Case Study

"Library shock" - the expectations and realities of library and information literacy skills for international students

Liam Bullingham and Alison Lahlafi,

Learning and Information Services, Sheffield Hallam University, Howard Street, Sheffield, S1 1WB

Correspondence should be addressed to Alison Lahlafi, A.E.Lahlafi@shu.ac.uk

Abstract

This article seeks to conceptualise the culture shock experienced by international students studying in UK higher education within the context of the Adsetts Learning Centre at Sheffield Hallam University (SHU). The authors also aim to further understanding in this area by discussing the information literacy skills of international students at SHU. The discussion is informed by the results of a conference presentation activity for SHU staff and a short survey of a small group of international students based at SHU. The article finds that there are issues regarding the level of information literacy skills in many international students when they first start at SHU including reading, referencing and finding and using information through the range of online information databases and other tools available to students at the University. The ways SHU Library counters library shock are outlined and recommendations are made as to how library and academic staff can work together to help address these challenges. By conceptualising culture shock within the library environment, this article helps institutions develop understanding into the academic needs of their international students and how to improve these students' information literacy skills where required.

Introduction

Sheffield Hallam University (SHU) welcomes students from 119 countries (Sheffield Hallam University, 2011) and constantly strives to improve the student experience for all students.

For international students, this experience can be adversely affected by culture shock, which extends to the use of the university Library.

'Library shock' can be readily understood as the application of culture shock to library and information services. Macionis (2010, 60) defines culture shock as the 'personal disorientation a person may feel when experiencing an unfamiliar way of life.' This can occur when moving to or visiting a new country, or a transferring between social environments. Adler (1981) builds on this by citing 'the frustration and confusion that result from being bombarded by unpredictable cues.' This article considers library shock as experienced by many international students studying at SHU. It then discusses some of the challenges observed by Learning and Information Services (LIS) staff at SHU during information skills sessions, concerning international students' information literacy skills in the areas of reading, research and referencing. It reports on the results of a conference presentation activity for SHU staff and gives headlines from a short survey of international students. The authors conclude by suggesting ways library and academic staff can work together to help address these challenges.

Library Shock

Although international students in the UK including those at SHU are prepared for university life with inductions and welcome events, and may also receive library inductions and tours, they can still encounter disorientation when being tasked with using the library resources to support their studies. Janette Ryan (2012) notes that in addition to encountering culture shock from being in a new physical environment and 'language shock' when realising their study of English has not fully prepared them for interaction at university, international students also experience 'academic shock.' She defines this as where students find they need to adapt to new learning approaches in the UK and adjust their studying methods to local conceptions of knowledge. Within this paradigm, library shock may now be viewed as part culture shock in terms of an unfamiliar physical library environment, and part academic shock in terms of the information literacy skills required within UK HE learning and teaching systems.

Previous experience and expectations of international students

A literature review on international student use of the library (Mannion and Thornley, 2011, 21), found a consensus that 'student difficulties in the library are largely due to communication problems, language problems, adjusting to a new educational or library system and general cultural problems.' Library shock initially occur when students are unfamiliar with library systems or services, resources or the roles of staff (Bent *et al*., 2008; Hughes, 2010; Mu, 2007). This may be because libraries are significantly different in terms of appearance or the functions they perform in the student's home country, or because the student has no prior experience of libraries - in these cases shock may occur due to insufficient 'conceptual awareness of library' (Moeckel and Presnell, 1995). At larger

institutions, the sheer size of the physical library environment can cause shock (Hughes, 2010). The Adsetts Learning Centre at Sheffield Hallam University fits into the large institution category, with its six floors and range of facilities and services such as group work areas and social learning spaces. LIS staff who provide tours for new international students have observed that the Adsetts Learning Centre can be disorientating and bewildering to many students. In order to help manage international student library expectations, LIS staff have used international student focus groups and activities at the start of tours to learn more about libraries international students are accustomed to, and what they hope to get out of their library tour. For example, students are asked to write three things on a post-it note about libraries in their country; some of their answers highlight their incoming previous experience of libraries and how this in many cases is different from a large UK HE library:

"no possibility to take books on your own"

"no computers"

"no internet access"

"not always the newest books"

 "smaller than this library"

"it had ebooks and wifi sources also"

"the librarians difficult to get to them at times"

"antiquated"

"underdeveloped"

The Higher Education Academy (HEA) website pages on international students confirm that 'Many students struggle to use libraries well but for some, open 'stacks' and a central catalogue are unknowns. Some have never selected their own reading materials for study purposes' (HEA, 2010a). In some cultures it is common for students to rely on a single textbook:

> In Romania, we were given a single textbook to read for each course and assessed on the basis of that. The professors were very knowledgeable and we often asked them instead of using reference sources (SCONUL, 2008, 8).

Mu (2007) studied the library use of Asian internationals students mainly from China, Japan, South Korea, India, Malaysia and Thailand. She noted that compared to Western students, they have poorer library skills because they are accustomed to working from single textbooks rather than researching from a range of sources for essays. The single textbook model is unhelpful preparation for effectively utilising books at SHU. SHU learning centres stock over 460,000 books, both hard copy and electronic. Faced with such a learning curve, international students could struggle to adapt to the change in learning culture.

Because of such unfamiliarity, students may even not know that borrowing is free in libraries (Koenigstein, 2012), and indeed at SHU during initial learning centre tours several

international students have enquired whether there is a cost for borrowing resources or whether the books can be taken out of the learning centres. Furthermore, some students may be unsure whether a book lending service may even be provided - a question about availability of books was recently included in a FAQs area for a new group of international students at SHU, see figure 1 below. The above examples all represent cultural barriers for libraries to address.

Q5: Will the University provide us with books and other course materials or do we need to buy them?
تحتوي جامعة شفيلد هلام على مكتبة تضم جميع الكتب التي ستحتاجها في دراستك
Sheffield Hallam University has a library which will have the books you need for your study.

Figure 1: SHU Iraq Healthcare Project student Facebook site question about provision of books

Previous experience of other libraries can form expectations in the user's mind that a UK university library may not meet. For example, international students may expect the library to be a completely quiet/silent place, or American students may be used to faster broadband speeds on campus (i-graduate, 2010); from previously study in their home country, other students may have been lent a full complement of textbooks at the start of the year and view competing for books on the shelves 'as a shock' (Gale, 2006) - they may expect an individual copy of each book to be available for them:

> We had a situation at our university last year in which a group of Chinese students studying a Masters degree in Business felt so strongly about the poor service the university was providing in return for their fees that they returned as a group to China. One of the reasons they gave for their decision was that they had expected the library to provide each of them with copies of all the textbooks that they needed and they were dismayed to find they had to take turns to read a book and pay library fines as well as their high course fees (SCONUL, 2008, 4).

Needing to adapt in this way can surprise such international students and may bring about the 'frustration' referred to by Adler (1981). Learning centre orientation tours for international students offer the opportunity to address expectations, and highlight the different types of study space offered in the learning centre, for example bookable workspace for groups, social space in the café, and the silent and quiet study areas.

When interacting with library staff, international students face additional cultural barriers. Hughes (2010) found international students were often unclear regarding library staff roles, and even when the correct person to ask is identified, they may feel highly anxious about talking to them due to their confidence in using or level of English (Bent *et al.*, 2008;

Koenigstein, 2012). Mannion and Thornley's recent research (2011, 22) with a group of Chinese students concluded that Chinese students 'tend not to seek assistance when they encounter problems in the library (…) some experienced difficulty in expressing their needs effectively in English and often avoid doing so.' Although students may feel positive about library facilities, they can avoid interacting with library staff (Knight *et al.*, 2010). This anxiety may lead them to avoid using the library (Amsberry, 2008). SHU Helpdesk staff have found that international students sometimes approach the desk in twos or threes, with one student (with better English language skills) acting as spokesperson for the other students.

The following section considers the information literacy levels of international students and how this relates to "library shock".

The "three Rs" - reading, research and referencing

It is vital not to generalise about information literacy levels of international students on their arrival at SHU as this clearly depends on their educational experiences prior to arrival in the UK. International students at SHU come from 119 different countries, and display a wide range and different levels of information and computer literacy skills. It is clearly unwise to consider international students a 'homogenous group' (Bent *et al.* 2008, 4). Hughes (2009, 22) advocates that we must try to 'respond to culturally and linguistically-related challenges encountered by learners, without resorting to stereotypical assumptions or deficit-model teaching.' Through repeating information skills classes to different cohorts of international students, SHU LIS staff (Information Advisers and Information Specialists) have observed certain issues around the reading, research (ability to carry out a literature search) and referencing skills of some international students. International students entering SHU at postgraduate level often exhibit less familiarity than postgraduate home students with using academic journals, electronic journals and databases, and also referencing conventions. This may be because the international students have previously experienced an environment with different approaches regarding use of information for academic purposes.

These issues are briefly discussed below from a library/information literacy perspective and followed by some suggestions for ways in which LIS staff at SHU in collaboration with academic colleagues can help incoming international students combat initial library shock and, where needed, improve information literacy skills.

Reading

The reliance of some cultures on a single textbook has been noted. In addition, language issues may mean it takes a lot longer for international students to read a book than a native English speaker, 'the students noted that they had to triple their time reading when the information was in English rather than Chinese' (Liu *et al.*, 2010, 185). Reading lists (especially for those students used to one set textbook) may also prove confusing. Long lists - especially those with little indication of whether items are essential or background - may

prove very daunting to international students who may feel they have to read everything. One student on the HEA (2010a) website case studies section comments, 'I read every article [on the list] with my dictionary. It was terrible.'

Jude Carroll (2002) in her guidance for teaching international students more effectively, talks of 'decoding' the reading list, using annotations to distinguish between essential and recommended texts and providing greater sign posting to students on how to use the reading list. This decoding process reduces potential unfamiliarity and therefore library shock. At SHU, a recent survey by LIS staff of online reading lists revealed a huge range of formats and terminology used, with terms such as 'indicative reading', 'general supplementary reading,' perhaps not giving much direction to international students. Some lists are 20-pages long, which may prove daunting to all students, but particularly so to an international student who takes three times as long to read each item on the list.

A short activity was undertaken as part of the presentation at the 2012 SHU Internationalising the Learning Context Conference, where attendees were asked to categorise typical reading list terminology currently used at SHU into *Yes / No / Maybe* lists of terminology that gives clear direction to students using a reading list. Results from the three groups in Figure 2, showed agreement on using *Essential* as a reading list term, but different views on other terminology to use:

	Yes	**No**	**Maybe**
Group 1	Essential, Digitised, Core Text, Suggested Reading, Books	Periodicals, Supplementary reading, Indicative reading	Journals, Useful Reading, Key Text, Additional Reading
Group 2	Essential, Journals, Key Text, Core Text	Periodicals, Supplementary reading	Digitised, Indicative Reading, Suggested Reading, Useful Reading. Additional Reading, Books
Group 3	Essential, Additional Reading	Books, Key Text, Digitised, Indicative Reading, Core Text	Periodicals, Journals, Books, Suggested Reading, Supplementary Reading

Figure 2: Table showing results from reading list activity at the SHU Internationalising the Learning Context Conference, 2012

Research

LIS staff at SHU have observed on an informal basis, that many international students on both undergraduate and postgraduate taught courses arrive at SHU with poor information literacy skills, and are unable to do an effective literature search. Most international students are used to using Google (or similar local internet search engines such as Baidu), but many are not familiar with online bibliographic databases, have not used eBooks before, and some

have little knowledge of journals and do not understand what a peer-reviewed journal is. This resembles research by Hughes (2009) on international student use of online information resources. Hughes (2005, 279) talks of many international students needing to adjust to new styles of learning:

> …a shift from teacher-centred models of instruction based on authorised texts to more self-directed learning that draws on virtually unlimited print and online information sources. These difficulties may be compounded by limitations in their previous library experience, use of electronic resources and information literacy.

When a student adjusts from teacher-centred to self-directed learning, a heavy dependence on the internet for academic research purposes is common. Many new international students at SHU display a lack of awareness of the need to judge the academic quality of information they find - this issue is not exclusive to international students, it is also the case for many first-year home students. However, initial LIS skills sessions encourage students to think about how they have been used to searching for information and introduces them in the early stages of their course to academic resources such as peer-reviewed journal articles and bibliographic databases, and look at how to evaluate sources of information. Reference lists of direct entrant final-year Chinese students in the Sheffield Business School, researching the chocolate industry in China, highlight overwhelming reliance on poor internet sources. One source was a paper from a website which describes itself as 'a free essay community online with many free term papers, book reports, and research papers for high school and college students' (Free Research Papers Download Center, 2012). LIS staff carrying out research skills workshops to support research methods modules for international business postgraduate students (large numbers of international students take this course) have addressed over dependency on the internet by incorporating an evaluating websites activity into the workshops. Students in small groups are asked to look at the top 10 results of a Google search on Marks and Spencer market entry into China. The groups then fed back into a class discussion on which of the search results would provide good sources of information for an assignment on that topic. Students are often surprised at how few of the results are worth following up on.

A short survey was carried out in an international business second year module at SHU by the module leader and LIS Information Specialist to try to gain a better understanding of the level of student information literacy skills and information seeking habits at the start of the module. Students were asked to complete an eight question survey at the start and finish of the module to gather evidence about the level of student information literacy skills and information seeking habits. Three groups of students taking the module were compared to see if there were any differences in approach between full-time home students (74) and part-time home students (22) who were a year into their university course, and international students joining SHU as direct entrants to second year, (ERASMUS or Chinese, 27). The survey findings and subsequent impact of module interventions to develop information literacy skills are analysed in detail in a forthcoming paper (Rushton and Lahlafi, 2012). The international student group size was small, but the sample findings highlighted below show evidence that of the three groups surveyed, incoming international students

displayed the weakest information literacy skills and greatest lack of knowledge of key information resources used in a UK business school, at the start of the module.

"Where do you first look for information for your assignment?" the most popular answer for all three student groups as shown in Figure 3 below, was Google. However, this was particularly emphasised for the international students – 68% plus a further 9% using Wikipedia. Full-time and part-time groups showed some tendency towards using more academic sources which they would have been introduced to in the first year of their course (Google Scholar, Library Gateway, textbook and reading list sources).
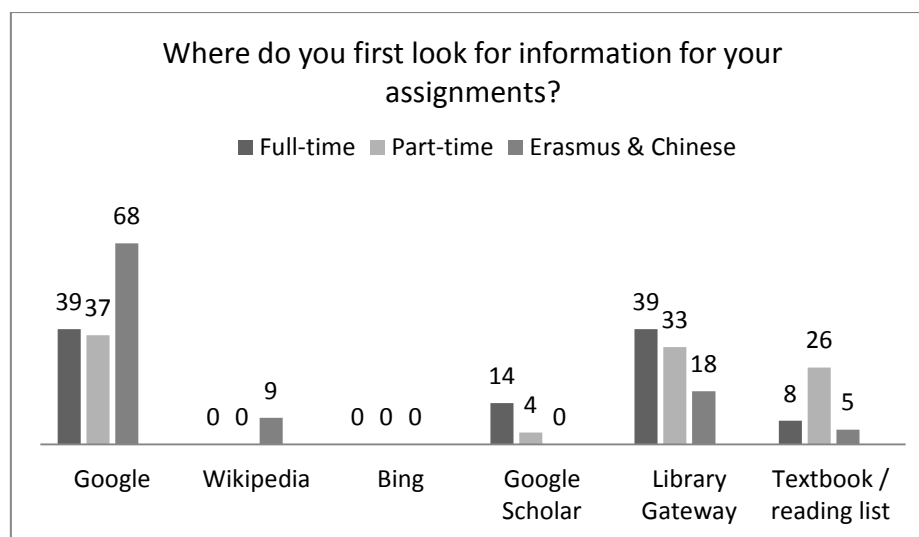

Figure 3: Graph showing breakdown of replies to the survey question: Where do you first look for information for your assignments?

This is consistent with the findings of an American comparative study on information-seeking behaviours of domestic and international business students, where students were asked to indicate where they initially go as they begin research for projects. 'Google is the primary Internet site for research for 50% of domestic and 75% of international business students' (Song, 2005, 31).

How many sources would you commonly use in researching an assignment? (Choice of 1-3, 3-5, 5-10, 10-20, 20+) Although the range of answers more closely mirrors the other two groups this time, Figure 4 below shows that over half (55%) of international students would expect to use a low number of resources (1-5) compared with 16% of full-time and 34% of part-time students.
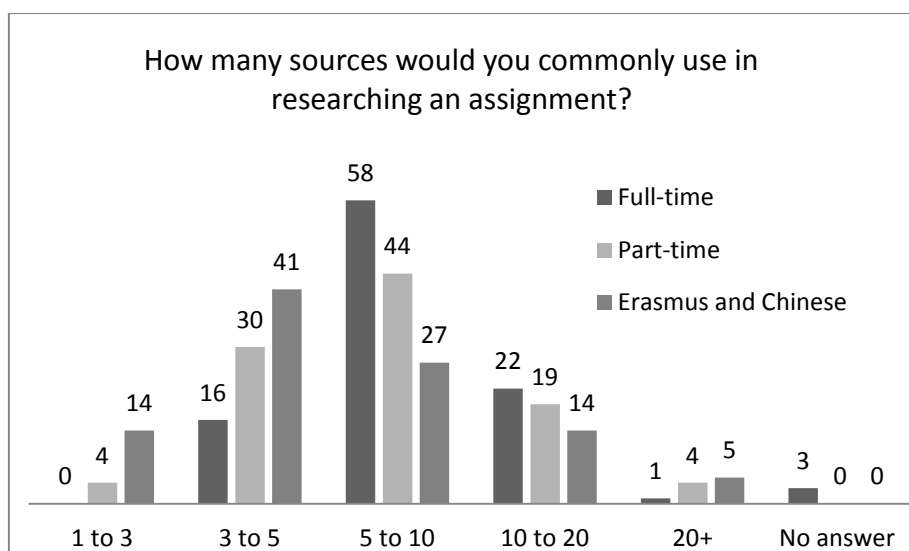
Figure 4: Graph showing breakdown of replies to the survey question: How many sources would you commonly use in researching an assignment?

Which of these databases have you used? (Choice of Emerald, Mintel, Mintel Global Market Navigator, Business Source Premier, GMID, Nexis UK). Figure 5 below shows that international students indicated very low usage of information databases with half of them saying they had not used any of the six databases listed at all.
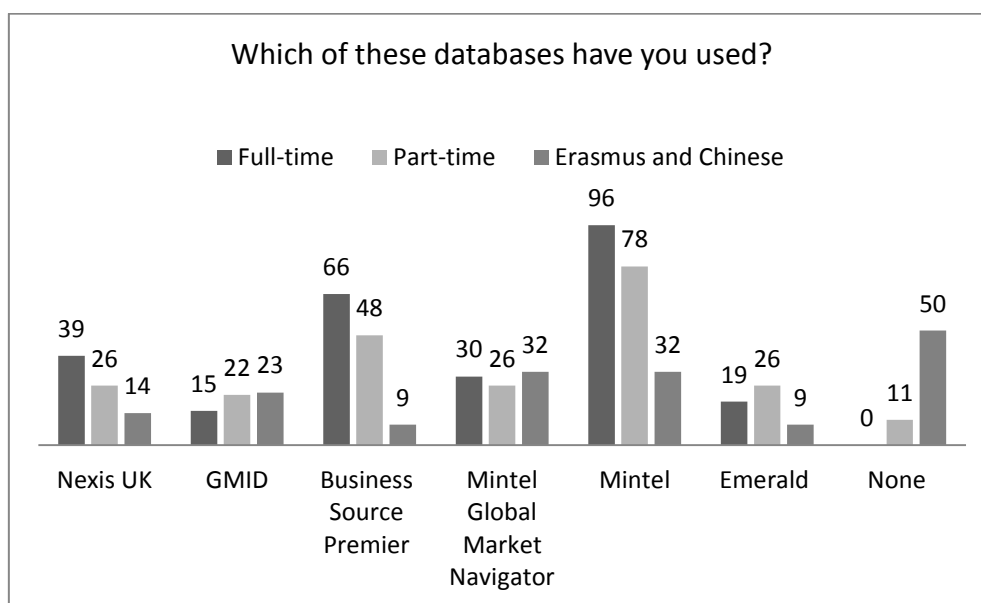

Figure 5 Graph showing breakdown of replies to the survey question: Which of these databases have you used?

What is the difference between a peer-reviewed and a non-peer reviewed journal? Eighty-six per cent of international students could not give any answer at all to this question (compared to around one third of home students).

Where would you look first for market research information on the clothing industry in China? International students again showed the greatest tendency towards internet use – 36%. No full-time home students chose this option at all, opting for SHU online database

resources. Forty-five per cent of international students could not give any answer at all to this question.

Referencing

A quick literature search will uncover abundant literature around international students' lack of understanding of academic integrity. Referencing and plagiarism are words often linked in the literature to international students, (Amsbery, 2009; Bamford and Sergiou, 2005; Carroll, 2007; Chen and Van Ullen, 2011; Ladd and Ruby, 1999; Zimmerman, 2012). Plagiarism is not always deliberate. However the HEA (2010b) finds 'There is little evidence to show that home or international students differ in levels of deliberate plagiarism.' Amsbery (2009, 32) concludes that the reasons international students 'may employ inappropriate source use are complex' and that they face 'cultural, educational, and linguistic hurdles (…) when learning to avoid plagiarism'. At SHU, the learning centre helpdesks field many enquiries by international students asking staff to clarify whether their work will be considered to feature plagiarism through Turnitin (plagiarism detection software).

From an information literacy skills perspective, the authors have been asked to run RefWorks (web-based bibliography and database manager designed to help with referencing) classes for new taught postgraduate students to help them with their referencing. They have observed that some international students arrive at SHU with poor or non-existent referencing skills, so trying to teach them RefWorks software sometimes proves extremely challenging. Common issues for international students are:

- Unfamiliarity with referencing, may not have used a referencing system before

- Lack of understanding of terms used in referencing such as "surname", "volume", "issue", as well as terminology such as "citations", "bibliography" and "reference list".

As an alternative to RefWorks, the authors tried introducing the simpler MS Word Referencing Tool to taught postgraduate students in workshops last year, which offers a simple template for students to fill in so that the bibliography or reference list is then created automatically. It was found helpful to preface use of the MS Word Tool with refresher exercises getting students to format references correctly so that they could then transfer the information to the MS Word Referencing templates. Student written feedback at the end of the module was generally positive:

- 'I am so happy for this morning's seminar and I think these skills are really very useful (…) what I want to say is that if I learn this class much earlier, my other papers would get higher marks. Now I can imagine the professor's face when she read my reference list'
- 'I am new to the referencing world, the lesson made it easy for me'
- 'help me save time and energy'
- 'happy :)'

Conclusion and recommendations for collaboration

This article has conceptualised culture shock within library and information services and has taken evidence from the experiences of international students from SHU and the wider higher education sector. The authors have considered the experience and expectations of international students and also the information literacy levels of many international students. The authors note that LIS staff at SHU have observed library shock and/or low levels of information literacy skills in many international students when they first start at SHU. There exist issues around reading, referencing and finding and using information through the range of online information databases and other tools available to students at SHU.

In the following section, the authors recommend a number of ways in which LIS staff working in collaboration with faculty staff are looking to address the issues raised in this article, to provide support for international students where this is required, and help them gain familiarity with and make full use of the comprehensive library resources offered at SHU.

Countering library shock through library orientation activities

LIS staff offer detailed half-hour tours of the learning centres (libraries) for all international students as part of the international student orientation programme. The tours incorporate use of library equipment e.g. printers, print top-up machines and photocopiers, the shelfmark system, signing up to Wi-Fi and stress the support and advice that can be obtained through the Helpdesk. In September 2012, 90 students in total attended the four tours offered. The students, as always, had many questions about unfamiliar library services and processes. A further 60+ students attended the LIS stand at the International Student Marketplace event. Although clearly very useful for the students that attend, the tours are optional and many students do not attend. Information about starting to use the learning centres is also available in the International Student Blackboard site, and includes tips from other international students on using the library and a glossary of library terminology. Library leaflets can be added to faculty information packs for new students; this may be particularly valuable to late arrivals.

Raising awareness of these initial orientation options can help start students to familiarise themselves with a UK HE library before their course library induction takes place. Faculty Information Specialists can also make arrangements for international students who arrive late and miss library orientation/induction sessions, to be given tours and individual/small group induction support.

Improving the information literacy skills of international students

Reading - LIS staff are currently developing best practice guidelines for reading lists, and exploring the possibility of creating a recommended core set of terms that can be used on reading lists so that students are clearer about what is expected of them. A range of terminology can certainly be used on reading lists if the list is annotated to give further clarity, but it could be useful for module leaders on an individual programme to agree a common set

of terms so that all module reading lists for that programme are presented in a familiar 'decoded' format to students, and they are clear about what they are expected to do with the reading list. This will help all students, but will be of particular benefit to the international students struggling to cope with reading, as discussed earlier.

Information literacy skills - there are a number of useful self-help resources that international students can be referred to where appropriate, which will help them with information literacy skills, including referencing skills. These resources may of course prove useful to home students as well as international students.

re:Search - is an online, highly interactive guide to the different resources, skills and tools students need to find and use information for their assignments. It is located within the Library Gateway or direct at http://infoskills.shu.ac.uk/index.html, and includes help on evaluating information and constructing successful search strategies. Video clips and exercises help students test out their skills. re:Search complements the online My Study Skills: The Toolkit, which covers areas such as reading and academic writing, areas which international students often ask for support with. The Library Gateway also has subject guides which guide students in selection and use of information resources for their particular subject area, and general support via screencasts on using library resources, and referencing.

Study Skills workshops - run in the learning centres are open to all Sheffield Hallam University students to help develop the skills needed for effective university study. Certain workshops are flagged as being particularly useful to international students: Getting Started; Critical Thinking. One-to-one support can be arranged where appropriate through the learning centre Helpdesk for students with Information Advisers, or for study skills support, where the student has attended a workshop but still requires further individual support.

LIS training **-** LIS staff are always happy to work with academic colleagues and support the development of information literacy skills, including referencing skills. Examples include:

- guidance on online support materials for self-study or inclusion in classroom activities

- information literacy skills development embedded within modules, which range from a 10 minutes "refresher" at the start of a lecture, through to a longer workshop tailored to the specific research needs of a module.

- provision of research guides, screencasts and written materials to support use of information resources

- referencing workshops

An example of LIS and faculty staff working together to promote skills development is the first-year international business module which was used for the survey mentioned earlier. Student written feedback at the end of their first module lecture, 'How good is the web? Critically analyzing, selecting and using business information', shows that the ERASMUS students found this very worthwhile, and not something they had had previous

experience of in their home country. To end by giving the last word to two Italian ERASMUS students:

> *It was the first time that I used the internet as a resource tool at academic level because in my home institution in Florence teacher's (sic) have never asked me to do researches, but only study on the texts. Therefore it was very difficult habits but very useful for my learning.*
>
> *This lesson was very interesting for me, in Italy nobody explain who (sic) we can use the sources for a research. I think it was very important for me. Thank you.*

Acknowledgements

References

Adler, N. (1981). Re-entry: managing cross-cultural transitions. *Group and organization management,* 6 (3), 341-356. CrossRef

Amsbery, D. (2009). Talking the Talk: Library Classroom Communication and International Students. *The journal of academic librarianship*, 34 (4), 354-357. CrossRef

Bamford, J. and Sergiou, K. (2005). International students and plagiarism: an analysis of the reasons for plagiarism among international foundation students. *Investigations in university teaching and learning.* 2 (2). [Online] Last accessed 30th September 2012 at: http://www.londonmet.ac.uk.lcproxy.shu.ac.uk/library/b10884_3.pdf

Bent, M., Scopes, M. and Senior, K. (2008)*. Discrete library services for international students: how can exclusivity lead to inclusivity?* [Online] Last accessed 30th September at: http://ubir.bolton.ac.uk/ University of Bolton Institutional Repository.

Carroll, J. (2002). *Suggestions for teaching international students more effectively.* [Online] Last accessed 30th September 2012 at: http://www.brookes.ac.uk/services/ocsld/resources/briefing_papers/international_students.pdf

Carroll, J. (2007). *A handbook for deterring plagiarism in higher education* 2nd ed. Headington, Oxford Centre for Staff and Learning Development.

Chen, Y. and Van Ullen, M. (2011). Helping international students succeed academically through research process and plagiarism workshops. *College & research libraries.* 72 (3), 209-235

Free Research Papers Download Centre (2012)*. Meiji Chocolate marketing strategy in the Chinese market.* [Online] Last accessed 30th September 2012 at:
http://eng.hi138.com/?i294266_Meiji-Chocolate-marketing-strategy-in-the-Chinese-market

Gale, C. (2006). Serving them right? How libraries can enhance the learning experience of international students: a case study from the University of Exeter. *SCONUL focus*, 39 Winter 2006.

Higher Education Academy. (2010a). *Reading and Note Making.* [Online] Last accessed 30th September 2012 at:
http://www.heacademy.ac.uk/resources/detail/internationalisation/ISL_Reading_Note_Making

Higher Education Academy. (2010b). *Addressing Plagiarism.* [Online] Last accessed 18th December 2012 at:
http://www.heacademy.ac.uk/resources/detail/internationalisation/ISL_Plagiarism

Hughes, H. (2005). Actions and reactions: exploring international students' use of online information resources. *Australian Academic and research Libraries* 26 (4), 169-179.

Hughes, H. (2009). *International students using online information resources to learn*. Thesis. Queensland University of Technology.

Hughes, H. (2010). International students' experiences of university libraries and librarians. *Australian academic and research libraries,* 41 (2), 77-89.

I-GRADUATE (2010). *A UK guide to enhancing the international student experience.* [Online] Last accessed 30th September at:
http://www.international.ac.uk/research-and-publications/research-and-publications/a-uk-guide-to-enhancing-the-international-student-experience.aspx

Knight, L., Hight, M. and Polfer, L. (2010). Rethinking the library for the international student community. *Reference services review* 38 (4), 581-605. CrossRef

Koenigstein, D. (2012). Alleviating international students' culture shock and anxiety in American academic libraries: welcome, ahlan wa sahlan, anyeong hae sae yo, bienvenidos, huan ying, sanu da zuwa, shalom, swaagat hai. *Library philosophy and practice,* May 2012.

Ladd, P. and Ruby, R. (1999). Learning style and adjustment issues of international students. *Journal of education for business,* 74 (6), 363-367. CrossRef

Liu, X. (2010). Cultural differences in online learning: international student perceptions. *Educational technology & society*, 13 (3), 177-188.

Macionis, J. (2010). *Sociology*. 13th ed., Boston, Mass., London, Prentice Hall.

Mannion, D. and Thornley, C. V. (2011) The experience of Chinese students in Irish third level libraries; an investigation of current challenges and an analysis of possible solutions. *An leabharlann: the Irish library*, 20 (2), 19-27

Moeckel, N. and Presnell, J. (1995). Recognizing, Understanding, and Responding: A Program Model of Library Instruction Services for International Students. *Reference librarian*, 51-52. 309-25. CrossRef

Mu, C. (2001). Marketing academic library resources and information services to international students from Asia. *Reference services review* 35 (4), 571-583. CrossRef

Rushton, D. and Lahlafi, A. (2012). *Development, implementation and impact of active and reflective learning initiatives to improve web searching skills of international business students at Sheffield Hallam University, UK*. Unpublished.

Ryan, J. (2012). *Teaching and supporting international students.* Presentation at the Internationalising the Learning Context Conference, Sheffield Hallam University, 28 June 2012. Also see:
http://www.guardian.co.uk/higher-education-network/blog/2011/may/18/teaching-international-students?INTCMP=SRCH

SCONUL (2008). *Library services for international students.* [Online] Last accessed 1 June 2012 at: http://www.sconul.ac.uk/groups/access/papers/international_students.pdf

Sheffield Hallam University. (2011). *General university facts.* [Online] Last accessed 20 December 2012 at: https://staff.shu.ac.uk/general.asp

Song, Y. (2005). A comparative study on information-seeking behaviours of domestic and international business studies. *Research strategies*, 20, 23-34. CrossRef

Zimmerman, M. (2012). Plagiarism and international students in academic libraries. *New library world,* 113 (5/6), 290-299. CrossRef