

CONTENTS

<i>About the Authors</i>	<i>ix</i>
<i>Preface</i>	<i>xi</i>
<i>Introduction</i>	<i>xiii</i>

1. Getting Involved in the Research Environment and the Research Process	1
1.1 Introduction	1
1.2 Great Expectations	1
1.3 Conclusions	6
References	6
2. Information Literacy Skills in the Research Process	7
2.1 Introduction	7
2.2 Why Should the Library Take Part in Research?	8
2.3 Developing a Community of Practice for Research Support	8
2.4 Different Approaches to Information Literacy and Learning	9
2.5 The Sociocultural Approach	9
2.6 The Behaviouristic Approach	10
2.7 The Phenomenological Approach	10
2.8 Practical Approaches to Information Literacy	11
2.9 University Strategies and Goals	12
2.10 Information Literacy and Research	12
2.11 Searching	13
2.12 Source Evaluation	13
2.13 Ethical Use of Sources	14
2.14 Conclusions	14
References	15
3. What Is Research Support From the Library, and What Should It Be?	17
3.1 Introduction	17
3.2 The Importance of Liaison Librarians	17
3.3 Kuhlthau's Five Levels of Mediation	18
3.4 What Do Researchers Need?	21
3.5 Best Practices for Research Support	22
3.6 Conclusions	24
References	25

4. Getting to Know the Library	27
4.1 Introduction	27
4.2 Conclusions	34
References	34
5. Meeting Different Expectations: An Approach to the Different Library Users' Needs	35
5.1 Andragogy—Teaching Adults or, Rather, Helping Them Learn	35
5.2 Different Types – The Myers–Briggs Type Indicator	37
5.3 Ages of Research	39
5.4 Some Stereotypes of Postgraduates as Library Users	40
5.5 Getting to Know You...	42
5.6 Setting Up Library Instruction for Postgraduates	43
5.7 Getting Established Researchers to Attend Library Instruction Courses	44
5.8 Courses for Researchers – How Do I Make Them Come?	44
5.9 Conclusions	46
References	46
6. What Can the Library Offer and What Can the Librarian Do?	47
6.1 Introduction	47
6.2 What Can the Library Offer?	48
6.3 Research Support From the Library – Formal Research Support	48
6.4 What Can the Librarian Do?	49
6.5 Research Support From the Librarian – Informal and Formal Research Support	51
6.6 Conclusions	53
References	53
7. Communication Is Key – How to Make Contact and Stay in Touch	55
7.1 Introduction	55
7.2 The First Move	55
7.3 Formal Contact With the Doctoral Education Programme	57
7.4 Informal Contact With Postgraduate Students	57
7.5 Getting Included	60
7.6 Conclusions	61
References	61
8. Important Research Support Services	63
8.1 Introduction	63
8.2 The Library in the Research Process	64

8.3	Mapping Out the Research Process	64
8.4	Data Collection and Literature Reviews	66
8.5	Success – A Systematic Approach to Searching	68
8.6	Writing	71
8.7	Publishing	73
8.8	Marketing Research and Making It Visible	73
8.9	Conclusions	76
	References	77
9.	Subject and Discipline Affect Library Needs	79
9.1	Introduction	79
9.2	Liaison Librarians Are Essential to Quality Research Support	79
9.3	Differences in Subjects	81
9.4	Some Examples	81
9.5	Differences in Different Parts of the Research Process	83
9.6	Conclusions	84
	References	84
10.	More Fun and Better Results – Cooperating in Academic Writing	87
10.1	Introduction	87
10.2	Development for the Liaison Librarian?	87
10.3	Researchers and the Library	89
10.4	Conclusions	90
11.	Conclusions and Suggestions for Further Work	91
11.1	Final Remarks	94
12.	Suggestions for Further Reading	95
12.1	Introduction	95
12.2	Research Support From the Library	95
12.3	Research on Research Support?	96
12.4	Reports From Institutions and Networks	96
12.5	Researcher's Information Behaviour	97
12.6	Faculty–Librarian Partnerships	97
12.7	On Differences in Subjects	97
12.8	Bibliometrics and Altmetrics	98
12.9	Final Remarks	98
	References	99