation tours of the Palmerston North and Wanganui libraries and instruction on accessing and searching the library catalogue, how to raise a request online and the My Account section of the library catalogue.

As part of my Masters degree, through Victoria University in Wellington, I am undertaking a research project to determine the usage of library instructional podcasts and perceptions of their value. This survey is available to all UCOL staff and students and I value your feedback whether or not you have prior knowledge of podcasts.

Podcasts are digital audio recordings made available over the internet. Contrary to perception **it is not necessary to own an iPod to listen to podcasts** - you can use any MP3 player or device or a media player on your computer. The UCOL library podcasts can be used by on-campus staff and students to supplement the instructional sessions you receive from the library and by online students as an alternative resource that brings the librarian into your home or workplace.

Why not listen to the UCOL library podcasts then fill out this survey to let us know what you think. By providing your ID number you will go into the draw to win an Apple iPod! To protect your privacy and confidentiality only the researcher and her supervisor will have access to the data collected. ID numbers will not be matched up with personal names unless you are the winner of the prize draw. No individuals will be identified in this research, that is, only aggregated data will be provided in the final research report or in any journal articles or conference presentations based on this research.

Participation in this survey is not compulsory and you should not feel coerced into taking part. Participation does however give your consent for the researcher to use the data you provide. All data will remain the property of UCOL and the researcher, will be stored securely and destroyed after a period of 2 years.

You may only submit the survey and enter the prize draw once. There are 4 sections and 36 questions to be answered. This should take approximately 10 minutes to complete. **The closing date for submitting the survey is Sunday 25th February** unless extended by the researcher.

Should you require any assistance with completing this survey or with downloading the podcast files so that you can listen to them, please contact Angela Jowitt at the UCOL library on (06) 952 7001 ext 70664 or send an email to a.jowitt@ucol.ac.nz. Alternatively you can contact my supervisor Brenda Chawner at Victoria University on (04) 463 5780 or email Brenda.Chawner@vuw.ac.nz.

At the conclusion of this research a summary of the survey results will be made available on the library web site under the news section. A copy of the final report will be available from the Victoria University library and may be published in academic journals or results presented at professional conferences.

Thanks for your time.
Angela

Appendix C – Podcast questionnaire

What is your Staff or Student ID Number?

Submit/Next page

Clear All

(Please scroll down to view a screen dump of the questions)

Podcast usage

[1] *I found the library instruction podcasts on the following topics helpful*

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Didn't Listen
Library orientation tour for Wanganui	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library orientation tour for Palmerston North	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to raise a request online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accessing the catalogue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Searching the catalogue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My Account	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[2] *Please comment on the main points that influenced your decision as to whether the podcasts were helpful or not. Please indicate which podcast you are referring to in your comment.*

--

[3] *The time of day I mainly listened to the library podcasts was (please select the one that best applies):-*

- ☐ In the morning before work/study
- ☐ During the day
- ☐ In the evening after work/study
- ☐ At different times of the day

[4] *Where I mainly listened to the library podcasts was (please select the one that best applies):-*

- ☐ At home
- ☐ At UCOL - In the library
- ☐ At UCOL - In a location other than the library
- ☐ While travelling, exercising or moving about

[5] *I would be interested in listening to podcasts on the following topics:-*

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Book reviews	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Guest speakers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
News about the library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Events promotion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marketing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tips for researching in the databases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to use the Bookbag feature of the library catalogue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to use the Saved Searches feature of the library catalogue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[6] *Please comment on any other topics the library could provide as a podcast that you would find helpful. Separate each answer with a semicolon ;*

--

Submit/Next page

Clear All

Podcast devices and technology

[7] Do you own an MP3 player or device? ☐ Yes ☐ No

[8] Have you used a media player on your computer to listen to the library podcasts? ☐ Yes ☐ No

[9] If so which media player/s did you use? Please select all that apply:-

- ☐ Windows Media Player
- ☐ Quicktime player
- ☐ iTunes
- ☐ Internet browser
- ☐ Other:

[10] How do you prefer to listen to podcasts? Please select one of the following:-

- ☐ On your own MP3 player or device
- ☐ A media player on our computer such as iTunes or through your Internet Browser
- ☐ A combination of both of these

[11] I would be interested in listening to the instructional podcasts on MP3 players/devices that I could borrow from the library:-

- ☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

[12] Do you have access to a broadband or dial up connection to the internet?

- ☐ Broadband
- ☐ Dial-up
- ☐ Both of these

[13] Where do you have access to the internet? Please select all that apply:-

- ☐ At home
- ☐ At work
- ☐ Where I study
- ☐ Other:

[14] A broadband internet connection is essential for downloading the library instructional podcasts:-

- ☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Demographics

[15] *Are you a staff member or a student? Please select your primary role at UCOL.*

- ☐ Staff ☐ Student

[16] *Do you study/teach online or on campus courses? Please answer related to your primary role.*

- ☐ Online
☐ On campus
☐ Both of these
☐ Neither of these (Admin staff)

[17] *What subject area are you studying/teaching within? Please select your primary area from the list below.*

- | | |
|--|--|
| <input type="radio"/> Art & Design | <input type="radio"/> Fine Arts |
| <input type="radio"/> Automotive | <input type="radio"/> Glass |
| <input type="radio"/> Business | <input type="radio"/> Hairdressing |
| <input type="radio"/> CATA | <input type="radio"/> Health |
| <input type="radio"/> Community | <input type="radio"/> Horticulture |
| <input type="radio"/> Computing | <input type="radio"/> Hospitality |
| <input type="radio"/> Construction | <input type="radio"/> Information Systems |
| <input type="radio"/> Creative Imaging | <input type="radio"/> Medical Imaging and Technology |
| <input type="radio"/> Design | <input type="radio"/> Nursing |
| <input type="radio"/> Early Childhood | <input type="radio"/> Online Programmes |
| <input type="radio"/> Electrical | <input type="radio"/> Recreation |
| <input type="radio"/> Engineering | <input type="radio"/> Science |
| <input type="radio"/> ESOL | <input type="radio"/> Social Sciences |
| <input type="radio"/> Exercise/Sport | <input type="radio"/> Sport & Recreation |
| <input type="radio"/> Fashion | <input type="radio"/> Tertiary Teaching |
| <input type="radio"/> Fashion & Beauty | <input type="radio"/> Tourism |

[18] *Which campus is your course based at?*

- ☐ Palmerston North
☐ Wanganui
☐ Gisborne
☐ Wairarapa
☐ Levin
☐ India

[19] *What is your age?*

- ☐ 15-25 ☐ 26-35 ☐ 36-45 ☐ 46-55 ☐ 56-65 ☐ 66 and over

[20] *What is your ethnicity?*

- | | | | |
|--|----------------------------------|--------------------------------------|-------------------------------|
| <input type="radio"/> NZ European/Pakeha | <input type="radio"/> Malaysian | <input type="radio"/> South African | <input type="radio"/> Dutch |
| <input type="radio"/> Maori | <input type="radio"/> Vietnamese | <input type="radio"/> African | <input type="radio"/> German |
| <input type="radio"/> Australian | <input type="radio"/> Korean | <input type="radio"/> Pacific Island | <input type="radio"/> Greek |
| <input type="radio"/> Chinese | <input type="radio"/> Filipino | <input type="radio"/> American | <input type="radio"/> Italian |
| <input type="radio"/> Japanese | <input type="radio"/> Cambodian | <input type="radio"/> Canadian | <input type="radio"/> Polish |
| <input type="radio"/> Indian | <input type="radio"/> Sri Lankan | <input type="radio"/> British/Irish | |
| <input type="radio"/> Other: | <input type="text"/> | | |

[21] *Are you:-*

- ☐ Male ☐ Female

Perceptions about podcasts

- [22] *Please list any languages you feel the library should consider making podcasts in. Separate each answer with a semicolon ;*

- [23] *The following are advantages I gained from using the library podcasts:-*

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
24/7 availability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Portability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flexibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asynchronous learning (learn at a different time to when lesson is being taught)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listen whenever I want (including when the library is closed)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listen wherever I want (don't have to be physically in the library)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Can multitask while listening	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Can listen repeatedly to the same instructions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Playback speed can be altered	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Good for auditory learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- [24] *Please list any other advantages or benefits you got from the podcasts that are not mentioned above. Separate each answer with a semicolon ;*

- [25] *Please comment on any disadvantages, frustrations or difficulties you found when downloading or listening to the podcasts. Separate each answer with a semicolon ;*

- [26] *The content of the podcasts made effective use of the podcast medium*

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Didn't Listen
Library orientation tour for Wanganui	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library orientation tour for Palmerston North	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to raise a request online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accessing the catalogue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Searching the catalogue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My Account	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- [27] *The length of the podcasts was about right*

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Didn't Listen
Library orientation tour for Wanganui	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library orientation tour for Palmerston North	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to raise a request online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accessing the catalogue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Searching the catalogue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My Account	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Strongly Agree Agree Neutral Disagree Strongly Disagree

- | | | | | | | |
|------|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| [28] | <i>I liked the library instructional podcasts</i> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| [29] | <i>The recorded quality of the podcasts was good</i> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| [30] | <i>Listening to the library podcasts has been a benefit to me</i> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| [31] | <i>It is good to have various library staff presenting the podcasts</i> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| [32] | <i>If the library continues to offer instructional podcasts I will be interested in listening to them</i> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| [33] | <i>The library should continue to invest in producing library instructional podcasts</i> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

[34] *How would you rate the UCOL library podcasts overall?*

☐ Excellent ☐ Very Good ☐ Average ☐ Mediocre ☐ Bad

[35] *Please add any comments on how the library could improve on the podcasts?*

--	--

[36] *Please add any further comments you may have.*

--	--

Appendix D – Data Tables

Data Table

Form Number	Library orientation tour for Wanganui	Library orientation tour for Palmerston North	How to raise a request online	Accessing the catalogue	Searching the catalogue	My Account	[2] Question 2	[3] Question 3	[4] Question 4	Book reviews	Guest speakers	News about the library	Events promotion	Marketing	Tips for researching in the databases	
1	6	3	3	5		2	I found the library orientation tour of Palmerston North campus, 10 mins approx which is shelf too long to listen too and zoned out. The tour did not flow with the actual physical tour of the library, ie as you walked around the library listening the the podcassts you could not visualise the tour with the layout of the library. Some of the information was not quite right in the tour. On the My account PodcastIE must renewing books BEFORE the due date, (tour)- also courtesty notices sent only to STAFF. Voices faded out as items were listed making it difficult to hear. On placing reuest the fdifference between hold and callslip was not explained therefore students see this option but are still unsure which one to chose when placing the request. if they were practicing this function they would more than likely locate more books on shlef than on issue. I would use the podcast as the need arose rather than a teaching tool before being needed	4	2							1
2	6	2			2	2	palmerston north orentation it was clear and easy to listen to	2	3	2	1	2	1	2	2	
3		2	3	3	2	2	i found that it was well set out and all the information was helpful	2	2	3	2	2	1	3	2	
4		2	2	2	2	2	They were clear and easy to understand	1	3	2	2	2	2	3	3	
5	3	3	2	2	3	2	Whether it was possible to follow the instructions in a timely manner while the podcast was going - eg searching the catalogue podcast - I couldn't keep up, and I am familiar with the system. Found it a bit frustrating just to be listening to instructions - would have been helpful to have had a video on the screen to be watching to make sense of it all - eg the library tour	2	3	2	2	3	3	4	1	
6	2	2	2	2	2	2	I kinda thought there would be pictures? It was hard to imagine the directions given when your not actually looking at what was being spoken about.	2	3	2	3	2	2	3	3	
7	2	3	2	2	2	1	Relevance to my needs	2	3	2	1	2	1	3	1	
8	1	1	1	1	1	1		2	3				1		1	
9	3	2	1	2	2	6	How to raise a request online - particularly useful was the fact that you can reserve it, even if someone has checked it out currently.	2	3	1	1	3	3	5	2	
10	3	2	2	2	2	2	I like the idea of all the podcasts. Obviously as I am not based in Wanganui the tour for Wanganui was not that useful for me personally. Soem fo the Podcasts were harder to hear than others and there were also some variation or difficulties with the music at the beginning.	2	3	2	2	3	2	3	1	
11	3	3	2	2	2	2	How easy it was to listen to. For example it was harder to listen to library oreintation tour of plamerston north than accessing the catalogue. This was due to a clearer stronger voice in the latter.	2	3	3	3	3	3	3	1	

[Continuing table]

Form Number	Library orientation tour for Wanganui	Library orientation tour for Palmerston North	How to raise a request online	Accessing the catalogue	Searching the catalogue	My Account	[2] Question 2	[3] Question 3	[4] Question 4	Book reviews	Guest speakers	News about the library	Events promotion	Marketing	Tips for researching in the databases
12	1	6	1	1	1	1	Coral and Karyn spoke slowly and clearly. The others I heard were quicker in places. The instructions given were clear and easy to follow.	2	3	1	2	2	2	3	1
13	2			2	2		Library orientation tour for wanganui was useful to help locate books for research purposes and navigate the area.	1	2		2				
14	3	3	3	3	3	3	Why would I listen to this stuff for so long when I could ask someone????	2	2	5	5	5	5	5	5
15	2		1	3	3	2		2	3	1	3	2	2	3	1
16	6	6	6	6	6	6	I filled out the survey first. And it would allow me to enter my id number of 2002000135	4	3	2	5	3	1	4	2
17	3	3	3	4	2	3	The podcasts are not to long and to the point.	2	3	2	4	2	4	5	2
18	5	6	6	6	6	6	The whiny voice was annoying. They were too long. I never even listened to the others. Totally boring	2	3	5	5	5	5	5	5
19		2	2	2	2		Yes, they cover the areas they are supposed and obviously mean students/staff don't have to rely on making appointment with library staff. also alleviates library staff time.	2	3	2	1				
20	6	4	2	6	4	2	- if I knew some of the information or not	2	3	1	2	3	3	4	4
21		2	2	2	2	2		3	2	3	3	3	3	3	3
22	2	2	2	2	2	2		4	3	1	1		1		
23	6	2	2	6	2	6	clear,concise,good sound.	2	1	1	2	2	2	5	1
24		1		2	1			4	2	1			1		1
25	2	3	2	1	1	2	Overall, it is quite handy to listen instead of reading the instructions. Thanks for the new stuff.	4	3	3	3	3	3	2	2
26	1	1	1	1	1	1		3	1	2	2	1	2	2	1
27		2	2	2	2	2	excellent, i found the pod cast tour of palmerston north very easy and simple to understand	1	2	2	2				2
28		1					I am referring to the library orienation tour for Palmerston north the main points that influenced my decision were the way the library is operated	2	3	1					
29	3	6	3	3	3	2	I am familiar with most library functions so the only podcast that was helpful was the my account which expanded my knowledge	4	2	2	2	2	2	2	
30				2			very clear consise in structions :) for accesing a catalogue	3	1			2	2		1
31	2	2	2	2	2	2	Plamerston north library ~ nice tone, easy to listen to...not to loud Wanganui library ~ without adjusting the volume form the previous podcast this ladies voice was booming. It must have been recorded at a higher volume.	2	3	3	2	2	2	3	3
32	2	2		6	6	2	An opportunity to listen rather than read continually from a screen. I was also just curious!	4	3	2	2	2	2	3	1
33		1	1	1	1	1		2	2	2	2	2	2	2	2
34	3	3	2	2	2	3	I know a fair bit about the topics but would think they would be useful to new students and staff	2	3	2	2	3	3	3	2

[Continuing table]

Form Number	Library orientation tour for Wanganui	Library orientation tour for Palmerston North	How to raise a request online	Accessing the catalogue	Searching the catalogue	My Account	[2] Question 2	[3] Question 3	[4] Question 4	Book reviews	Guest speakers	News about the library	Events promotion	Marketing	Tips for researching in the databases
35	1	1	1	1	1	1	the main points that influenced my decision was that it provided students who unfortunately didn't experience the events on the day, can still view the goings on and basically what they missed!!! Gives them information of what to expect on campus as a UCOL Student by watching the podcast of the Wanganui/Palmerston North Orientation Days!!!!	2	2	2	1	2	1	3	1
36	1	1	1	1	1	1	The library of Masterton too small .	2	2	1	1	2	1		3
37		1	1	1	1	1	I like 'My Account' section, this is quite helpful	3	1	1	2	2	2	3	1
38	1	6	1	1	1	1	All easy to understand	3	1	2	1	3	3	3	1
39	2		2	1	1	1	i found the info on searching the catalogue useful especially the part where it mentions that you can request books from the palmerston north library as i didn't know this before	4	2	1	1	1	1	1	1
40	2	6	2	2	2	2	The Wanganui library orientation was simple and clear.	3	1	3	2	3	2	4	2
41	1	6	1	1	1	1	all help me by explaining what i needed to do in great detail and i could always go back to a point i missed and get it to explain it again	4	2	1	2	3	1	4	2
42	1		3	2	2	1	it was my first time at UCOL library and i strongly believe that Carol explained it very clearly and i understood what she was talking about and i've learnt where things are and to ask if i need help.	2	2	3	3	2	2	1	1
43	6	6	1	2	2	1	How to raise a request online told me the things i wanted to know that i couldn't easily find on the website	4	1	1	3	1	2	2	1
44	3	2	2	3	2	1		1	1	2	1	2	3	2	3
45	1	1	1	1	1	1		1	1	1	2	1	1	1	2
46	2	3	2	2	2	3	I think that the podcast is useful because that it covers the basic topics and is easy to follow	3	2	2	2	3	2	3	3
47										1	1	3	3		2
48	6	6	6	6	6	1	The podcast I listened to was very informative. I found it particularly useful as it explained how to access my account from home and even renew books online which will definitely come in handy.	3	1	1	2	2	4	3	2
49	3	3	3	3	3	3	Very hard to hear, not very clear at all.	1	3	2	2	2	2	2	2
50	3	2	2	2	2	2	Voices could have been a bit louder and clearer on all of the podcasts	4	3	3	3	3	2	3	2
51	1		1	1	1	1		2	1						1
52		2					Volume was very low (even though I had my volume on my PC up to its highest setting)- Palmerston North Orientation - also try and make this one shorter as too much info in one podcast as you don't really take it all in.	4	3	3	4	1	2	2	2
53	6	2	2	2	2	2	Raising request, accessing the catalogue, searching the catalogue, my account: Very helpful since you could follow along while listening to the podcast.	2	3	3	3	3	3	3	3
54	2	2	2	2	2	2		4	2	3	3	2	3	3	2

[Continuing table]

Form Number	Library orientation tour for Wanganui	Library orientation tour for Palmerston North	How to raise a request online	Accessing the catalogue	Searching the catalogue	My Account	[2] Question 2	[3] Question 3	[4] Question 4	Book reviews	Guest speakers	News about the library	Events promotion	Marketing	Tips for researching in the databases
55		4	4	4	4	4	I prefer to read instructions in print as I can skim over information I do not want.	4	3	3	3	3	3	3	3
56	2	6	2	2	2	2		4	3	2	2		2		
57	2	2	2	2	2	2		2	3	4	4	4	2	4	1
58		2	3	2	2	2		2	2	2	2	3	2	3	3
59	2	2	2	2	2	2		2	3	2	2	2	2	2	2
60	1	2	2	2	2	2	I found that the podcast, for the library orientation tour for Wanganui, was helpful as Coral explained everything in detail. It helped to have someone telling me rather than having to read a long list of instructions.	1	2	2	3	3	1	2	2
61	3	3	3	3	3	3	If there had been some content on the video clips rather than just moving abstracts I feel that would be more useful. For example when talking about a specific area have a picture of the area.	2	3	2		2	3	3	1
62	6	6	6	1	1	6	i think its all good	2	2	3	2	1	1	3	1
63	6	2	1	1	1	1	my account, gave info that i did not realise existed	2	3	3	2	1	1	3	1
64		1	1	1	1	2	Clear and understandable, Its just really good :o)	2	2	1	2	2	2	3	2
65		2	2	2	1	2	Ease of use	1	1		1	3	1	2	1
66		2	2	2	2	2	easy to follow instructions on all	4	1	3	3	3	3	3	3
67		2					I found the whole thing really good.	2	4				2		2
68		1	1	1	1	1		1	2	2	2	3	1	3	2
69	2	2	3	2	2	2		3	3	1	2	3	3	3	3
70	3	2	2	2	2	1	my account - useful information given	2	3	1	1	3	3	3	2
71	2	2	2	2	2	2	Podcasts were well spoken and clearly outlined all relevant information, specifically the The My Account section of the library catalogue podcast	2	3	2		3	2		2
72		1	1	1	1	1		1	2	2	2	1	1	2	1
73	1	6	1	1	1	1	Clear precise directions - Wanganui	3	1		1	1	1	1	1
74	3	1	2	2	2	2		2	3			2			
75		1		2		1		2	2		3		2	1	1
76	6	2	2	2	2	1		2	2	2	2	2	2	2	2
77	6	6	6	6	6	6	i couldnt be bothered listening to them.	1	3	3	3	3	3	3	3
78		2					Th clarity of speech	3	1	3	2	2	1	1	2
79	3	2	2	3	2	1	orientation palmerston north.mp3, was pretty usage telling me what kind of different section's and services which can be found in library	2	1	2	2	3	2	3	1
80		1	2	2	2	2	they were helpful becuase it had so many important points as to where things are and stuff	4	1	3	2	2	1	3	2
81	2	2	2	1	1	1	sudents handbook	4	1	2	3	3	3	3	1
82	6	2	2	2	2	2		2	2	3	3	3	3	3	2

[Continuing table]

Form Number	Library orientation tour for Wanganui	Library orientation tour for Palmerston North	How to raise a request online	Accessing the catalogue	Searching the catalogue	My Account	[2] Question 2	[3] Question 3	[4] Question 4	Book reviews	Guest speakers	News about the library	Events promotion	Marketing	Tips for researching in the databases
83	2	2	3	3	2	2	The podcast i listened to was the palmerston north ucol library tour. i thought it was extremely helpful as it was easy to understand and very user friendly.	2	1	2	2	3	2	4	2
84	6	2	2	2	2	3	ThE PNth podcast was useful to confirming my knowledge of resources offered. My account podcast although useful is hampered by the clunky way you physically find it n the intranet.	2	3	4	2	3	2	4	2
85				2	2	1	was set at a basic level and if you have some information you just want to fastr forward the system	4	3	1	1	1	2	2	1
86	3	1	1	1	1	1	Library orientation tour for Wanganui was not relevant to me. The other podcasts were great!	4	1	2	3	2	3	3	2

[Continuing table]

Form Number	How to use the Bookbag feature of the library catalogue	How to use the Saved Searches feature of the library catalogue	[6] Question 6	[7] Question 7	[8] Question 8	[9] Question 9	[10] Question 10	[11] Question 11	[12] Question 12	[13] Question 13	[14] Question 14	[15] Question 15	[16] Question 16	[17] Question 17	[18] Question 18	[19] Question 19	[20] Question 20	[21] Question 21
1	2	2	CSAs help FAQ	2	1	1; 2; 3; 4	3	3	1	1; 2	3	1	1	6	1	3	1	2
2	2	2		1	1	1	3	3	1	1	2	2	2	30	1	1	1	1
3	4	2		2	1	1	2	3	1	1; 2; 3	2	2	2	30	1	1	1	2
4	3	3		2	1	2	2	3	3	1; 2	3	1	4		1	3	ot	2
5	2	2		1	1	1	2	2	1	1; 2	2	1	2	25	1	4	1	2
6	3	3		2	1	1	2	3	2	1; 2	2	1	4		2	3	1	2
7	2	1		2	1	1	2	2	3	1; 2	3	1	2	9	2	4	1	2
8		1		2	1	1	3	1	2	1; 2	3	1	4	3	1	3	1	2
9	1	1	using google & other search engines; getting started with blackboard	1	1	2	2	4	1	1; 2	1	1	1	26	1	2	19	2
10	2	2		2	1	2	2	3	2	1; 2	3	1	2	25	1	3	1	2
11	2	2		1	1	2	2	4	1	1; 2	4	1	2	30	1	2	18	1
12	1	1	i would suggest that the questions asked at the helpdesk would provide subject topics for future podcasts	2	1	1; 4	2	3	1	1; 2; 3; ot	1	1	2	9	2	5	18	2
13			Reference book catalogue	1	1	1; 2	3	1	1	1; 2; 3	2	1	2	1	2	2	2	1
14	5	5	None!!!	1	1	1	1	5	1	1; 2; 3; ot	2	2	2			1	1	1
15	1	1		2	1	1	2	2	1	1; 2	1	1	2	25	2	2	1	2
16	3	3		2	2		2	1	1	3	3	2	2	6	1	2	ot	1

[Continuing table]

Form Number	How to use the Bookbag feature of the library catalogue	How to use the Saved Searches feature of the library catalogue	[6] Question 6	[7] Question 7	[8] Question 8	[9] Question 9	[10] Question 10	[11] Question 11	[12] Question 12	[13] Question 13	[14] Question 14	[15] Question 15	[16] Question 16	[17] Question 17	[18] Question 18	[19] Question 19	[20] Question 20	[21] Question 21
17	3	2	Blackboard help; new resources; new books	2	1	1; 2	3	3	1	1; 2	1	1	3	22	1	3	1	1
18	5	5	Please, don't make any more podcasts	1	1	1	2	5	1	2; 3	5	2	2	23	1	2		
19			course specific info	1	1	2; 3	2	5	3	1; 2	3	1	2	14	1	2	18	1
20	4	4		2	1	1	3	5	3	1; 2	1	1	4			1		2
21	3	3		1	1	1; 2; 3	1	3	2	1; 3	2	2	2	11	1	2	1	1
22				1	1	1	2	3	1	1; 2	3	1	4			3	2	2
23	2	1		2	1	1	2	4	2	1; 3	5	2	2	25	1	3	1	1
24		1	I THINK WE R ABLE TO GET EVERY KNOWLEDGE FROM PODCAST.THERE IS NO NEED OF ANY NEW ADDITION	1	2		1	1	1	ot	1	2	2	25	1	1	6	2
25	3	2		1	1	1	3	2	1	3	3	2	2	1	2	1	7	2
26	1	1		2	1	1; 2	2	1	1	1; 2	2	1	1	20	1	5	1	2
27	2	2		2	2	2	1	4	1	1; 3	1	2	2	25	1	1	1	2
28			How to use the computers properly	1	1	1	2	5	2	3	1	2	2	6	4	1	1	2
29	2	2		2	2	4	2	3	1	2; 3	3	2	2	17	2	2	1	2
30	2	2		2	1	2	2	2	1	1; 3	3	2	2	1	4	2	1	1
31	3	3		1	1	1; 2	3	2	2	1; 2	4	1	3	23	1	3	1	2
32	1	3	the importance of referencing correctly and the issues relating to plagiarism	1	1	1	3	2	3	1; 2	1	1	3	6	1	4	1	2
33	2	2		1	1	1; ot	3	3	1	1; 3	1	2	2	25	1	2	4	2
34	2	2	Perhaps Journal reviews like book reviews	1	1	1	1	3	1	1; 2	3	1	4	31	1	4	1	1
35	1	1	Maybe study skills for those learners who understand more visually; introduction of each staff member maybe helpful to identify who everyone is and how they can help you	2	1	1; 4	3	1	2	2; 3; ot	3	2	2	20	2	1	2	2
36	2		Not many books	2	1	1	2	1	1	3	1	2	2	1	4	1	7	1
37	3	3	Using Key Words to search the topic	1	1	1	2	3	1	1; 3	1	2	2	25	1	1	4	2
38	3	3		2	1	1; 4	3	3	2	1; 3	1	2	2	25	2	2	1	2
39	1	1	lectures from tutors as podcasts	1	1	1	2	3	1	3	1	2	2	25	2	1	1	2
40	3	2		1	1	1	3	2	2	1; 3	1	2	2	25	2	3	1	2
41	3	3		1	1	1; 2; 4	3	2	3	3	1	2	2	17	2	1	ot	2

[Continuing table]

Form Number	How to use the Bookbag feature of the library catalogue	How to use the Saved Searches feature of the library catalogue	[6] Question 6	[7] Question 7	[8] Question 8	[9] Question 9	[10] Question 10	[11] Question 11	[12] Question 12	[13] Question 13	[14] Question 14	[15] Question 15	[16] Question 16	[17] Question 17	[18] Question 18	[19] Question 19	[20] Question 20	[21] Question 21
42	1	1	which books are the most popular for each section of courses	2	1	1	2	3	2	1; 3	1	2	2	15	2	1	1	2
43	1	2	finding specific newzeland journal articles	2	1	1; 4	2	1	1	1; 3	2	2	2	25	1	1	1	2
44	3	2		2	1	1	2	2	3	1; 3	2	2	2	20	1	1	1	2
45	2	1		2	2		1	1	2	3	1	2	1	22	1	1	6	1
46	2	3		2	1	1	2	3	1	3	1	2	2	3	2	2	1	1
47	3	2		2	2		2	2	1	3	2	2	2	22	2	4	1	2
48	2	3	New arrival books	2	1	3	2	1	2	1; 3	2	2	2	3	2	1	15	2
49	2	2	Topics relating to a particular degree/diploma course	2	1	1; 2; 3	2	3	1	1; 3	1	2	3	6	1	1	1	1
50	3	3	Information Technology	1	1	1; 4	3	3	1	1; 3	2	2	2	23	1	1	3	1
51				1	1	1	1	1	3	1; 3	1	2	4	25	2	3	1	2
52	2	2		1	1	1	2	5	3	1; 2; 3	1	1	4		1	2	1	2
53	3	2		2	1	1	2	3	3	1; 2	1	1	4			4	6	1
54	2	2		2	1	1	2	2	1	1; 2	4	1	4			5	1	2
55	3	3		1	1	1	3	3	1	1; 2	3	1	4			4	1	2
56				1	1	1; 3	3	3	1	1; 2; 3	2	2	2	15	2	1	1	2
57	2	2		2	2		2	3	2	2	1	2	2	24	1	1	1	2
58	2	3		2	1	1	2	2	3	1; 3	3	2	2	28	1	1	1	2
59	2	2		2	1	1	3	4	1	1; 2	2	1	4		1	2	1	2
60	3	3	All of the above is fine	1	1	1	3	1		3	3	2	2	3	2	1	2	2
61	3	2	Interloans; literature reviews; searching using keywords - providing examples of each	2	1	1	2	2	2	1; 2	1	1	3	25	1	5	1	2
62	1	3		1	1	2	1	2	1	1; 2	2	1	2	2		5	1	1
63	1	2	other areas of researching	1	1	1	3	2	1	2; 3	3	2	2	24	1	1	1	2
64	3	2	Oh not sure	2	1	1	3	1	2	1; 3	1	2	2	25	1	2	1	2
65	1	1		2	1	2	2	1	1	1; 2	1	2	1	3	1	4	1	2
66	3	3		2	1	1	2	3	2	1; 3	2	2	3	25	1	1	1	2
67				2	2	1	2	2	3	3	2	2	2	30	1	1	1	2
68	2	3		2	1	1	3	2	3	1; 3	2	2	2	25	1	2	1	2
69	3	3		1	1	2	1	3	3	1; 2	2	1	2	2	1	3	1	1
70	2	2		2	1	1	2	2	1	1; 2	1	1	2	6	1	4	1	2
71	2	2		1	1	1	2	2	3	1; 2	2	1	2	6	1	2	1	2
72	3	2		2	1	1; 2; 3	2	2	1	1; 2; 3	2	2	2	30	1	3	1	2
73	1	1		2	1	2	2	3	1	1; 3	5	2	2	25	2	2	ot	2
74				2	1	3	2	2	3	1; 3	2	2	2	11	1	1	1	1

[Continuing table]

Form Number	How to use the Bookbag feature of the library catalogue	How to use the Saved Searches feature of the library catalogue	[6] Question 6	[7] Question 7	[8] Question 8	[9] Question 9	[10] Question 10	[11] Question 11	[12] Question 12	[13] Question 13	[14] Question 14	[15] Question 15	[16] Question 16	[17] Question 17	[18] Question 18	[19] Question 19	[20] Question 20	[21] Question 21
75		1		2	1	1	2	2	1	1; 3	2	2	3	25	1	1	4	2
76	2	2		2	2		2	3	1	1; 3	2	2	3	25	1	3	18	2
77	3	3		2	2		2	2	1	3	2	2	2	12	1	1	1	1
78	2	1	book limits	1	2		3	2	3	1; 2; 3; ot	2	2	2	25	1	1	1	2
79	1	2	tutorials on how to use some program's while the lecture isnt around.	1	2	4	1	1	1	1; ot	1	2	2	6	1	1	1	1
80	2	1	they would be able to help me with research for the course that i am doing	2	1	1	3	2	2	1; 3	3	2	2	22	1	1	1	2
81	2	3	contacts	1	1	1	3	2	1	3	1	2	3	25	1	2	4	2
82	3	3		1	2	1; 2; 4	3	4	1	1; 3	2	2	2	25	1	1	1	2
83	2	2		1	1	1	1	1	1	1	2	2	1	25	1	1	1	1
84	4	2	Where to go for referencing guidelines and support (NOT off a cliff)	2	1	1	2	2	2	1; 2; 3	2	1	2	23	1	3	2	2
85	1	1	do you do magazine reviews	1	1	1; 2	3	3	1	1; 2	1	1	2	25	1	4	1	1
86	2	2		2	1	1	3	3	1	1; 2; 3	1	2	1	26	1	4	1	2

[Continuing table]

Form Number	[22] Question 22	24/7 availability	Portability	Flexibility	Asynchronous learning (learn at a different time to when lesson is being taught)	Listen whenever I want (including when the library is closed)	Listen wherever I want (don't have to be physically in the library)	Can multitask while listening	Can listen repeatedly to the same instructions	Playback speed can be altered	Good for auditory learners	[24] Question 24
1	english; Maori; Indian; Cantonese; any other languages of our student population	2	3	2	2	1	1	2	2	3	3	
2		2	2	2	3	2	2	1	1	2	2	
3		2	3	2	3	2	2	2	3	3	2	
4		2	3	2	3	2	2	2	2	3	3	
5	hindi; Cantonese; english; Maori	2	3	2	2	2	2	2	2	3	2	introduced me to a medium not previously familiar with - what a great potential this has.
6		2			2	2	2	2	2		2	
7	english; Maori; any other languages that a significant number of students have as their first language	3		2	1	1	1	1	1	1	1	
8	Chinese; Japanese	1	1		1	1	1	1	1	1	1	

[Continuing table]

Form Number	Question 22	24/7 availability	Portability	Flexibility	Asynchronous learning (learn at a different time to when lesson is being taught)	Listen whenever I want (including when the library is closed)	Listen wherever I want (don't have to be physically in the library)	Can multitask while listening	Can listen repeatedly to the same instructions	Playback speed can be altered	Good for auditory learners	Question 24
9	Maori	1	3	1	2	1	1	1	1	4	3	
10	english	1		2	1	1	1	1	1	3	2	
11		1	3	3	2	2	2	1	2	3	2	
12	mandarin; Cantonese; vietnamese; hindi; Maori	2	3	2	1	1	1	1	1	3	2	
13	Maori	2	2	2	2	2	2	2	2	2	2	good clear presentations
14		5	5	5	5	5	5	5	5	5	5	there are no advantages to the podcasts
15	english; Chinese	1		2	3	1	1	4	2	4	2	
16		1	2	3	4	2	1	5	3	4	4	
17	French pronunciation	2	2	2	2	2	2	2	2	4	2	exposing students to technology
18	oh my god!!	5	5	5	5	5	5	5	5	5	5	Are there any real advantages?
19	maybe course specific information regarding books & journals	1		1	1	1	1	2	2		2	none
20	Chinese	1	2	2	4	1	1	1	2	2	2	
21		2	2	2	2	2	2	2	2	2	2	
22	Indian; Chinese	2	2	2	2	2	2	2	2		2	
23	hindi; mandarin	2	2	2	1	2	2	1	1	3	1	
24	hindi		1	2	2	1	1	5	1	3	1	Improve Listening,It improve english of those who have english as a second language
25	Chinese; Japanese	1	1	1	1	1	1	1	3	1	2	
26		2	2	3	3	3	3	3	3	3	3	
27	Maori	2	2	2	2	2	2	2	2	2	1	
28	Maori	1	1	1	1	1	1	1	1	1	1	They were read slowly and clearly.
29		2	3	3	2	3	3	3	2	2	2	
30		2	2	2	2	1	1	2	2	3	2	
31		2	2	2	2	2	2	2	2	2	2	
32	english; Maori; Japanese; Chinese; Indian; it would be worth identifying the demographics of UCOL staff and students to cover what languages would be essential vs ideal	2	2	2	1	1	2	2	2	2	2	
33	Chinese	1	1	1	1	1	1	1	1	1	1	
34		1	3	2	2	2	2	2	2	4	2	
35	multilingual	1	1	1	1	1	1	1	1	2	1	
36		1	2	3	1	2	3	4	2	1	4	get more computer

[Continuing table]

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[Continuing table]

Form Number	[22] Question 22	24/7 availability	Portability	Flexibility	Asynchronous learning (learn at a different time to when lesson is being taught)	Listen whenever I want (including when the library is closed)	Listen wherever I want (don't have to be physically in the library)	Can multitask while listening	Can listen repeatedly to the same instructions	Playback speed can be altered	Good for auditory learners	[24] Question 24
65	range of asian languages; german; spanish	1	2	1	1	1	1	1	1	1	1	
66	Chinese; Indian; Maori	3	3	3	3	3	3	3	3	3		
67		2	2			2					2	
68	english	3	2	2	2	2	2	2	2	3	2	
69		1	2	2	2	2	2	2	2	2	2	
70		1	1	1	1	1	1	1	1	2	1	
71	Chinese; Japanese; Maori	2	2	2	1	1	1	1	2	3	1	
72	all available languages	1	1	1	2	1	1	1	1	1	1	
73	Maori	1	1	1	1	1	1	1	1	1	1	
74		1	1	1	2	2	2	3	2	2	2	
75	english; Chinese; Indian; Japanese; korean		2	2	2	1	1	3	2	2	1	
76		2	2	2	2	2	2	2	2	2	2	
77	latin	3	3	3	3	3	3	2	2	2	2	
78	Africaans; english	1	1	1	2	2	2	1	2	2	2	can take podcasts to one place and up lift it and take to another
79		2	2	2	3	1	1	1	1	2	2	While studing, easier to multitask if there is a podcast of the text we have to read.
80	any language that people find it easier for them	1	2	2	3	2	1	1		2	2	none at this very point that i can think of
81	Chinese	2	3	2	3	1	1	2	2	1	1	convenient
82	english	3	3	3	3	3	3	3	3	3	3	
83												
84	Maori	2	3	3	2	2	2	2	2	4	2	n/a
85	Chinese; Maori	1	1	1	1	1	1	1	1	2	1	
86		1	1	1	3	1	1	1	1	3	1	

[Continuing table]

Form Number	[25] Question 25	Library orientation tour for Wanganui	Library orientation tour for Palmerston North	How to raise a request online	Accessing the catalogue	Searching the catalogue	My Account	Library orientation tour for Wanganui	Library orientation tour for Palmerston North	How to raise a request online	Accessing the catalogue	Searching the catalogue	My Account	[28] I liked the library instructional podcasts	[29] The recorded quality of the podcasts was good	[30] Listening to the library podcasts has been a benefit to me
1	must know how to use the media players	6	4	4	4	2	2	6	5	2	2	2	2	2	2	2
2	limited podcast	6	2	2	2	3	6	6	2	2	2	2	6	2	2	3

[Continuing table]

Form Number	[25] Question 25	Library orientation tour for Wanganui	Library orientation tour for Palmerston North	How to raise a request online	Accessing the catalogue	Searching the catalogue	My Account	Library orientation tour for Wanganui	Library orientation tour for Palmerston North	How to raise a request online	Accessing the catalogue	Searching the catalogue	My Account	[28] I liked the library instructional podcasts	[29] The recorded quality of the podcasts was good	[30] Listening to the library podcasts has been a benefit to me
3			2	3	3	3	3	2	2	2	2	2	3	3	2	2
4	Saved at different volumes								2	2	2	2	2	2	3	2
5	Sound levels on the podcasts varied heaps - and I didn't initially know about the button on the computer that would allow me to increase the volume - so quite frustrating	3	3	2	2	2	1	3	3	2	2	2	2	2	4	2
6		2	2	2	2	2	2	2	2	2	2	2	2	2	2	3
7		1	6	2	2	2	2	1		2	2	2	2	2	2	2
8	Some of the podcasts speakers were too fast; muffled and hard to hear.	1	1	1	1	1	1	1	1	1	1	1	1	1	4	1
9	would like the speakers to introduce themselves by name; would like them to sum up the topics that will be covered in podcast, particularly in long podcasts	2	2	1	2	2	6	4	4	2	2	2	6	2	2	
10	Different volumes so I had to keep adjusting the volume; repeated music at the beginning was bit annoying after a while; having to flip from the library site to the podcasts.	3	2	2	2	2	2	3	3	3	3	3	3	2	4	3
11	Voice used has a big impact on whether you are prepared to listen to the podcast. Some voices hold your attention, others send you to sleep or are hard to listen to.	3	3	3	3	3	3	2	2	2	2	2	2	2	3	2
12		2	6	2	1	1	1	1	6	2	2		2	1	2	2
13	streaming if not having broadband	2	3	3	2	2	3	2	3	3	2	2	3	2	2	3
14	voices were terrible; volume was crap; i don't see the point	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
15	volume control needed adjusting	3	3	2	2	3	3	2	2	2	2	2	2	2	4	2
16		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
17	To long to download; poor quality	3	3	3	3	3	3	2	2	2	2	2	2	2	4	2
18	too long; boring; bad voices; to quiet	5	6	6	6	6	6	5	6	6	6	6	6	5	4	5
19	none	6	1	1	1			6	1	1	1	6	6	2	1	2
20	accents; voice tone; word emphasis	6	4	2	6	2	1	6	2				2	4	2	2
21		3	2	2	2	2	2		2	2	2	2	2	2	2	2

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[Continuing table]

Form Number	[25] Question 25	Library orientation tour for Wanganui	Library orientation tour for Palmerston North	How to raise a request online	Accessing the catalogue	Searching the catalogue	My Account	Library orientation tour for Wanganui	Library orientation tour for Palmerston North	How to raise a request online	Accessing the catalogue	Searching the catalogue	My Account	[28] I liked the library instructional podcasts	[29] The recorded quality of the podcasts was good	[30] Listening to the library podcasts has been a benefit to me
48	As home computer is on dial-up, it can take a while for longer podcasts to download	6	6	6	6	6	1	6	6	6	6	6	1	1	1	1
49		2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
50	some of the podcasts cut out	3	3	3	3	3	3	3	2	2	2	2	2	3	4	3
51		1		1	1	1	1	1		1	1	1	1	1	1	1
52								4	4	2	2	2	2		4	2
53																
54		2	2	2	2	2	2	2	2	2	2		2	2	3	3
55																
56		2	6	2	2	2	2	3	6	3	3	3	3		2	2
57		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
58		6	2	3	2	2	2	6	3	3	3	3	3	3	3	3
59		3	3	3	3	3	3	2	2	2	2	2	2	2	4	4
60		2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
61	I could not see the relevance of the visuals to the commentary.	2	2	2	2	2	2	2	2	2	2	2	2	3	4	2
62		2	2	2	2	2		3	3	3	3	3	3	2	2	2
63		6	2	2	2	2	2	6	2	2	2	2	2	1	1	1
64	None so far		1	1	1	1	1	2	2	3	3	3	2	1	1	1
65		2	2	2	2	2	2	2	2	2	2	2	2	1	1	1
66			3	3	3	3	3	3	3	3	3	3	3	2	2	2
67			2						2					2	2	2
68			2	2	2	2	2	3	2	2	2	2	2	2	1	1
69		2	2	2	2	2	2	2	2	2	2	2	2	3	2	3
70		2	2	1	1	1	1	1	1	1	1	1	1	2	2	2
71	Recording can be unclear	2	2	1	1	1	1	3	3	1	1	1	1	1	3	2
72		3	1	2	2	2	1	3	2	2	2	2	2	2	2	3
73		1	6	1	1	1	1	1	6	1	1	1	1	1	1	1
74																
75			1	2	1		1		2	2	2	1	2	2	2	1
76		6	2	2	2	2	1	6	2	2	2	2	2	2	2	2
77		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
78	sometimes, clear speech		2	3	3	3	3		2	2	2	2	2	2	3	3
79	Internet speed.	3	1	2	1	1	5	3	2	3	3	3	1	1	1	2
80	none at this very point of time	3	3	2	2	2	2	1	1	3	3	3	3	1	1	2
81	time/place limit?	3	2	2	2	2	1	3	2	2	1	2	2	2	1	1

[Continuing table]

Form Number	Question 25	Library orientation tour for Wanganui	Library orientation tour for Palmerston North	How to raise a request online	Accessing the catalogue	Searching the catalogue	My Account	Library orientation tour for Wanganui	Library orientation tour for Palmerston North	How to raise a request online	Accessing the catalogue	Searching the catalogue	My Account	[28] I liked the library instructional podcasts	[29] The recorded quality of the podcasts was good	[30] Listening to the library podcasts has been a benefit to me
82	none	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
83																
84	n/a	6	2	2	2	2	3	6		2	2	2	2	2	2	2
85	music is annoying; thought it would be more advanced	1	1	1	1	1	1	2	2	2	2	2	2	1	1	2
86		3	1	1	1	1	1	2	2	2	2	2	2	1	1	1

[Continuing table]

Form Number	[31] It is good to have various library staff presenting the podcasts	[32] If the library continues to offer instructional podcasts I will be interested in listening to them	[33] The library should continue to invest in producing library instructional podcasts	[34] Question 34	[35] Question 35	[36] Question 36	NetCollect Pages
1	3	2	5	3	would like to see more a visual help with video type training. miss the podcast step.		1; 2; 3; 4; 5; 6; Done
2	2	3	3	2	add more		1; 2; 3; 4; 5; 6; Done
3	2	2	2	2			1; 2; 3; 4; 5; 6; Done
4	2	2	2	2			1; 2; 3; 4; 5; 6; Done
5	2	1	1	2	While I like the idea of different 'presenters' for the podcasts, need to make sure the presenters have voices that lend themselves to this medium - eg Sharon, while very informative, has a very soft voice that is hard to pick up.	Wonderful initiative - just such amazing potential with this medium.	1; 2; 3; 4; 5; 6; Done
6	2	3	2	2			1; 2; 3; 4; 5; 6; Done
7	1	2	2	2			1; 2; 3; 4; 5; 6; Done
8	3	1	1	3	Need to improve some of the speakers. Some were too fast and sound was muffled.		1; 2; 3; 4; 5; 6; Done
9				2	The podcasters should introduce themselves to make the experience more personal. The speaking voices might have been a bit louder, w/ respect to background music. It might be an idea to give them numbers, (episode 1, etc) to give them more cohesion as a series.	I liked the background music which gave the podcasts a similar feel.	1; 2; 3; 4; 5; 6; Done

[Continuing table]

Form Number	[31] It is good to have various library staff presenting the podcasts	[32] If the library continues to offer instructional podcasts I will be interested in listening to them	[33] The library should continue to invest in producing library instructional podcasts	[34] Question 34	[35] Question 35	[36] Question 36	NetCollect Pages
10	4	2	2	3	I think it would be OK to only use one voice. One person was clearly louder than the other one although both spoke clearly and well. It is a pity that there is not something to look at for those who are more visual.	I can see heaps of potential to enhance student learnign with this tool.	1; 2; 3; 4; 5; 6; Done
11	3	2	2	3	Clearer spoken podcasts. Voice needs to be clear. The delivery also needs to be fluent wihtout stutters and pauses that make it difficult to follow the sentence.	It would also be good to add visual to the orientation tours of the library.	1; 2; 3; 4; 5; 6; Done
12	1	1	1	1	One pet peeve is the pronunciation of the word 'library' - many people forget that there is a second 'r'. The intro and ending music is fine and younger students will enjoy it I'm sure. A couple of the podcasts were on the short side by about 5 - 10 seconds.	Really enjoyed them. Well done and thank you.	1; 2; 3; 4; 5; 6; Done
13	2	2	2	2	There could be a virtual orientation created to allow people visual access to the library and it's facilities.	I would be interested in helping to develop these educational resources.	1; 2; 3; 4; 5; 6; Done
14	5	5	5	5	get professionals to do it.	hy would you think anyone would want to listen to this	1; 2; 3; 4; 5; 6; Done
15	3	2	2	3			1; 2; 3; 4; 5; 6; Done
16	3	3	3	3			1; 2; 3; 4; 5; 6; Done
17	2	3	2	3	Add video and improve the recorded quality of the podcasts.	A very good idear from a staff point of view i came to the library to learn how to make a podcast (you were away on Holiday) the library lent me a headphone and away i went	1; 2; 3; 4; 5; 6; Done
18	5	5	5	5	You could improve on the podcasts by not doing any more and start living in the real world. podcasts are so 2 years ago.	If you want to been seen as providing new fun stuff to the students this is not the way to go. This is so laffable its painful. What a silly idea	1; 2; 3; 4; 5; 6; Done
19	3	2	2	2			1; 2; 3; 4; 5; 6; Done
20	2	4	3	3	keep the length short, omit basic instructions- like how to access the library web page or how to minimise the window, (maybe there could be a basic instructions podcast, if it is that basic it probably needs to be intergrated with video)		1; 2; 3; 4; 5; 6; Done

[Continuing table]

Form Number	[31] It is good to have various library staff presenting the podcasts	[32] If the library continues to offer instructional podcasts I will be interested in listening to them	[33] The library should continue to invest in producing library instructional podcasts	[34] Question 34	[35] Question 35	[36] Question 36	NetCollect Pages
21	2	2		2			1; 2; 3; 4; 5; 6; Done
22	2	2	2	3	This information is not new to me so it is hard to say too much about them.	If you could get the lecturers to put their lectures on podcast I think the students would love it. People still like the face to face contact and will prefer to ask someone a question than listen to a podcast.	1; 2; 3; 4; 5; 6; Done
23	1	1	1	2			1; 2; 3; 4; 5; 6; Done
24	2	1	1	1			1; 2; 3; 4; 5; 6; Done
25	2	2	3	2			1; 2; 3; 4; 5; 6; Done
26	2	2	2	1			1; 2; 3; 4; 5; 6; Done
27	2	2	3	3		Is it worth spending the money on this!!!!!!	1; 2; 3; 4; 5; 6; Done
28	1	1	1	1	They don't need to they are excellent already.	I would like podcasts at the beginning of the year	1; 2; 3; 4; 5; 6; Done
29	2	2	2	3			1; 2; 3; 4; 5; 6; Done
30	2	2	2	2			1; 2; 3; 4; 5; 6; Done
31	1	2	2	2			1; 2; 3; 4; 5; 6; Done
32	2	2	2	2			1; 2; 3; 4; 5; 6; Done
33	1	1	1	2			1; 2; 3; 4; 5; 6; Done
34	2	2	2	2	As mentioned already they need to be more specific. Less introductory comments and straight into the content. With an MP player you can group items as a playlist so the files could be quite small. It would be a good idea to name the Podcasts with the first word being what they area about. eg Online Catalogue - How to raise a request Online Catalogue - Searching Palmerson North Library - Orientation That way items can be grouped in an mp3 player more easily		1; 2; 3; 4; 5; 6; Done
35	1	1	1	2	well i personally think that it's fabulous!!! :-)		1; 2; 3; 4; 5; 6; Done

[Continuing table]

Form Number	[31] It is good to have various library staff presenting the podcasts	[32] If the library continues to offer instructional podcasts I will be interested in listening to them	[33] The library should continue to invest in producing library instructional podcasts	[34] Question 34	[35] Question 35	[36] Question 36	NetCollect Pages
36	3	2	2	1	Good	is cool	1; 2; 3; 4; 5; 6; Done
37	1	1	1	1	use other language, coz some of new foreign students might not understand the english properly		1; 2; 3; 4; 5; 6; Done
38	1	1	1	1			1; 2; 3; 4; 5; 6; Done
39	2	2	2	2			1; 2; 3; 4; 5; 6; Done
40	3	2	2	2			1; 2; 3; 4; 5; 6; Done
41	1	1	1	1	by adding visuals for if you are only listening to it online at a computer screen		1; 2; 3; 4; 5; 6; Done
42	1	1	1	1	i'm not really sure because everyone is just so helpful and polite that it just makes it a fun environment and makes me feel like i'm apart of the Ucol family hee hee	just would like to say it's nice to see you all smiling and being such a lovely group of people. you show that you love your job and meeting mew people everyday says that this is a excellent place to be!!! i wish you all good luck in the ipod contest survey and hope to see you all around more. :) from michelle Kirker Fashion Certificate	1; 2; 3; 4; 5; 6; Done
43	3	2	1	2			1; 2; 3; 4; 5; 6; Done
44	1	1	2	2			1; 2; 3; 4; 5; 6; Done
45	1	2	1	1			1; 2; 3; 4; 5; 6; Done
46	2	2	3	3			1; 2; 3; 4; 5; 6; Done
47	3	2	2	2	Even sound level required, music and spoken, (to make less disturbance for others while I try to find the volume). The length of the podcast should be shown in index so one knows how much time one is putting aside to listen eg 3 minutes or 6 minutes.	Will I be able to get to the first page of this survey to finish those entries?	1; 2; 3; 4; 5; 6; Done
48	1	1	1	1	I think adding more podcasts on a monthly basis would be a good idea, perhaps introducing and varying topics. Book reviews for different subjects taught at UCOL would also be interesting to find out about.	I thought the use of the UCOL theme music at the start and the end of the podcast was a god touch rather than just jumping straight into talking.	1; 2; 3; 4; 5; 6; Done
49	2	2	2	3			1; 2; 3; 4; 5; 6; Done

[Continuing table]

Form Number	[31] It is good to have various library staff presenting the podcasts	[32] If the library continues to offer instructional podcasts I will be interested in listening to them	[33] The library should continue to invest in producing library instructional podcasts	[34] Question 34	[35] Question 35	[36] Question 36	NetCollect Pages
50	3	2	2	3	Make them more clearer		1; 2; 3; 4; 5; 6; Done
51	1	1	1	1			1; 2; 3; 4; 5; 6; Done
52	2	2	2	2			1; 2; 3; 4; 5; 6; Done
53							1; 2; 3; 4; 5
54	2	2	2	2		Some podcasts not always accurate - e.g. Students do not get courtesy notices.	1; 2; 3; 4; 5; 6; Done
55							1; 2; 3; 4; 5
56	2	2	2	2			1; 2; 3; 4; 5; 6; Done
57	3	3	3	3			1; 2; 3; 4; 5; 6; Done
58	3	3	3	3	They should make a visual podcast that has subtitles or New Zealand Sign language in it		1; 2; 3; 4; 5; 6; Done
59	2	2	3	3			1; 2; 3; 4; 5; 6; Done
60	2	2	2	2		I like the idea of podcasts as i am an auditory learner at times and its easily accessible.	1; 2; 3; 4; 5; 6; Done
61	2	2	2	3	The sound level needs to be higher as it was quiet with both volumes on full.	Congratulations on another innovative approach.	1; 2; 3; 4; 5; 6; Done
62	2	2	2	2			1; 2; 3; 4; 5; 6; Done
63	1	2	2	2			1; 2; 3; 4; 5; 6; Done
64	1	1	1	2			1; 2; 3; 4; 5; 6; Done
65	1	1	1	1			1; 2; 3; 4; 5; 6; Done
66	2	2	2	3			1; 2; 3; 4; 5; 6; Done
67	2	2	3	3			1; 2; 3; 4; 5; 6; Done
68	2	2	2	2			1; 2; 3; 4; 5; 6; Done
69	2	2	2	2			1; 2; 3; 4; 5; 6; Done
70	1	2	1	2			1; 2; 3; 4; 5; 6; Done
71	3	2	2	2			1; 2; 3; 4; 5; 6; Done

[Continuing table]

Form Number	[31] It is good to have various library staff presenting the podcasts	[32] If the library continues to offer instructional podcasts I will be interested in listening to them	[33] The library should continue to invest in producing library instructional podcasts	[34] Question 34	[35] Question 35	[36] Question 36	NetCollect Pages
72	1	2	2	1			1; 2; 3; 4; 5; 6; Done
73	1	1	1	1			1; 2; 3; 4; 5; 6; Done
74				2			1; 2; 3; 4; 5; 6; Done
75	2	2	2	2			1; 2; 3; 4; 5; 6; Done
76	2	2	2	2			1; 2; 3; 4; 5; 6; Done
77	3	3	3	2			1; 2; 3; 4; 5; 6; Done
78	2	2	2	3	Provide them in seperate languaged.		1; 2; 3; 4; 5; 6; Done
79	2	2	1	2	Tutorial's and podcasts about special lecture's so if someone misses a class they are able to catch up inside a student studio by relistening to the lecture inside a podcast! :)		1; 2; 3; 4; 5; 6; Done
80	2	1	1	2	adding different colours then the ones they have got		1; 2; 3; 4; 5; 6; Done
81	1	2	1	2	no, it's good.		1; 2; 3; 4; 5; 6; Done
82	3	3	3	2			1; 2; 3; 4; 5; 6; Done
83							1; 2; 3; 4; 5
84	3	2	2	3	n/a	n/a	1; 2; 3; 4; 5; 6; Done
85	1	2	1	2		Could benefit if there were different levels of podcasts. Basic level and more advanced	1; 2; 3; 4; 5; 6; Done
86	2	2	2	1		Thank you for the opportunity to take part in the survey and for providing an extremely useful tool.	

Angela Perry

INFO 580

Research Report

