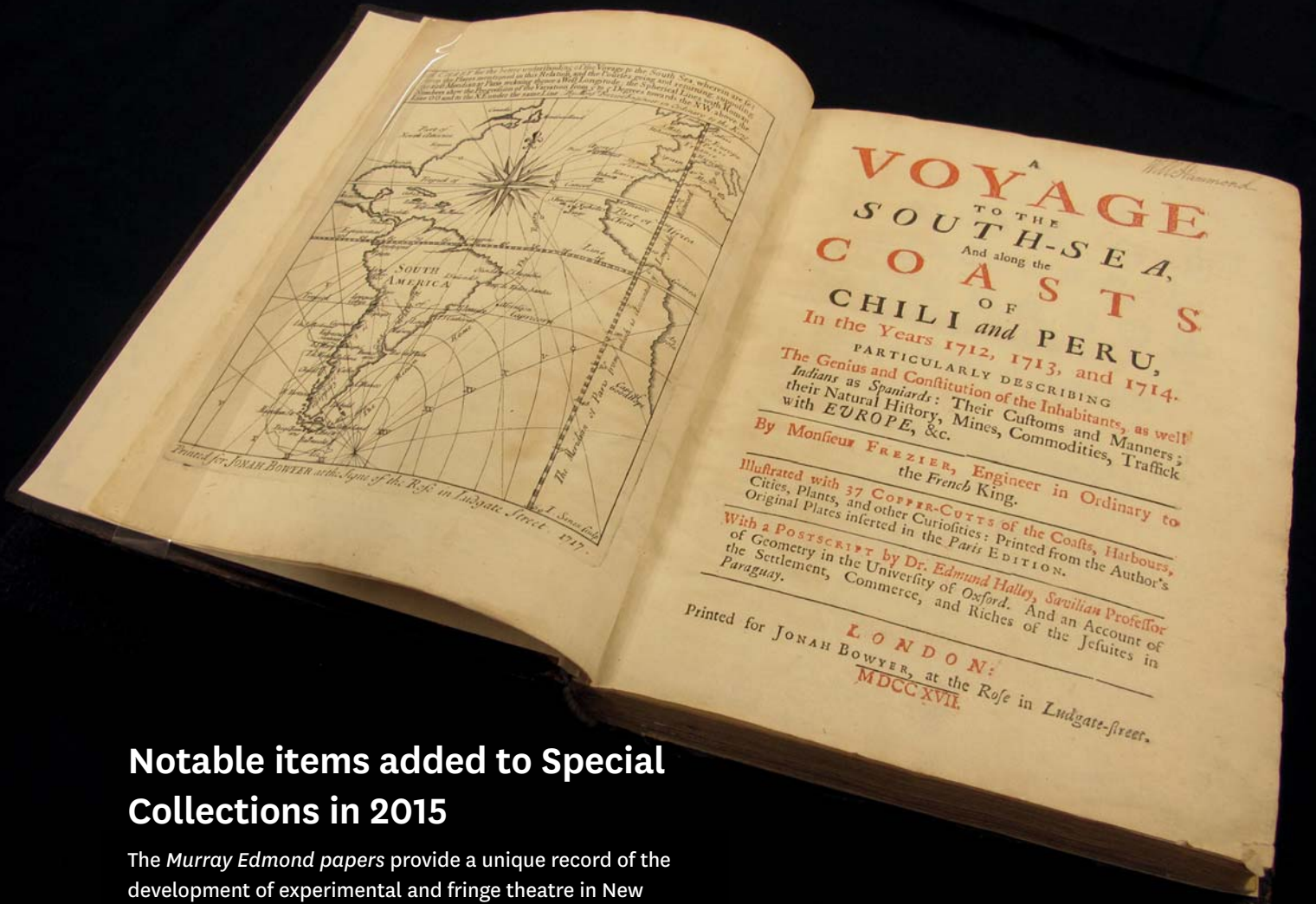




THE UNIVERSITY OF
AUCKLAND
Te Whare Wānanga o Tāmaki Makaurau
NEW ZEALAND

Libraries and Learning Services **2015 HIGHLIGHTS**





Notable items added to Special Collections in 2015

The *Murray Edmond papers* provide a unique record of the development of experimental and fringe theatre in New Zealand from the 1970s.

Ako marama o te Hahi Katorika Romana ko te pou me te unga o te pono..., a Catholic catechism and pastoral letter printed in te reo Māori in Sydney, 1845.

The Women's International League for Peace and Freedom is a longstanding advocate for peace and an end to discrimination. Its Auckland Branch records add to the earlier collection of the New Zealand Section donated in 1977.

A 1778 voyaging history by Alexandre Pingré, *Mémoire sur les découvertes faites dans la Mer du Sud...*, which is bound with astronomer A. C. Clairaut's 1765 work, *Théorie de la Lune*.

The *John Alldis naval service papers*, which include a diary describing a 1905 'punitive expedition' against native villages on Malekula (Vanuatu).

The rare *Memoirs of Arii Taimai...*, a Tahitian history privately printed in 1901.

A voyage to the South-sea, and along the coasts of Chili and Peru, in the years 1712, 1713, and 1714..., (1717), by A. F. Frézier, whose subsequent maps of the Chilean and Peruvian coasts were used by French explorers, including Bougainville and Lapérouse.

The New Zealand Illustrators Collection, containing nearly 200 books and magazines with illustrations by New Zealand artists (transferred from the Fine Arts Library).

Images from Frézier, Amédée François, 1682-1773. *A voyage to the South-sea, and along the coasts of Chili and Peru...* London : Printed for Jonah Bowyer, 1717 and Pingré, Alexandre. *Mémoire sur les découvertes faites dans la Mer du Sud...* Paris : P.G. Cavelier, 1778.

University Librarian's Overview

This is my last Annual Report after 18 years in the position of University Librarian. It is interesting to note that I am only the fourth University Librarian in the nearly 100 years since Miss Alice Minchin was appointed as the first Librarian in 1918.

The "Library" as an entity has gone through significant change during my tenure, both in terms of the profile of staff who work in the Library and the range of services delivered. The change of name three years ago to Libraries and Learning Services highlighted the expanded role we now have in the wider learning environment at the University.

There have also been numerous changes in the number of service locations with both closures (Continuing Education Library, Geography Library, Biological Sciences Library, Science Library, North Shore Campus Business Library, and at the end of 2015, the Audiovisual Library and Kate Edger Short Loan Library) and additions (Kate Edger Information Commons, Grafton Information Commons, Business Information Centre and Sylvia Ashton-Warner libraries in Epsom and Tai Tokerau, including the Epsom Information Commons).

In addition a number of services, previously managed by the Faculty of Arts have transferred to Library management, including the Archive of Māori and Pacific Music and the Chapman Archive, both long-standing archival collections with significant amounts of unique material. The many faculty-operated departmental libraries, with one exception, have long ceased operating, with most of the unique resources previously located in the Faculty's Anthropology Library also being transferred to the University Library.

Student Learning Services, English Language Enrichment, the University Copyright Officer and the University Cartographer have joined the Library team in recent years. In the second half of 2015 the Library assumed responsibility for streaming broadcast services following the closure of the ITS-managed UniSat service, which was originally established around twenty years ago by the Faculty of Arts at Tāmaki.

Three important services have been developed over the last 15 years to add value to the University's teaching, learning and research strategies. These changes were achieved through a strong focus on centralising back-office services as opportunities arose so that resource could be freed up to provide added value, client-focused services:

- Subject Librarian services, initiated in the early 1990s and established across all faculties.



University Librarian Janet Copey

- The Learning Support Services team, with its focus around information and academic literacies, including academic integrity.
- The Research Support Services team, created to meet the emerging needs of the research community. The team has collaborated closely with the Library Applications, Development and Support team to implement and manage the research outputs and research repository systems. These systems are now core to the management of the University's research record, research reporting systems including the Performance-Based Research Fund (PBRF) and the provision of research publications metadata to the University Directory profiles, Google search, etc.

The management of copyright in the last few years has been a challenge; however we did reach agreement with Copyright Licensing Limited (CLL) to introduce electronic recording systems for reading lists. Although the Library has previously been digitising some course materials, the implementation of the Talis reading lists service at the enterprise level, aligned with the University's implementation of the Canvas learning management system, is another new task for the Library. This project is a very significant one for the team but we have been able to build on the project management skills developed in 2014 with the implementation of the Alma library management system, also based in the cloud.

Going live with the Voyager library management system was one of my first tasks as incoming University Librarian in 1998 and implementing Alma, and now Talis, seems an appropriate way to sign-off.

The Library's collection was not one of its strengths in the early 1990s and the external review of that time, which resulted in a new Associate University Librarian position to which I was appointed, was highly critical of both client service and collection investment. While the Library received some additional collection funds following the review, it was not until Dr John Hood (Vice Chancellor) and Jonathan Blakeman (Director Administration) moved into their roles in the late 1990s that we saw considerable change in the monies available for the collection. A benchmarking exercise was undertaken with key competitors in Australia and that set the scene for substantial change. Within a few years the Library had a collection that ranked very well against those of many of the highly-ranked Australian university libraries. That has continued through to the present, with over 80% of the \$19 million expenditure in 2015 being spent on electronic resources.

The Library was also the first part of the University to start delivering services via the web, beginning in March 1996. Today the web is the major gateway to the vast majority of the Library's collections, most of which sit in the cloud now, rather than on the shelf. However, maintaining over two million items in print remains a significant task. As the University consolidates campuses in the years to come, there will be considerable challenges in consolidating the print collections in a way that meets academic and student needs.

We have also invested significantly in developing digital products and services with a strong focus on New Zealand and Pacific material and ensuring its availability nationally and internationally, where copyright permits. Collections made available include Journal of the Polynesian Society, Māori Land Court Minute Books Indexes, Early New Zealand Books (19th century New Zealand books from the collections of the University of Auckland Library, Auckland Libraries and Auckland Museum), Anthropology Photograph Archive, Index to NZ Art and nzepc (NZ Electronic Poetry Centre)

During my tenure, the Library became responsible, via a fee-based contract, for all library and information services to Auckland District Health Board with the key focus being the delivery of electronic resources to their medical and health professionals via their networks. This is a significant contract for the Library and an important component of the relationship between ADHB and the University.

The Libraries and Learning Services team is a high performing one and together we have achieved an enormous amount. Investment in staff development has been a critical ingredient, especially in recent years as we moved into the new areas of learning and research support. For a large university library we also have a high profile internationally for our innovative service delivery at scale. Internal and external surveys, and academic audit reports over many

years, have shown that our services are highly valued by our clients.

At the personal level I have valued the opportunity to be extensively involved in the wider University community through being a member of Senate, the University Council (2003 – 2007) and the longest-standing member of the Senior Leadership team. I have been a member of the IT Advisory Committee, Auckland University Press Board, and numerous other committees and working parties. I have also valued the opportunity to be part of the national and international library community through my work with the National Library of New Zealand, the New Zealand Government's Library and Information Advisory Commission, the OCLC Global Council, the Pacific Rim Research Libraries Alliance (including chairing the Alliance for 2013-2015), the Council of Australian University Librarians and the Council of New Zealand University Librarians.

I leave the Library in good heart and as an alumna of this University, I wish the University (and its "Library") all the very best in the years to come.

Janet Copsey
University Librarian
Director, Libraries and Learning Services
December 2015

New University Librarian

During 2015 the University conducted a search for a new University Librarian. The successful applicant was Sue Roberts who will start in January 2016. Sue has previously held the position of University Librarian at Victoria University of Wellington and CEO and State Librarian for the State Library of Victoria, Australia.

In 2015 Libraries and Learning Services provided access to:

- **1,100 bibliographic databases**
- **110,000 electronic journals**
- **900,000 electronic books**
- **2.1 million print volumes**
- **46,000 maps**
- **2,100m archives and manuscripts**

Libraries and Learning Services had more than 54,000 members in 2015, including:

- **42,100 individual students**
 - **8,200 academic and professional staff**
 - **3,700 Associate Members and alumni**
-

“These benefits not only mean that students are better prepared for life and work in a complex world, but also that they are more able to be responsive and adaptive professionals.”

Dr Jennifer Jones
Team Leader, English Language Enrichment



Let's talk discussion group in ELE

Enriching English language skills one conversation at a time

English Language Enrichment (ELE) provides targeted language enrichment opportunities for students who use English as an additional language (EAL). Among the online and in person services offered by ELE, the Let's talk series of language learning groups are hugely popular and sought-after by EAL students wishing to practice speaking English, develop their English proficiency, and to learn about life in New Zealand and other places. Students can drop-in for the standard Let's talk sessions facilitated by an ELE Learning Adviser, or enrol in sessions for conversations with volunteers including *Let's talk to Aucklanders* or *Let's talk to local students*.

In 2015, the number of attendees continued to grow (up to 2,982 from 2,418 in 2014) and a new language learning group was introduced, *Let's talk to language teaching students*. ELE provided the facilities and advertised the new group, while the School of Cultures, Languages and Linguistics provided staff and Postgraduate Diploma in Language Teaching students to facilitate the sessions. The groups allowed the LANGTCHG 733 students to gain experience in microteaching and facilitating small-group learning and was well-received by EAL learners, whose feedback expressed

the sessions were taught effectively and had useful content. This collaboration proved highly successful, with LANGTCHG 733 course coordinator Dr Rosemary Erlam of Applied Language Studies and Linguistics indicating the teaching experience was worthwhile for her students, requesting to run it in conjunction with ELE in 2016.

ELE Learning Adviser and Team Leader Dr Jennifer Jones presented a research paper on the Let's talk language learning groups at the HERDSA Annual International Conference in July 2015. Through detailed analysis of questionnaires and focus group interviews, Dr Jones' research project aimed to uncover the reasons why students perceived their participation in the groups to be beneficial and to determine if the aims of the groups were achieved. The research showed that students believe that the language learning groups are a very effective way to learn English as they can develop their English language proficiency, gain confidence in using English, learn about other cultures and gain life skills. As Dr Jones notes: “These benefits not only mean that students are better prepared for life and work in a complex world, but also that they are more able to be responsive and adaptive professionals.”

Measuring research impact

In 2015, Research Support Services supported eight departmental submissions for academic unit reviews through working with Subject Librarians to produce benchmarking reports using both traditional and non-traditional measures (altmetrics). By using tools like SciVal and InCites, traditional publication and citation metrics were sourced from the Web of Science and Scopus databases. Altmetrics were also gathered from worldwide library holdings of publications sourced from the WorldCat database, and views and download statistics from the University's Research Repository.

“In short, the research support work provided by the library team was first class. The benchmarking exercise gave us a wealth of information. ... I can also say that the material was very much appreciated by the external review committee, who came here from the US and the UK. Two points are worthy of note. They found the report very useful as it was both extremely thorough, and it was compiled independently of us. In consequence it gave the report real gravitas.”

Steve Matthewman
Head of Sociology and Criminology

“This report provides in-depth and up to date data noting how many libraries are buying our books, which theses and articles are being requested and how many reviews books and book chapters have received. This information is invaluable in describing the quality and reach of our work. I am very grateful for this level of support.

The team in the Music and Dance Library supplied the Research Outputs Report in 2015 in a timely and professional manner and hence enabled Dance Studies to reference this data in the Dance Studies External Review. ”

Associate Professor Ralph Buck
Head of Dance Studies
Associate Dean NICA, Equity and International

New workshops on increasing visibility and impact using social media were developed in response to a request from the LADDeR group. Two pilot workshops were run in tandem with the 2015 Increase Your Outreach campaign. The workshops led to requests for a similar session for Faculty of Medical and Health Sciences research fellows and three workshops for the Faculty of Education and Social Work in preparation for the upcoming Performance-Based Research Fund (PBRF) exercise.



Course Reading Lists

Talis Course Reading Lists is a University-wide service, introduced by Libraries and Learning Services during 2015 to streamline the creation and management of online course reading and make associated copyright compliance easier.

Talis gives teaching staff control over the development and delivery of course reading lists, enabling them to bookmark potential readings from the web, organise them into course reading lists, and make them available online to students as soon as they are ready. The Library's Reading Lists team review published lists daily to ensure students can access all the resources on the lists, either directly online or in Library collections.

Talis lists can be integrated into the relevant Canvas learning management system course, enabling students to move seamlessly through course content. Teaching staff can update lists at any time, track student use and engagement and copy lists for use in future courses.

Seamless access to course reading list content

Students have one easy-to-find course reading list with direct access to electronic resources plus up-to-date availability information for resources in Library collections. They can mark their reading intentions and add personal notes.

Copyright compliance

Teaching staff can request digitisation of high-demand readings currently only available in print. Talis automates this process, checking copyright compliance with the Copyright Licensing Limited (CLL) licence based on a rule set developed by Talis, the University Copyright Officer and Copyright Licencing New Zealand. This also provides the data required for the University's report to CLL, removing the need for manual copyright surveys. The first report is due mid-2016.

Development

The current service model is based on lessons learned during the Semester Two 2015 pilot where Talis lists were trialled in over 40 courses. With the subsequent announcement of the University's implementation of Canvas, Library teams fast-tracked the project timetable, making technical and process changes to ensure Subject Librarians were ready to rollout Talis training to all University staff from September. Wherever possible, Talis training complemented or was integrated with Canvas training.

Although use of the lists was not mandatory till January 2016, Business School Librarians worked closely with faculty to ensure lists were available for Quarter Four, 2015 teaching. Teaching staff have quickly picked up on the good practice, with the BUSADMIN 762 Marketing list featuring on the Talis blog as the "List of the Week".

Early feedback suggests that students appreciate having easy-to-locate course reading lists which save time by connecting them with the resources they need.

"It is very user friendly and suits well with the modern technology of using electronic devices to read/study."

"Found it extremely useful to have all resources in one place, and also the lecturers recommendation on readings that can be used for the assignment."

"It did save me a lot of time when looking for pre readings especially doing it before class."

"I like it because it's like a bookmark and keeping track on what I read is easier."

"This was super super helpful and proved very useful when trying to find resources for my essay. It saved a lot of time and I knew that the sources I was using would be reliable and would help provide valid information to aid my argument."

Quotes from students who participated in the 2015 pilot

New platform for television and radio

The results of Election Night 1966, an episode of *Koha*, the first regular Māori programme shown in primetime in July 1981, and a clip of Television New Zealand's *Goodnight Kiwi* from 1982. These disparate artefacts from New Zealand's broadcasting past can now be discovered and accessed online via the new TV and Radio (beta) service.

Launched in September 2015, TV and Radio (beta) offers staff and students a single online platform to access the Library's broadcast media collections, request television recordings on demand, and live stream national and international television channels. Over 100,000 hours of material is available for viewing, largely comprised of items from the Chapman Archive—an ongoing, comprehensive collection of news and current affairs programming depicting defining moments in New Zealand's history—and the Library's Television Vault, which has a strong focus on Māori television programming.

Developed in collaboration between the Library Media Services team and Library Applications, Development and Support staff, TV and Radio contains detailed information for most programmes so users can search easily using keywords. The Library Media Services team continues work migrating television recordings currently held on DVD and VHS formats (including Māori audiovisual materials and content recorded by the Faculty of Arts' Media, Film and Television previously housed in the Audiovisual Library). A "digitisation by request" option has also been provided allowing staff and students to prioritise particular content to be made available online.

In addition to adding many historic broadcasts to the collection, the Library continues to collect a wide range of current television and radio programmes each week and offers live streaming, making TV and Radio (beta) a rich resource to support learning, teaching and research.

www.library.auckland.ac.nz/tv-radio/



In December 2015 TV and Radio (beta) had:

- 497 programmes, discoverable from 1966 onwards
- 90,000 hours of archived TV content
- 15,000 hours of archived radio content
- More than 130 hours added weekly

Collaboration to develop academic and information literacy

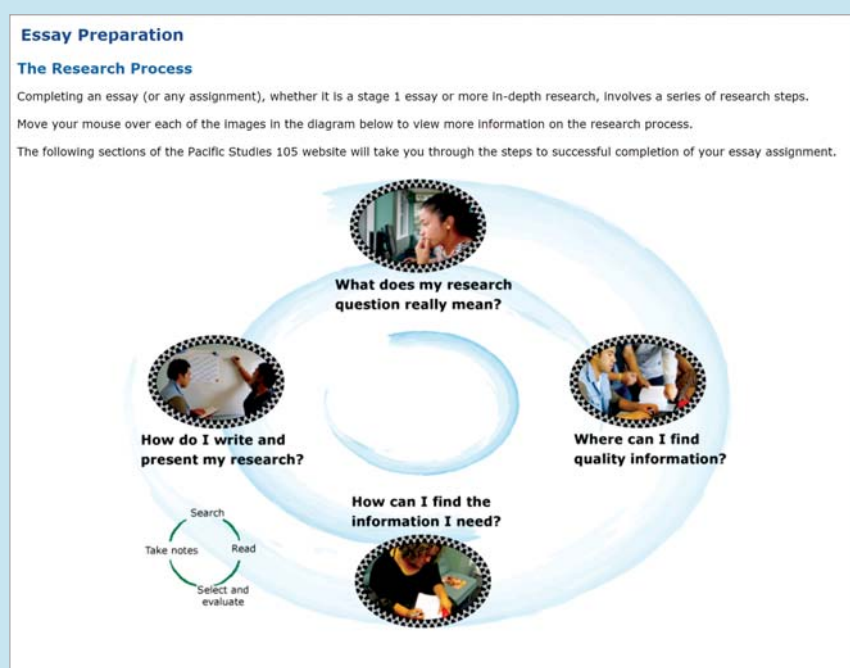
Libraries and Learning Services works with faculty teaching staff on initiatives to integrate academic and information literacy into the curriculum. Subject Librarians, Learning Support Librarians and Learning Advisers collaborate with teaching staff to create online tutorials, videos and tools to support learning, and delivering workshops to introduce key skills like academic reading and writing, critical thinking, finding information resources, library use and referencing. Often these initiatives are designed to support students with a particular assignment, helping to achieve specific learning objectives while encouraging the development of academic and information literacy skills.

In 2015, Libraries and Learning Services staff involved in established curriculum-integrated academic and information literacy activities across a number of faculties sought to evaluate and enhance this work. New collaborative partnerships were also forged and new initiatives introduced, including a CourseBuilder site for ARTHIST 115, designed to support an essay assignment, a workshop and online support materials on Data Visualisation for INFOMGT 392, and an information literacy hands-on workshop for FOODSCI 703.

Pacific Studies undergraduate programme

Pacific Liaison Librarian Judy McFall-McCaffery and Learning Support Services Librarian Stephanie Cook have been working in collaboration with teaching staff in Pacific Studies on academic and information literacy integration initiatives for undergraduate courses. Among the initiatives offered are assignment-based workshops, First Year Experience targeted learning sessions, CourseBuilder sites, and Vaka Moana tutorials. In May 2015, McFall-McCaffery and Cook presented a research paper at the THETA Conference based on this work, carried out in partnership with Learning Advisers and Pacific Studies teaching staff. Beginning in late 2011, the research project outlined in the paper sought to investigate ways to promote greater curriculum and academic literacy alignment, student engagement and academic achievement using a blended approach.

In the paper, McFall-McCaffery and Cook argue that by combining Pacific cultural approaches with online technologies and e-learning, a more flexible and dynamic learning experience can be created for students. Associate Professor Damon Salesa, Head of Te Wānanga o Waipapa and Head of Pacific Studies, agrees, highlighting that the blended approach has had a positive impact on the students' academic research skills, evident in their essays. Working in partnership with Libraries and Learning Services staff has further developed teaching staff's understanding and commitment to academic and information literacy, and is leading to future collaborative developments including adapting the Research Development Framework (RSDF) in undergraduate course assessment rubrics.



Section from an online resource for PACIFIC 105



Students using new furniture in the General Library

Updated spaces enhance learning

In 2015, new modular furniture was introduced to Level M of the General Library to support delivery of the Faculty of Arts First Year Experience programme's targeted learning sessions. Shifting these sessions from Level 1 to the larger, well-lit space on Level M and installing flexible, comfortable furniture which can be arranged to facilitate discussion in small groups was highlighted as a great success.

Over 150 students attended the first session of Semester One, FTVMS 100, with a notable increase in the duration of stay per student highlighted by FYE staff (*FYE News*, No. 17 (April/May 2015)).

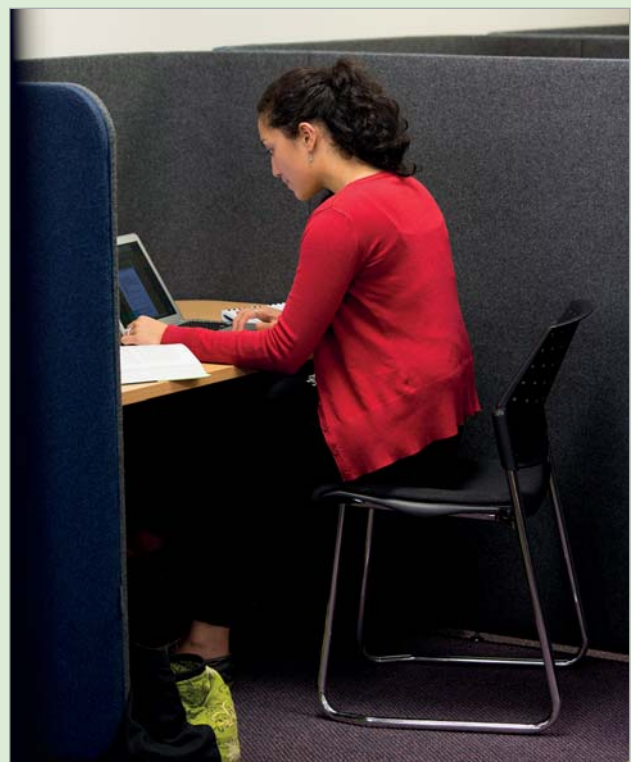
Improvements to the study environment were made to the Davis Law Library, with new carpet throughout and 36 new study pods supporting quiet individual study, and to the Kate Edger Information Commons, with plasma screens added to each level with colour-coded computer availability maps. New modular tables were also acquired to support seminars, workshops and meetings held in Kate Edger Information Commons 420. Able to be configured to suit different learning and teaching requirements, these tables have so far proven greatly beneficial to the sessions offered by Libraries and Learning Services, including those run as part of the Doctoral Skills Programme.

In 2015, across all campuses, Libraries and Learning Services provided:

- 1,170 computers
 - 3,557 study spaces without computers
 - 160 laptops for loan
-

“The new location was great for facilitating discussion. Students and staff were talking non-stop in large and small groups, and students often returned for more discussion.”

Neal Curtis
Associate Professor of Media, Film and Television



Student at work in Davis Law Library study pod

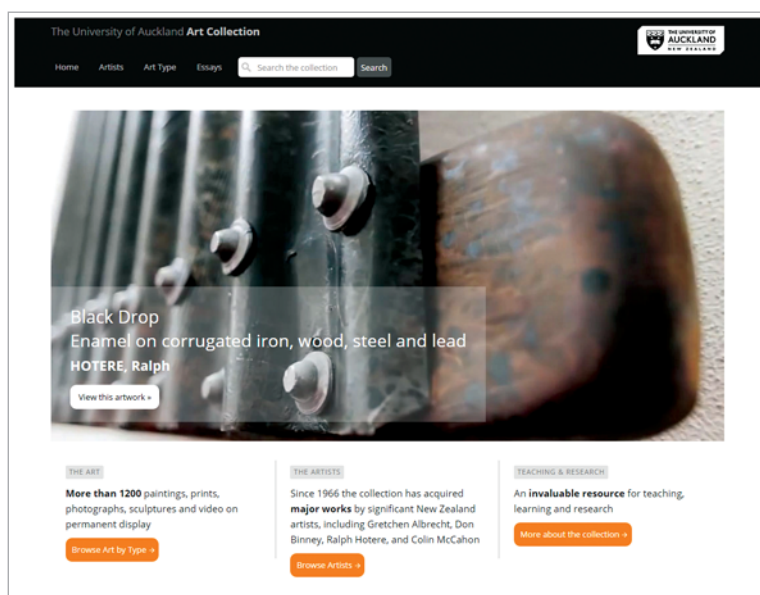
Hosting digital collections to improve access

What do the new University of Auckland Art Collection website and the Hei Hauheke Whakaaro Kaupapa Māori literature resource have in common?

In addition to being rich resources for research launched in 2015, they are both digital collections supported by the SuperIndex platform, an open source collection viewer using DSpace and Solr indexing, built by the Libraries and Learning Services Digital Services team. They join a number of other online collections being hosted on the SuperIndex platform with diverse digital content ranging from historic bookplates through to the New Zealand Earth Sciences theses collection.

Early in 2015, the Art Collection site went live, providing public access to more than 1,200 paintings, prints, photographs, sculptures and video held by the University of Auckland. Established in 1966, the collection includes major works by significant New Zealand artists, including Gretchen Albrecht, Don Binney, Ralph Hotere, and Colin McCahon. By using SuperIndex, the site was able to be integrated with the INZART database, so users can find related articles when viewing each work online. The new templates created by this work, specially designed for collections that are largely image based, will be used for future projects.

<https://artcollection.auckland.ac.nz>



Hei Hauhake Whakaaro, a web resource for Māori researchers, was launched in July 2015. Developed within Te Kupenga Hauora Māori (the Department of Māori Health), the resource is especially useful for students and researchers who are new to Kaupapa Māori theory and research. Making Hei Hauhake Whakaaro openly accessible online was a priority for Te Kupenga Hauora, as they predict Māori researchers across Aotearoa and indigenous researchers internationally can benefit from the resource.

www.hauhake.auckland.ac.nz

Many of the Library-created digital collections are open access collections, a vital factor assisting in promoting the international reputation of the University of Auckland by contributing to the enhancement of the local and international research environment.

Helping researchers avoid name ambiguity

Are you John A. Smith, J. A. Smith, both or neither?

The University of Auckland became an institutional member of ORCID (Open Researcher and Contributor ID) in 2015. ORCID identifiers provide a solution for researchers wishing to avoid name ambiguity and to maximise the discoverability of their research. Being a unique and persistent digital identifier, you and your work are distinguished from every other researcher and you get credit for all your research work. It moves with you across institutions, ensuring continuity of identity throughout your research career.

**558 University of Auckland
researchers have already
registered with MyORCID**

(December 2015)

The outcome of a collaborative ORCID identifier project, the web interface MyORCID, was launched in August 2015. MyORCID enables researchers to associate an existing ORCID iD with their University of Auckland identity or to create a new ORCID iD and associate this. ORCID iDs automatically display on Staff Directory profiles and connect with other University systems (eg, Research Outputs) and workflows to save researchers' time. www.library.auckland.ac.nz/orcid

Academic integrity goes global

First launched on the FutureLearn platform in November 2014, the Academic Integrity: Values, Skills, Action MOOC was offered four times in 2015. Four Learning Support Services staff members and a Learning Adviser, who collaborated with other University of Auckland staff to develop the MOOC from the University of Auckland's existing Academic Integrity course, moderated two runs of the course, spending an average of two hours daily on analysing and responding to posts from the online learning community.

17,396 learners enrolled in the four runs of the course, with 1,643 (9.4%) completing all four modules. Given the average completion rates reported in the literature about other MOOCs is between 5-10%, the course is positioned towards the high end of average in terms of completion. The load of monitoring and responding to these messages was alleviated by the appointment of a part-time moderator from the third run.

In 2015, the University's Academic Integrity course and the MOOC developed from this have been recognised internationally through conference presentations and various publications. Among the four conference papers delivered by Learning Support Services staff about the MOOC in 2015, the co-authored paper "Going 'massive': Learner engagement in a MOOC environment",



Image from Academic Integrity MOOC

was awarded third best paper at the 2015 THETA conference in Australia. The Learning Support Services Manager has been contacted by a number of universities to learn about the academic integrity course development, drawing on the team's knowledge and experience. Many have also asked for permission to use or share resources with students.

Special Collections

Developing the archival and rare book collections to meet the research and study needs of the University is a key task for Special Collections. This year, our New Zealand and Pacific-related holdings were enriched with the purchase of Johann Reinhold Forster's important botanical work, *Characteres generum plantarum : quas in itinere ad insulas maris Australis, collegerunt, descripserunt, delinearunt ...*

Forster and his son Georg were naturalists on James Cook's second Pacific voyage, 1772-1775, and this is the first botanical publication from that journey. Published in 1776, it features descriptions by Anders Sparrman, a Linnaean-trained Swedish botanist who was also on the voyage, and 78 engraved plates from drawings by Georg Forster.

Researchers regularly travel long distances to use the unique material in Special Collections. In particular, many Pacific scholars are drawn by the internationally-significant Western Pacific Archives, which contains the official British colonial records for that region from 1877 to 1978.

One such researcher in 2015 was Toney Tevi, a Visiting Fellow from Vanuatu, who spent a month exploring the history of his country's road to independence through the records of the Archives. Reflecting on that experience, Tevi said, "I am astonished and very proud to be able to access information that goes back as far as a century ago... I would like to thank Stephen Innes and the staff at Special Collections

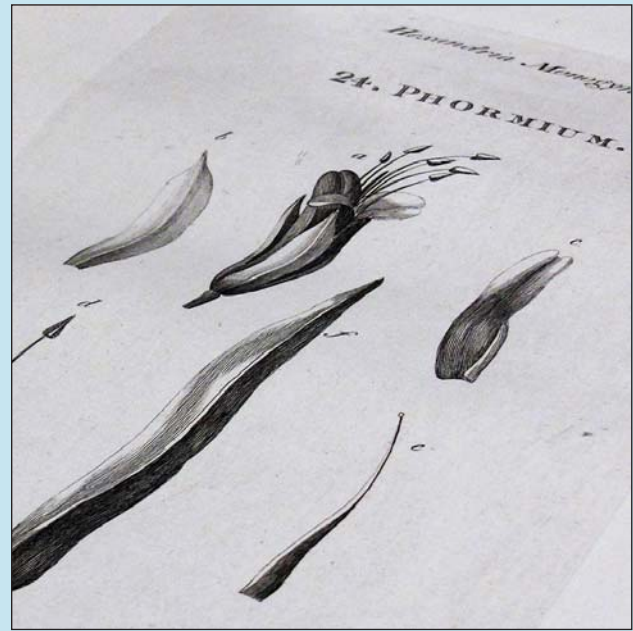


Image of an engraved plate from J R Forster's *Characteres generum plantarum*

for their great effort in preserving those important historic documents for the Pacific Island countries."

The Western Pacific Archives were also the focus of a display and a presentation by Special Collections Manager Stephen Innes at the 2015 PARBICA/ARANZ conference.



Photo: Street in Chinatown, Tulagi. WPHC 10/XV/326/0019.

Western Pacific archives. MSS & Archives 2003/1. Special Collections, Libraries and Learning Services.

Publications

Books and articles

Barkhuizen, G., Khan, A., Hiratsuka, T., & Mendieta, J. (2015). Locating research methods within an applied linguistics narrative framework. *Te Reo*, 56/57, 109-126.

Henning, M. A., Krägeloh, C. U., & Wong-Toi, G. (Eds.). (2015). *Student motivation and quality of life in higher education*. Oxon, UK: Routledge.

Jones, B., Ladefoged, T., & Asner, G. (2015, March). Tracing the resilience and revitalisation of historic taro production in Waipi'o Valley, Hawai'i. *Journal of the Polynesian Society*, 124(1), 83-109. doi:10.15286/jps.124.1.83-109

Mendieta, J., Múnera, L., Olmos, T., Onatra, C., Pérez, P., & Rojas, E. (2015). Fostering reading comprehension and self-directed learning in a collaborative strategic reading (CSR) setting. *Íkala, Revista de Lenguaje y Cultura*, 20(1), 15-42. doi:10.17533/udea.ikala.v20n1a02.

Oshida, K. (2015, September). The future of cataloguing: A few thoughts on Resource Description and Access (RDA) and Bibliographic Framework (BIBFRAME). *Catapult*, 87, 10-12.

Trafford, J. (2015). [Review of Emerging critical scholarship in education: Navigating the doctoral journey by J. Rath & C. Mutch (Eds.)]. *Higher Education Research & Development*, 34(5), 1065-1068. doi:10.1080/07294360.2015.1047436.

Conference papers and presentations

Adams, C. B., & Garraway, J. (2015, November). People aloud! Engaging staff to grow capability, culture and communication. Presentation at the LIANZA Conference, Wellington, New Zealand.

Adams, C. B., Heyligers, J., & Zdravkovic, N. (2015, July). Integrating information and academic literacy into the curricula of research methods courses: A collaborative approach. Paper presented at the 8th International Evidence Based Library and Information Practice Conference (EBLIB8), Brisbane, QLD.

Bingham, T., & Reid, S. (2015, November). Librarians go global: how we developed a MOOC. Paper presented at the LIANZA Conference, Wellington, New Zealand.

Bingham, T. (2015, November). Building people potential: Development of a mentoring programme for new library presenters at the University of Auckland. Paper presented at the LIANZA Conference, Wellington, New Zealand.

Champion, N., & Jury, R. (2015, September). Cultural footprints in the shifting sands of time. Poster presentation at the ARANZ/PARBICA Conference, Auckland, New Zealand.

Clements, F., & Bhargava, A. (2015, June). Collaborative development of interactive lab writing tool. Paper presented at the ELearning Forum Asia, Singapore.

Cook, S., & McFall-McCaffery, J. (2015, September). Connecting through integration: blending Pacific approaches with online technologies. Paper presented at the ARANZ/PARBICA Conference, Auckland, New Zealand.

Cook, S., Bingham, T., Reid, S., & Wang, L. (2015, May). Going massive: Learner engagement in a MOOC environment. Paper presented at the THETA Conference, Gold Coast, QLD.

Drecki, I. (2015, August). New Zealand cartographic heritage: Focusing on spatial dimension. Paper presented at the 27th International Cartographic Conference, 16th General Assembly, Rio de Janeiro, Brazil.

Flaherty, B. (2015, October). Gallipoli: A nation's memory at the network level. Paper presented at the Pacific Rim Research Libraries Alliance (PRRLA) meeting, Eugene, OR.

Hamill, W. (2015, November). Ephemera collections at the Fine Arts Library. Poster presentation at the LIANZA Conference, Wellington, New Zealand.

Hardiman, L. (2015, May). Designing academic posters: an online resource to develop communication skills in doctoral candidates. Presentation at the THETA Conference, Gold Coast, QLD.

Innes, S. (2015, September). The Western Pacific Archives: The continuing journey. Paper presented at the ARANZ/PARBICA Conference, Auckland, New Zealand.

Ivanovic, V., Reid, S., & Wang, L. (2015, November). Paint me a picture: Translating academic integrity policies and regulations into visual content for an online course. Paper presented at the Asia Pacific Conference on Educational Integrity, Albury, NSW.

Johnson, M. (2015, November). New models of copyright compliance: a role for libraries? Paper presented at the LIANZA Conference, Wellington, New Zealand.

Jones, B., & McColley, S. (2015, July). Cartographic snapshots of Aotearoa: Building a digital resource for archaeology and heritage research. Presentation at the Auckland Archaeological Society Annual Talk Series, Auckland, New Zealand.

- Jones, B., McColley, S., & Drecki, I. (2015, June). Digitising New Zealand cartographic heritage: A new resource for archaeological and heritage research. Presentation at the New Zealand Archaeological Conference, Waitangi, New Zealand.
- Jones, J. (2015, July). Let's talk: Effective university language learning for interacting successfully in study, life and work. Paper presented at the HERDSA Annual International Conference, Melbourne, VIC.
- Jones, J., & Bright, C. (2015, November). Language enrichment for L2 writers at doctoral level: University of Auckland practice. Paper presented at the 14th Symposium on Second Language Writing, Auckland, New Zealand.
- Maniapoto, T. M. (2015, November). Te Reo Parikarangaranga o Te Ao Hurihuri: The welcoming voices of the changing world. Poster presentation at the LIANZA Conference, Wellington, New Zealand.
- Mendieta Aguilar, J. (2015, September). A narrative inquiry of teacher change: A tertiary blended learning experience. Paper presented at the TESOL Research Network Colloquium, Sydney, NSW.
- Mincic-Obradovic, K. (2015, July). Beyond the catalogue: BibFrame, linked data and ending the invisible library. Paper presented at the ANZTLA Conference, Auckland, New Zealand.
- Mincic-Obradovic, K. (2015, August). Large scale data clean-ups and challenges for the library. Paper presented at the Asia Pacific Metadata Advisory Board Meeting, Pattaya, Thailand.
- Moselen, C. (2015, July). Beyond shush: Why you should talk to your librarian about teaching for tomorrow today. Paper presented at the International Study Association for Teachers and Teaching, Auckland, New Zealand.
- Morehu, A. (2015, August). Housing the knowledge of tangata whenua (indigenous people). Presented at the University of British Columbia, Vancouver, BC, Canada.
- Morehu, A. (2015, August). Ngā Upoko Tukutuku success in a colonial construct. Paper presented at the International Indigenous Librarians' Forum, University of Manitoba, Winnipeg, MB, Canada.
- Mountifield, H. (2015, July). Impact2: Through the power of collaboration. Paper presented at the 36th Annual IATUL Conference in Hanover, Germany.
- Mountifield, H. (2015, September). The power of collaboration. Paper presented at the Elsevier Asia Pacific Advisory Board meeting in Singapore.
- O'Carroll, H. (2015, November). LIANZA Children's Book Awards: A judge's journey. Paper presented at the LIANZA Conference, Wellington, New Zealand.
- Reid, S., & Bingham, T. (2015, July). Academic integrity for the multitudes: Reflections on a MOOC. Presentation at the ANZTLA Conference, Auckland, New Zealand.
- Rowan, J. (2015, May). Implementing serials predictive check-in. Paper presented at the ELUNA 2015 Annual Meeting, Minneapolis, MN.
- Shepherd, K., Pottinger, H., & Donohue, T. (2015, June). Introducing DSpace 5. Paper presented at the 10th International Conference on Open Repositories, Indianapolis, IN.
- Trafford, J. (2015, November). "Healthy" integrated curricula: Learning advisers are not ambulance drivers. Paper presented at the Association for Academic Language and Learning Conference, Wollongong, NSW.
- Vickers, L. (2015, December). Alberton's sheet music collection. Paper presented at the New Zealand Historical Association Conference, Christchurch, New Zealand.
- Wang, L. (2015, February). Engaging learners in online learning environments: Developing a compulsory academic integrity course and a MOOC. Paper presented at the International Conference of Academic Integrity, Vancouver, BC.
- Wang, L. (2015, December). Librarians and learning advisers in university teaching and learning. Keynote address at the National Taiwan Normal University Teaching and Learning Forum, Taipei, Taiwan.
- Wirjapranata, J., Bingham, T., & Chinnery, S. A. (2015, July). The road less travelled: The challenges of teaching evidence based practice to social work students. Paper presented at the 8th International Evidence Based Library and Information Practice Conference (EBLIB8), Brisbane, QLD.
- Zdravkovic, N., Allen, B., Cowan, H., & Etheridge, S. (2015, November). A collaborative approach to integrating academic and information literacy into a Media, Film and Television undergraduate curriculum. Paper presented at the TERNZ Conference, Auckland, New Zealand.

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