



PAARL

Research Journal

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Philippine Association of Academic/Research Librarians, Inc.**

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EDITOR'S INTRODUCTION

This third issue of the *PAARL Research Journal* (PRJ)—an open access journal launched in 2014 that publishes scholarly articles and other materials on different aspects of the history, theory, and practice of library and information science in the Philippines—introduces a new process to the selection of articles for inclusion in this publication.

As suggested early in 2016 by Ms. Ana Maria B. Fresnido, who was then PAARL Vice President and now the incoming President, PRJ should go beyond merely recognizing the best research studies produced by Filipino librarians, and assist authors in improving their research studies and skills by guiding them through the peer review process, which is the standard among reputable scholarly journals around the world.

Hence, the Call for Papers released early in 2016 indicated that manuscripts submitted for consideration would be reviewed, returned to authors with suggestions for revisions, and only manuscripts revised to the satisfaction of the peer reviewers would be recommended for publication. Authors of the selected manuscripts would then be invited to share their research with fellow librarians at a PAARL colloquium, where additional feedback could be given.

Six manuscripts were received and evaluated by the 2016 PAARL Research Committee—composed of Dr. Nora G. Agustero, Dr. Ricardo L. Punzalan, and myself—and all were returned to their authors with instructions to revise and resubmit. Due to various reasons, only two of the manuscripts were resubmitted and eventually presented at the 5th forum in the Marina G. Dayrit Lecture Series last 29 November 2016, with the theme “Librarians as Researchers: Recognizing Best Researches.” Since both my fellow committee members could not join us at the colloquium, we were all thankful that Dr. Jessie S. Barrot agreed to help in critiquing the presentations.

The two articles vying for the Best Research Award, which will be announced during PAARL’s General Assembly in January 2017, were written by Dr. Lorena Ubando Ontangco and Ms. Rosela D. del Mundo. Ontangco’s study examines the extent of the outreach engagement of public and academic libraries in Pangasinan according to five different program areas, and proposes an integrated library outreach program that librarians can use as a guide to improve their engagement with the communities surrounding them. Del Mundo, meanwhile, attempts to determine the impact of implementing an information literacy program on the Jose Rizal University Main Library’s customer satisfaction scores, and finds that the experimental group’s

satisfaction with the library improved significantly, while no significant difference was observed on the part of the control group.

Aside from the introduction of the peer review process with this issue of PRJ, another new addition is the inclusion of invited papers, one written by PAARL's incoming President and another by a well-known historian. Ms. Ana Maria B. Fresnido, whose research has been published in the first two issues of PRJ, looks into the utilization of space at De La Salle University's Learning Commons and learns that while its existing seating capacity is enough to accommodate the needs of students, there is a need to promote certain areas and rearrange others to ensure that their usage is maximized. Dr. Vicente L. Rafael, whose numerous journal articles and books are among the most cited works by a Filipino historian, recalls his experiences at libraries—or, as he calls them, "the Babel of Books"—and shares insights into the transformation undergone by libraries over the past decades, as well as his hopes for their future.

On behalf of the 2016 PAARL Research Committee and the 2016 PAARL Board of Directors, I hope that this issue of PRJ will serve as an inspiration and challenge to all the aspiring librarian-researchers in the Philippines.

Vernon R. Totanes

OUTREACH ENGAGEMENT OF PUBLIC AND ACADEMIC LIBRARIES IN PANGASINAN

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ABSTRACT

In this study, library outreach engagement is categorized in terms of the following program areas: technical assistance, professional assistance, special assistance to marginalized groups, physical and resource development assistance, and information technology assistance. Considering the importance of library outreach engagement, this study attempts to critically ascertain the extent of library outreach engagement of the public and academic libraries in Pangasinan to promote full participation, functional linkages, and productive partnerships of the libraries in the province.

This study used the descriptive method of research, specifically, survey and comparative analysis. For purposes of triangulation, analysis and interpretation of the data were substantiated using a qualitative approach, utilizing focus group discussions (FGDs) with library personnel and community members to validate the responses of head librarians. To this end, questionnaires aided by interviews were employed to validate answers.

The salient findings of this probe are outlined following the sequence of the research questions, as reflected in the statement of the problem. Results show that both public and academic libraries shared the same extent of engagement along the five areas of library outreach programs. Moreover, on significant differences, the results imply that there is no significant difference that exists between the public and academic libraries in the extent of their outreach engagement.

Keywords: outreach, public libraries, academic libraries, Pangasinan

As gateways to knowledge and culture, libraries play a fundamental role in society, as stressed by White (2012). The resources and services they offer create opportunities for learning, support literacy and education, and help shape the new ideas and perspectives that are central to a creative and innovative society. Also known as extension services, library outreach brings the library to nontraditional or underserved patrons through programs and services. Whether patrons are in their homes, senior housing, rehabilitation centers, or county correctional facilities, outreach services bring the library's experience and resources to the community. The purpose of the outreach program boosts the important role of libraries in society as providers of a range of services from book-lending and computer access to children's activities, training courses, and meeting space (Arts Council England 2015).

Libraries should design outreach program or services that can meet the needs of the people in the community. This way, through outreach, libraries link people with the information they need to help improve their literacy skills. To this end, the Philippine Librarians Association, Inc. (PLAI) conducts regular outreach programs, particularly during the annual celebration of National Book Week, such as storytelling activities for orphaned children, book showers for barangay libraries or public information centers, librarians' visits to prisons to provide prisoners with reading materials to promote reading habits and foster the establishment of libraries throughout the country (PLAI Regular programs and activities 2015).

Guided by the outreach program of PLAI, educational institutions like the University of Luzon (UL) library have implemented outreach programs. Since 1998, numerous private and public schools in Pangasinan and in nearby provinces like Tarlac have been visited by UL librarians, and library personnel have shared their expertise and assisted in the organization of libraries and/or learning resource centers. Follow up visits are conducted regularly until the teacher-librarian in charge can manage the work alone (University of Luzon 2014).

Library outreach is also done in other public libraries in Pangasinan. In line with its commitment to educate every child, the Dagupan City government put up the Balon Dagupan Mobile Library to nurture in every child the love of reading. The Dagupan City library coordinates with child development workers at day-care centers for the conduct of outreach activities like storytelling, coloring activities, and watching educational entertainment videos. The mobile library is equipped with books, magazines and newspapers, toys, television sets, and audio and video materials. It is also equipped with furniture, like tables and chairs, that children can use while listening and watching educational videos (Guieb 2015).

Library outreach, however, has remained generally unpopular for various reasons. Per observation and as attested by librarians in the province, not all the public and academic libraries in Pangasinan are active in community engagements. Common barriers identified by those asked by the researcher prior to the conduct of the study include lack of financial support, lack of institutional support, and lack of technical capacity.

Moreover, library consultants in the province note that some of the elementary and secondary public and private schools within the province have libraries or learning resource centers, but these are not as functional as they could be. Library resources are very important in the teaching and learning process, and organization of these materials should be given attention to attract students to make use of the available resources. Thus, public and academic libraries in Pangasinan must conduct outreach programs to help learning resource centers become functional and provide a venue where people in the community can access the information materials they need.

THEORETICAL AND CONCEPTUAL FRAMEWORK

This study is anchored on Jean-Jacques Rousseaus Social Contract Theory which was designed to explain and legitimate the relationship between the individual and society and its government. Rousseau argued that individuals voluntarily give up certain rights in order for the government of the state to be able to manage for the greater good of all citizens. Recently, the Social Contract of Rousseau has gained new prominence as it has been used to explain the relationship between a company and society. In this view, the company (or another organization) has obligations towards other parts of society in return for its place in society (Kleinman, 2013).

Further, this study is also anchored on Social Responsibility Theory. It is an ethical or ideological theory that an entity whether it is a government, corporation, organization or individual has a responsibility to society. Also, it is the continuing commitment by organizations to behave ethically and contribute to economic development, while improving the quality of life of the workforce and their families, as well as of the local community and society at large. The above theories served as foundations for the present study, since libraries are information agents of society and are socially responsible for providing the highest level of service to all library users.

PURPOSE OF THE STUDY

The present study aims to measure the outreach engagement of public and academic libraries, as well as determine the barriers to performing such services, in order to design a library outreach program model that will encourage the fullest participation between and among the libraries in Pangasinan. With strong participation, partnerships and linkages among these libraries, as well as better outreach services and activities, can be developed.

Thus, this study attempts to critically ascertain the extent of outreach engagement of the public libraries and academic institutions in Pangasinan to promote full participation, functional linkages, and productive partnerships of the libraries in the province. Results of the study served as the bases for formulating an integrated Library Outreach Program Model for highly visible and responsive extension services concomitant to the strategic thrusts of libraries.

Specifically, this investigation sought to answer the following questions:

1. What is the extent of library outreach engagement of the public libraries and academic institutions in Pangasinan along the following program areas:
 - a. technical assistance;
 - b. professional assistance;
 - c. special assistance to marginalized groups;
 - d. physical and resource development assistance; and
 - e. information technology assistance
2. What significant differences exist in the extent of outreach engagement of public and academic libraries in Pangasinan in the aforementioned program areas?
3. What barriers are encountered in the outreach engagement of public and academic libraries in Pangasinan?
4. What integrated library outreach program model can be formulated to intensify the extent of engagement in extension services of the public and academic libraries in Pangasinan?

METHODOLOGY

The study used the descriptive method of research, which is used to provide a relatively complete understanding of what is currently happening (Stangor, 2004). In more specific terms, the study employed survey and comparative analysis. Comparative analysis provides an explanation regarding the extent of difference between two or more variables (Ariola, 2006), while according to Calmorin (2010), a survey is useful in providing the value of facts, and focusing attention on the most important things to be reported.

For purposes of triangulation, analysis and interpretation of the data were substantiated using a qualitative approach, utilizing focus group discussions (FGD) with library personnel and community members to validate the responses of head librarians. To this end, questionnaires aided by interviews were employed to validate answers. The researcher used frequency count, ranking, mean, and T-test as statistical tools.

DISCUSSION OF FINDINGS

Two groups of respondents participated in this study. The first group was composed of 21 head librarians of public libraries, and the second group was composed of 17 head librarians from academic libraries, for a total of 38 respondents from the province of Pangasinan. To ensure correct and accurate interpretation of results, responses were tabulated, scored, and interpreted using the 5-point Likert scale shown below.

TABLE 1
STATISTICAL LIMITS AND DESCRIPTIVE EQUIVALENTS

Scale	Statistical Limits	Descriptive Equivalent
5	4.20 – 5.00	Highly Engaged (HE)
4	3.40 – 4.19	Moderately Engaged (ME)
3	2.60 – 3.39	Fairly Engaged (FE)
2	1.80 – 2.59	Negligibly Engaged (NE)
1	1.00 – 1.79	Not Engaged (--)

The salient findings of this probe are outlined following the sequence of the research questions as reflected in the statement of the problem.

Extent of Outreach Engagement

For this study, a total of 21 public and 17 academic libraries in Pangasinan were covered. The respondents appraisals dealt with the five outreach program areas and were weighed guided by a 5-point Likert scale.

Results show that both public and academic libraries shared the same extent of engagement along the five outreach program areas, as revealed by their 2.52 and 2.41 weighted means, respectively, which correspond to negligible engagement. When combined, the computed weighted mean value of 2.48 also indicates negligible engagement.

TABLE 2
EXTENT OF OUTREACH ENGAGEMENT OF
PUBLIC AND ACADEMIC LIBRARIES IN PANGASINAN
ACCORDING TO PROGRAM AREAS

Program Area	Public Libraries	Academic Libraries	WM	DE	Rank
a. Technical assistance	2.96	2.54	2.77	FE	2.5
b. Professional Assistance	3.33	2.81	3.10	FE	1
c. Special Assistance to Marginalized Groups	2.37	1.66	2.05	NE	4
d. Physical and Resource Development	2.51	3.08	2.77	FE	2.5
e. Information technology Assistance	1.45	1.98	1.69	--	5
Weighted Mean	2.52	2.41	2.48		
Descriptive Equivalent	NE	NE	NE		

a. technical assistance

The public libraries appeared to be fairly engaged, in terms of technical assistance, with a pooled mean of 2.96. The academic libraries, on the other hand, had a pooled mean of 2.54, which suggests that they are negligibly engaged, for the same program area. Overall extent of engagement for technical assistance is fairly engaged, based on the weighted mean of 2.77. It can be deduced from the findings that the public libraries are more engaged under this program area than the academic libraries, perhaps because the academic libraries are more concentrated on the needs of their academic communities rather than the public's.

According to the public school teachers, as verbalized during the validation, they really need library experts to help them improve the organization of their learning resource centers and to teach them how to do basic library work, so that they can make their centers more attractive and functional. However, technical assistance or work cannot be done in just one or two visits, it requires ample time, and not all librarians or library personnel possess the necessary competence. Further, extending technical assistance necessitates manpower that the libraries cannot supply. These are some of the reasons revealed by library personnel during the FGDs when asked why only a few libraries are extending assistance to public schools. This observation by the FGD participants is validated by the findings that public and academic libraries were fairly engaged in the conduct of library outreach along this area.

Viewed from the findings, fundamental to the outreach engagement relative to this area are the need for human resources and ample time. Both kinds of libraries must then actively participate to supplement the need for manpower. Moreover, the data suggests that the libraries, considering that they are fairly engaged in outreach relative to technical assistance, need to strengthen their outreach engagement so that more public and private school libraries will be given opportunities to turn their learning resource centers into more extensive and functional libraries, so that students and other stakeholders will benefit.

b. professional assistance

Both public and academic libraries were fairly engaged, in terms of professional assistance, with pooled means of 3.33 and 2.81, respectively, with an average of 3.10.

The public and academic libraries in Pangasinan should further enhance their outreach activities. They should continue to develop a love of reading and learning in the young people they serve, and to stimulate their imaginations and satisfy their curiosity by providing quality outreach activities. Educational games such as quiz bees, slogan contests, debates, and the like should also be included in their programs to enhance students interest in reading and learning.

According to Diaz (2009), to conduct successful outreach programs for children, one must go where they are, honor where they come from, and understand what they love. Meeting youth where they are refers to physical locations: schools, recreation centers, day care centers, grocery stores, and churches, as well as their interests and abilities. Bussey (2009) stressed that the library should design outreach programs to

make the library staff visible in the community and to highlight upcoming events. She stressed that the average person must read, see, and hear the same information over and over several times before it is retained. Moreover, library instruction and tutorial sessions should be enhanced to help the community eliminate illiteracy in the province.

As stated by the academic librarians who participated in this study, library instruction and library tours are very important outreach services for high school students because it increases their understanding and confidence in their ability to locate information, which will help them later in college. This is in consonance with the statement of Davis-Kahl (2004), who mentioned that the goal of outreach is to increase students understanding and confidence in their ability to locate and use information appropriately, to teach information literacy skills to high school students, and to assist students to become eligible and competitive.

c. special assistance to marginalized groups

The results for the program area on special assistance to marginalized groups showed that public libraries were negligibly engaged, with a pooled mean of 2.37, and academic libraries were not engaged, with a pooled mean of 1.66. Combining the means for public and academic libraries shows that the program area had a weighted mean of 2.05, which suggests that both types of libraries are not active in providing outreach programs for marginalized groups, and have not institutionalized this kind of engagement.

With the above findings, it is highly recommended that both libraries should include services for marginalized groups in their outreach engagement programs, most especially the youth offenders, prisoners, and parenting teens. These groups also need assistance, some of which the library can provide, like reading materials that can help prisoners improve their reading skills and raise their awareness of what is happening outside the prisons.

Libraries can also partner with national and local authorities to conduct outreach programs for out-of-school youth, pregnant and parenting teens, and to promote adult literacy among senior citizens through book reading.

d. physical and resource development assistance

In contrast to the results for technical assistance, the results for physical and resource development assistance showed that the public libraries were negligibly engaged, with a pooled mean of 2.51, while the academic libraries were fairly engaged, with a pooled mean of 3.08.

In general, both public and academic libraries were fairly engaged in physical and resource development assistance, with a weighted mean of 2.77. This fairly engaged rating is validated by responses of library personnel who participated in the FGD, where they pointed out that they cannot provide materials to help learning centers in the community because of lack of resources and funds, and the absence of support from their school administrators.

To sustain outreach engagement programs, libraries should find potential partners for materials and financial resources. They can ask for support from NGOs, public officials, humanitarians, and philanthropists who are willing to help and support the library outreach programs.

e. information technology assistance

For information technology assistance, public libraries were not engaged, with a pooled mean of 1.45, and academic libraries were negligibly engaged, with a pooled mean of 1.98. The combined means of 1.69 for public and academic libraries implies the unpopularity of information technology assistance as a form of outreach engagement.

This could be due to the absence of computer facilities, including wifi and internet access at the community centers, and the unavailability of venues for the conduct of related activities. It can be deduced from the findings that the libraries in Pangasinan do not have a definite program for the use of modern technology. To address this constraint, there is a need to encourage library stakeholders, school administrators, as well as the LGUs to fully support the offering of IT-related outreach programs for local communities. According to Phillips (2011), many librarians continue to use Web 2.0 technologies to reach out to students and to provide them with information regarding library instruction, reference, and promotion. Information professionals are also using SNSs as a tool to market library services, create awareness, build customer relationships, provide useful links to information, share photos and information about various events, share the opinions or expertise of staff members, and support just-in-time reference (Ayu & Abrizah, 2011; Phillips, 2011). This may serve as a reference in applying knowledge of modern technologies to initiate outreach activities.

In summary, the public libraries had a weighted mean of 2.52 for the five program areas, while the academic libraries had a weighted mean of 2.41. Combined, the public libraries and academic libraries were negligibly engaged, with a total weighted mean of 2.48. This finding suggests minimal engagement of the public and academic libraries in conducting outreach activities in the community, and that libraries in Pangasinan are not visible in the community.

This was confirmed by the community members who participated in the FGDs. They said that librarians are seldom seen visiting their communities, and that the only library service they are familiar with is the bookmobile service, which caters to children at day care centers and to out-of-school youth. They further stressed their need for reading materials such as magazines and newspapers, while waiting for their children at the day care centers.

Other community members expressed their need for more reading materials in their barangay community centers that can help improve reading habits and quality of life. In a similar manner, the teachers who participated in the FGDs also suggested that they needed books and other learning resources, as well as library training to help and guide them in library work and to better understand the work and functions of their libraries/learning centers. There is a need to improve and enhance the outreach

engagement of both public and academic libraries in Pangasinan to benefit their communities.

When tested statistically, the null hypothesis concerning the difference in extent of outreach engagement between the public and academic libraries in terms of the five program areas was accepted at 0.05 significance level. This implies that there is no significant difference that exists between the outreach engagements of public and academic libraries in the following program areas: technical assistance, professional assistance; special assistance to marginalized groups, physical and resource development, and information technology assistance. It can be inferred that the public and academic libraries have similar programs along library outreach and that these are assessed to have negligible engagement.

Barriers Encountered in Outreach Engagement

Eight items were identified as the most pressing barriers encountered by the public and academic libraries, these are the following:

1. Lack of financial support from the local government or school administrators;
2. Insufficient staff/personnel to perform the activity;
3. No encouragement from the school administrators and/or local government officials;
4. School administrators and/or local government officials do not let their library personnel go out;
5. Lack of transportation facilities;
6. Lack of time;
7. Inadequate library resources to support the outreach services; and
8. Lack of cooperation and coordination between librarians and community coordinators.

Moreover, the extent of barriers encountered by both public and academic libraries were also measured in this study, with pooled means of 2.81 and 2.63, respectively, both of which were considered moderately serious.

CONCLUSION

Based on the foregoing findings, it is generalized that considering the acceptance of the null hypothesis, there seems to be low awareness among library stakeholders, particularly the management of these institutions, regarding the significance and value of library outreach. Consistent with the principle of social responsibility, libraries as organizations are duty bound to render community-based outreach programs to fully realize their goals. Libraries should be visible in the community. If the library clients do not go or cannot come to the library, libraries should reach out to where the people are.

It is therefore necessary to promote engagement in community outreach among the public and academic libraries in Pangasinan. Hence, the need for a model to guide the implementation of engagement programs and activities in the purview of a library community outreach. Such a model (see Appendix) for an integrated library outreach program was developed to address the diverse concerns relative to the different program areas in order to strengthen the engagement in extension services of the public and academic libraries in Pangasinan.

RECOMMENDATIONS

In line with the findings and conclusion of this study, the following recommendations are deemed appropriate to achieve the goal of this study:

1. Disseminate the proposed integrated library outreach program model to public and academic libraries, to serve as a reference in enhancing their outreach engagement and to promote partnerships among them. Further, share the study's findings with local government units (LGUs) and academic school administrators in Pangasinan, to encourage logistical and financial support for more efficient, creative, and productive library outreach program plans.
2. Strengthen outreach activities on the five program areas, particularly the conduct of trainings and seminars for all those in charge of the libraries/learning resource centers in their communities to enhance the competencies of the staff. Further, activities that actively engage the youth should also be enhanced.
3. Enhance and improve the reference and research assistance extended by public and academic libraries to the people, especially students and research scholars. Academic libraries should facilitate access to resources both print and non-print, as well as scholarly electronic resources for all possible community users.
4. Institutionalize library outreach programs by including them in the program plans of schools and local governments.
5. Enhance cooperation and coordination between librarians and community leaders through the conduct of regular meetings.
6. Conduct further studies to monitor improvements in the outreach engagement of public and academic libraries in Pangasinan.

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APPENDIX
PROPOSED INTEGRATED LIBRARY OUTREACH PROGRAM
FOR PUBLIC AND ACADEMIC LIBRARIES
THE REACH OUT MODEL

The library serves as a place to go for educational and recreational reading materials. It is the center for: life-long learning; basic literacy; free and equal access to information; community meeting place; technology center; information assistance; local history and genealogy; information literacy; adult learning; cultural awareness; early childhood literacy; community commons; heritage center, and pre-school door to learning. Library has been at the forefront of educational programming, with a particular focus on literacy.

Library professionals in Pangasinan and in other part of the country should maintain strong relationships with educators and children at day care centers, public and private schools, and those who are schooled at home. They should continue to make the needs of children, students, adults, teens, marginalized groups and families as their highest priority in their services and programming.

Against the said background, this initiative of formulating model for library outreach in the attempt to optimally realize the very ends of reaching out especially to the marginalized and the underserved sectors of the society.

The program is intended to provide public and academic library managers, leaders, and administrators with a set of tools and a process for developing effective community outreach plans. These mechanisms will enable libraries to develop partnerships for addressing issues and resolving problems in the community, thereby embedding the library in the community, demonstrating its value, and strengthening the library as an essential part of community life.

Hence, this Integrated Library Outreach Program Model is guided by the sets of principles comprehensively embodied in the acronym "REACH OUT." With the results of the study pertaining to ascertaining the extent of engagement in outreach of public and academic libraries in Pangasinan along the five (5) program areas as follows: technical assistance; professional assistance; special assistance to marginalized groups; library physical and resource development assistance; and library information technology assistance. This framework was conceptualized to promote library outreach. REACH OUT is spelled in the manners as follows:

- R eaching out to people regardless of their culture and status of living. The more outreach you do, the better you will become at it and the more people will come to value the library services you provide to them.
- E ncourage and empower libraries to participate and conduct Library Outreach Program. Libraries should act now in catering the needs of community people especially the youth as this generation and the following generation will dictate the success of this country.
- A ttitude is very important in conducting an outreach because a positive first impression will determine whether people feel welcomed or not. Desirable attitude and values are needed to foster good relationship between the library personnel and the community people.
- C are for the needs of others. You should care for the needs of the community you are serving even if they are not library-related.
- H umane factor needs to be in place in doing the outreach. This means working toward creating public value by addressing their needs. Remember our role in the society as information agent.
- O pen your heart to better serve the people. Not only the librarians and staff of libraries need to open their heart but most importantly the school administrators and the LGU's as they need to support the program.
- U nderstand the complexity of the outreach. Once you're in you should see to it that you can continue serving without holding back.
- T ime is most important. Try to listen to the library needs of your community and find time to serve them.

VISION STATEMENT

An Integrated and comprehensive library outreach program that provides opportunities for holistic enrichment of the individuals and the community in a life-long learning environment.

MISSION STATEMENT

The mission of this Outreach Program is to serve the public of all ages especially the marginalized and the underserved in the upliftment of quality of life and standards of living in Pangasinan with information of recreational, intellectual and special needs in a variety of formats.

GOALS/OBJECTIVES:

Guided by the vision and mission statement, the following goals are crafted, to wit:

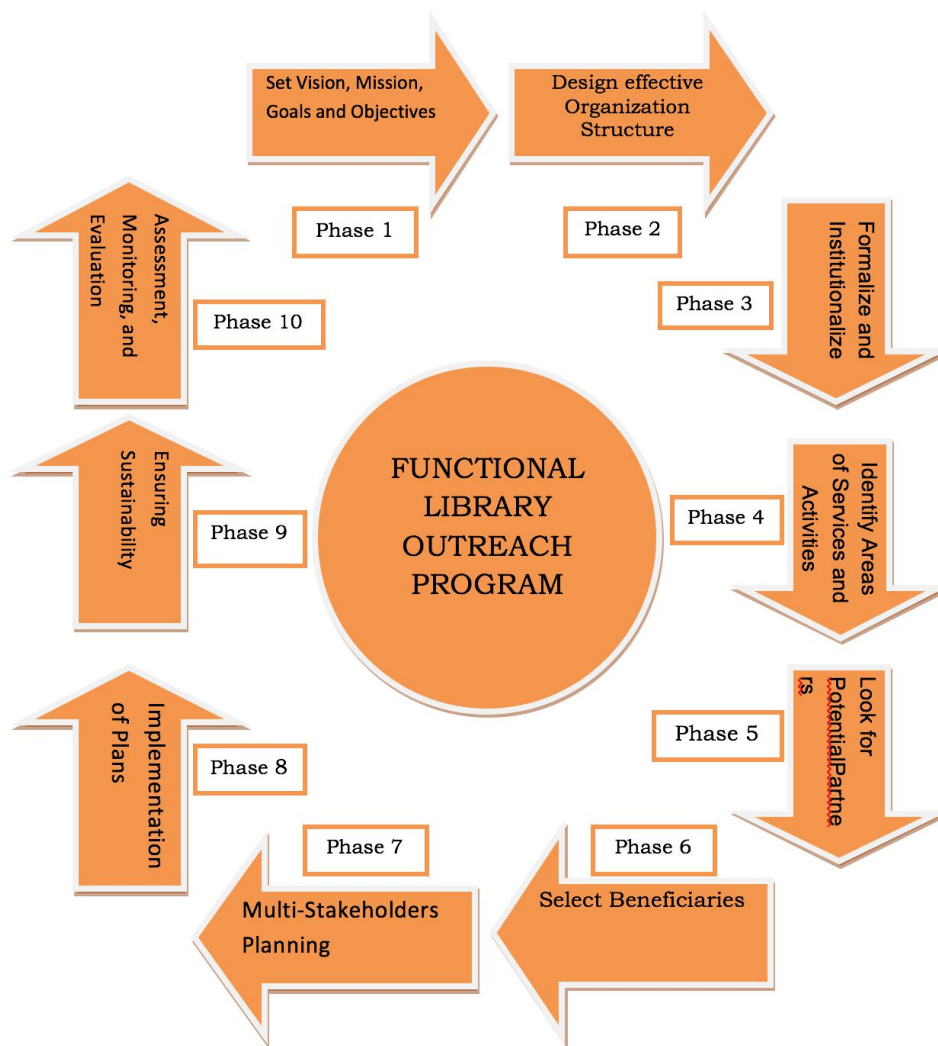
1. Provide strong partnership among libraries in Pangasinan through integrated Library Outreach Program.
2. Encourage libraries in Pangasinan to actively engage in the Outreach activities towards the realization of ASEAN 2015.
3. Create library consciousness among the people of the community;
4. Spotlight the existence of the library, where they are located, what they contain, and to identify the services and activities they can render to help people in their informal self-education;
5. Encourage the people to use the library and to make the maximum utilization of library resources for the development of the society.
6. Enhance community cooperation in Pangasinan.

In order to realize the following goals, the program implementers of different libraries are encouraged to observe the following phases:

PHASE 1 - Set your Vision, Mission, Goals and Objectives. Make sure that your vision, mission, goals and objectives are in line with the vision, and mission of your Institution for the academic libraries, and for public libraries their vision and mission should also in line with the local government vision and mission.

PHASE 2 - Design effective Organizational Structure for the Library Community Outreach Program and presented to the entire academic community for academic libraries and local officials for the public libraries as well as in all library organizations and Associations for better understanding that each one has a vital role to play in the community outreach program once it gets implemented. Important in this stage is the participation of the school administrators, LGU's, community leaders and the public. Here, you design your organizational structure that serves as the program committee.

FIGURE 1
FUNCTIONAL LIBRARY OUTREACH PROGRAM CONTINUUM



PHASE 3 – Formalize and Institutionalize the Library Community Outreach Program to provide better activities so that the adopted beneficiaries can have a possible change for their life. Here, you need to seek permission from your school administrators and or local officials for the implementation of your program.

PHASE 4 – Identify Areas of services or activities. Here you need to develop activity plan using strategies and principles for effective program design. Make it sure that the activity plan for outreach is also included in your Library Development Plan under services. Include in the plan the objectives, the target population, activities, persons involved desired outcome with time table.

PHASE 5 - Look for Potential Partners for Collaboration. Other Libraries and the Community leaders are the best partners. Also, Libraries can possible to partner with health clinics, hospitals, barangay officials, etc. Find people who will really network, a people and volunteers who know how to shake hands and meet and greet the people (i.e., true networking). As observed, outreach situations is varied as two people who

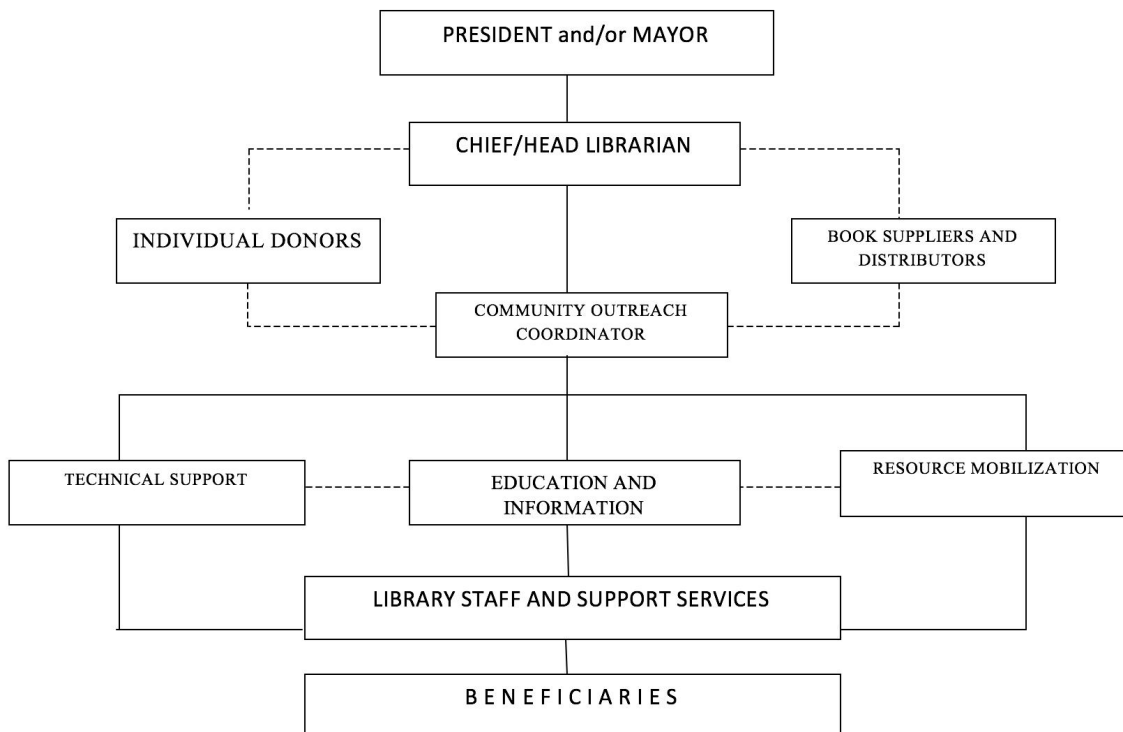
were such good friends they would spend the entire outreach event speaking to one another to people who would ask not to be scheduled on the same shift with other persons.

Find people who when they volunteer will concentrate on the task at hand and conscientiously work to make an outreach event a successful one. Basically, outreach is fun but it is still a work or a job, treat it as such.

Consider also the book suppliers, the Alumni's, and politicians and other civic oriented individuals who are willing to help in one way or another to the community outreach programs.

Provide a Memorandum of Agreement with your partner libraries or individual/s for the program implementation and make it sure to be signed by both parties.

FIGURE 2
SAMPLE ORGANIZATIONAL CHART FOR THE LIBRARY COMMUNITY OUTREACH PROGRAM



PHASE 6 – Select beneficiaries. You can Adopt-a-School or Adopt-a-Learning Resource Center, and, or you need to identify the target community and the target people to be given with the outreach services. Once you have selected your beneficiaries, make activity plan fitted for them. Set a target time-table for each of your beneficiaries in order to have smooth flow of your activity. Do not forget to have a Memorandum of Agreement signed by both parties.

PHASE 7 - Multi-Stakeholders Planning. Include outreach staff and all stakeholders in the development of the outreach work plan. It is important that they feel invested in the outreach plan's success. This will also help clarify roles and responsibilities. They are your partners who are directly affected by the decisions your organizations make and with whom you share success and failures. Properly defining stakeholders is a key element in planning and delivering any successful outreach plan. Establish an "outreach master work plan" that includes all the activities related to the outreach work for the targeted community. Then, establish an individual plan for each member that includes the activities only he or she is responsible for. Always keep the beneficiaries in mind when designing outreach strategies. Detail your activities as much as possible. For example, include potential partner organizations, how you will contact donors, how you will work with others in your community, and what kind of activities and the materials you need to develop and/or use.

PHASE 8 – Implementation of Plans. It is very important in this part to establish mechanisms for information management. This could be achieved through multi-sectoral coordination and collaborations to stimulate support from other community willing sponsors or donors. There is a need also to review all the ideas identified in every steps for improving and executing your program. If you haven't implemented some of them, consider doing so. Established a good relationship with an important stakeholder to gain their full support. Diligence, hard work, and persistence will be needed in the implementation process.

PHASE 9 - Ensuring Sustainability. To sustain the operation of the outreach program, there is a need for building and maintaining functional partnership among libraries and to the LGU's and willing individual donors to harmonize with the needs of community people.

PHASE 10 –Assessment, Monitoring and Evaluation. You need to measure the output in order to determine whether the goals and objectives were attained and to know what the weakness parts of the program in order to provide better solutions. Monitoring are needed to keep track of any improvement and if there is activity that needs improvement. Moreover, monthly meetings be held between the implementers of the community outreach and the adopted beneficiaries.

Regular meeting is very important to update all stakeholders of the outreach so that problems if there's any can be address at once and everybody is aware of what is going on with the said activity program.

Further, systematic evaluation of the outreach program be conducted in terms of program implementation and the results will be used as basis for enriching your outreach program.

INTEGRATED LIBRARY OUTREACH PROGRAM PLAN

Main Goal: Create Functional Partnership among Public Libraries and Academic Institutions through the conduct of Responsive and Relevant Integrated library outreach program

Key Results Area	Objective/s	Activities	Outcomes
A. Technical Assistance	<ul style="list-style-type: none"> • Conduct technical services such as Cataloging and classification, indexing, and other technical work to the public and private school libraries. 	<ul style="list-style-type: none"> • Seek permission from the school administrators/LGU's • Coordinate with the Principal and the teacher in-charge of the library • Seek endorsement letter from the division office • Catalog and classify books • Index periodicals • Label Materials 	<ul style="list-style-type: none"> • Well Organized School Libraries and Learning Centers.
<p>B. Professional Assistance to the following:</p> <p>Community and educational centers</p>	<ul style="list-style-type: none"> • Promote library and its programs to the community. • Help public and private schools to have a functional library • Enhance consultancy visits to school libraries or learning centers 	<ul style="list-style-type: none"> • Work with the LGU and public educational centers to promote the library and its programs. • Seek permission from the school administrators/LGU's • Conduct library talks and public lectures • Hosting meetings and events • Participate in community activities • Have a Library Open House during community celebrations • Facilitate community cultural and/or musical programs • Organize libraries to function to its fullest • Regular Visits to school libraries and learning resource centers 	<ul style="list-style-type: none"> • Well educated community people about the library services and its importance • Highly oriented community people. • Functional and well organized Public and private School libraries set in place. • Consultancy visits were enhanced.

Key Results Area	Objective/s	Activities	Outcomes
Community and educational centers (cont.)	<ul style="list-style-type: none"> • Provision of materials to community and educational centers. • Provision of training on technical work to public school teachers and library support staff in-charge in library. • Promote book reading. 	<ul style="list-style-type: none"> • Solicit materials from willing individual donors, alumni's, faculty members, book suppliers and distributors <u>through</u> : <ul style="list-style-type: none"> • Book drive campaign • Book Showers • Solicit donations and contributions to support the program • Prepare short term or long term trainings to ensure that the library in-charge will learn and can apply the technical library work. • Share-a-knowledge and expertise to the teacher-librarian or a library assistant in-charge of the selected beneficiaries through trainings, seminar workshops about library organization, operation and management. • Seek permission from the school administrators/LGU's 	<ul style="list-style-type: none"> • Provided relevant books and other reading Materials • Ensured skillful and knowledgeable library in-charge • Promoted lifelong love of reading
Children	<ul style="list-style-type: none"> • Enhance programs for the children to develop their thinking, listening and imaginary skills. • Connect children and young adults with services and information about social and cultural awareness. 	<ul style="list-style-type: none"> • Conduct the following activities <u>on a monthly basis</u>: Song and rhymes activities, Fun games, Art activity, storytelling, reading and writing • Display new and/or popular materials to day care centers • Have book signings and book talks by visiting authors 	<ul style="list-style-type: none"> • Developed listening abilities of the children • Enhanced programs that help children maintain reading skills and interest with books.

Key Results Area	Objective/s	Activities	Outcomes
C. Special Assistance to marginalized Group	<ul style="list-style-type: none"> • Keep abreast the marginalized groups with the current issues and enhance their reading skills and knowledge. • Work with the LGU and the BJMP head officials to promote the library and its programs to the prisoners • Offer a monthly senior game day to provide activities for seniors and do the same for OSY. • Introduce them to the available services the library has • Promote books and reading among seniors, adults and OSY 	<ul style="list-style-type: none"> • Delivery and lending of books and other printed materials such as newspapers, magazines, and journals to marginalized group • Organize special activities such as film viewing, educational games, etc. • Offer a game day for seniors, adults, and OSY • Host monthly Adult Book Club meetings • List potential partners that could help augment the budget to support the activity • List available library resources that could contribute to the success of the activity • Display Author of the Month for reading clubs • Conduct activities such as memoir writing contest in <u>the Barangay</u> learning centers with a people's choice award (one receiving most votes in the community wins) • Solicit donations and contributions to support the program 	<ul style="list-style-type: none"> • Increased Awareness of the Marginalized groups such as senior citizens, PWD, OSY, prisoners, and youth offenders of the current issues • Enhanced Reading habits of the marginalized group • Designed Program opportunities designed for adults to promote personal enrichment and enjoyment.
D. Library Physical and Resource Development	<ul style="list-style-type: none"> • Provide a collection relevant to the needs of the community • Design library floor plan for effective services 	<ul style="list-style-type: none"> • Take into consideration patron requests for purchases • Strategically Arrange the furniture and equipment to a more attractive library set up 	<ul style="list-style-type: none"> • Developed relevant collections to the wants and needs of the community. • Improved school library building and facilities.

Key Results Area	Objective/s	Activities	Outcomes
E. Library Information technology Assistance	<ul style="list-style-type: none"> • Demonstrate capabilities of new and emerging technologies suitable to the information needs of a <u>particular community</u> • Make community people especially those in remote areas become aware of the modern technology 	<ul style="list-style-type: none"> • Conduct lectures on basic computer skills • Conduct training on how to use online databases and online resources of information 	<ul style="list-style-type: none"> • Greater Awareness of the Public with the online resources attained. • High level of awareness of Community people on modern technology achieved.
F. Resource Mobilization and Sustainability (as answers to Barriers Encountered) 1. Financial and other Library resources that answers the problem on Inadequate library resources and Lack of financial support coming from the LGU's or school administrators to support the outreach activities.	Allocation of funds in the acquisition of library resources that could support the outreach services.	Create committee for fund sourcing activities to augment funds provided by the academic institutions and LGU's for their libraries.	Partnered with other libraries, local/national/international government agencies, non-government organization, and humanitarian groups and other associations.

Key Results Area	Objective/s	Activities	Outcomes
2. School administrators and/or local government officials do not let their library personnel to go out; and No encouragement from the school administrators and/or local government officials	Institutionalize the Library Outreach Program <u>in order to</u> include in the School's program plans and local government plans.	Create program plans of activities that show the importance of the library services to the outside community patrons and present this to the school administrators and officials of LGU's.	High level of support of School Administrators and Local government officials were encouraged to the library outreach program plans.
3. Insufficient staff/personnel to perform the activity.	Encourage more librarians, other library personnel and volunteers to join the library outreach Activities.	Conduct trainings and development programs to ensure efficiency in the delivery of outreach activities by the librarians and volunteers.	Efficient librarians and library volunteers were encouraged and joined the outreach activities.
4. Lack of cooperation and coordination between the librarians and the community coordinators.	Enhance the cooperation and coordination between the librarians and the community leaders.	Conduct regular meetings to ensure close coordination and cooperation between the librarians and community leaders.	Enhanced Cooperation and coordination between and among librarians and community leaders.

MONITORING AND EVALUATION

Consistent with sound management practice, regular monitoring and impact evaluation will be implemented and the results will be used as basis for enriching the outreach program.

THE JRU MAIN LIBRARY'S INFORMATION LITERACY PROGRAM AND ITS IMPACT ON CUSTOMER SATISFACTION

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ABSTRACT

This study examines the Information Literacy Program (ILP) of Jose Rizal University Main Library and its impact on Library Customer Satisfaction Survey (LibCSS) results. Because ILP has yet to be implemented in JRU's Higher Education Libraries, and considering that improving its LibCSS scores is among the Main Library's objectives, this paper argues that ILP implementation can help improve LibCSS results. Specifically, this study aims to answer the following questions:

1. How satisfied are 3rd year HRM students with the Main Library's services?
2. Is there a significant improvement between LibCSS scores before and after ILP implementation?
3. Is there a significant difference between LibCSS scores of experimental and control groups before and after ILP implementation?

The hypotheses of this study focus on the satisfaction levels of the students; namely, that LibCSS scores would improve, with a significant difference for the experimental group, and no significant difference for the control group. The findings of this study indicate that the 3rd year HRM students were moderately satisfied during the pre-test, while they were highly satisfied after the post-test. The data also reveal that LibCSS scores improved significantly in the experimental group, and no significant difference in the control group.

Keywords: customer satisfaction, information literacy

Customer satisfaction requires a lot more than just meeting the client's information needs. This is the principle that a library considers in planning services to offer its users. Likewise, a library does its best to deliver services in a way that is most suited to its clients' needs, and guarantee that all aspects of patron experiences are at or above the standard that they have helped to set. In this vein, it may be said that the Jose Rizal University Libraries are an example of a customer-focused library, which counts the implementation of the Information Literacy Program (ILP) as one of its regular activities for Basic Education Libraries, and which librarians have found to be effective.

This is evident in their utilization statistics and their high ratings in the Library Customer Satisfaction Surveys (LibCSS). Because ILP has yet to be implemented in JRU's Higher Education Libraries, which includes the Main and Tower Libraries, and considering that improving its LibCSS scores is among the Main Library's objectives, this paper argues that ILP can help improve LibCSS results.

Specifically, the study examines how ILP can help the Main Library improve the satisfaction levels of its clients. The results of this study can serve as a basis for designing library services. While the Main Library will benefit from the results of this study, other units offering similar services that aim to satisfy patrons or clients will also benefit from the results of this research.

The San Diego State University Library (2015) website provides the following description of Information Literacy:

Information Literacy is also frequently referred to as Information Competence, Information Literacy Competence, or, more recently, Information Fluency. Many discussions have taken place in librarianship over the semantics and linguistic implications of these terms; however, at present, each is essentially used interchangeably.

At a minimum, information literate individuals are fluent in 21st century information and technology skills, demonstrated by their ability to:

- * articulate a research question and information need;
- * determine the scope, type, and depth of information needed;
- * evaluate information for its credibility and appropriateness to the current task and information need;
- * synthesize and place new information into context of their own knowledge base;
- * use various information and educational technologies to effectively retrieve and communicate information appropriately;
- * demonstrate that they can use information ethically and legally.

In 2014, Klotz described Information Literacy as the ability to recognize when information is needed and to locate, evaluate, and use it effectively. This set of skills is essential in today's world. In 2012, Jackson noted that Information Literacy is a set of lifelong learning skills that expands far beyond the walls of the academic library. Others

consider Information Literacy as a way people interact with information or learning to learn.

The Association of College and Research Libraries (ACRL 2015) defines Information Literacy as “the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning.”

How are ILPs implemented? At the James Madison University Libraries (2015), ILP is integrated into the general education curriculum. As stated in its website:

The library liaison program provides a librarian for each academic department to support integrating information literacy into the curriculum of the major. Liaison librarians collaborate with faculty to design assignments, deliver instruction (in person and online), and assess learning.

*** Course-related instruction**

Liaison librarians will provide course-related library instruction on request. This instruction focuses on helping students learn information-seeking and evaluation skills important to their field of study. Carrier Library and East Campus Library both have library instruction classrooms with computers for hands-on experience. When a library classroom is not available, a librarian can provide instruction in a classroom or campus lab...

*** Subject Guides**

The liaison librarians have prepared online guides to key resources in the major and helpful instructional aides.

*** Instruction by appointment**

Faculty and students may request an appointment with a liaison librarian for assistance in learning new sources and skills.

The De La Salle University Libraries (2012) has a different Information Literacy strategy. Its website states that

The Libraries provides information literacy (IL) instruction to aid library patrons in becoming independent and lifelong learners. There are two (2) categories of IL instruction sessions available to faculty and students: classroom type and quick start/individualized sessions (popularly known as Face-to-Face with RIA (Roving Information Assistant)).

For classroom type sessions, the Libraries offers the following modules: (Module 1) Library Research Basics and Tour, a 1.5 to 2 hour presentation and tour specifically designed for new students to introduce the different libraries and learn the basics of finding information in each of these libraries; (Module 2) Subject Database Searching, a 2-3 hour intensive hands-on practice of using various subject databases; (Module 3) Library Basics and Database Searching, a 2-3 hour lecture and hands-on

demonstration of library research and searching multi-disciplinary databases; and (Module 4) Specialized Instructions, a customized, course-related instruction that focuses on advanced IL skills.

With a number of advantages, ILPs are implemented by many libraries worldwide. In 2015, ACRL developed the Information Literacy Competency Standards for Higher Education, which consists of five sets of standards expressed in measurable outcomes for assessing the information literacy skills of students in higher education. The University of Connecticut Libraries has implemented these standards. As stated in its website:

Along with the University of Connecticut's proposed General Education Information Literacy Standards, these Standards and Competencies are guiding the Instruction Program Curriculum at the Library. Through the combined efforts of faculty, students, librarians, and technology staff, our students will gain, over their years at the University of Connecticut, the skills to be productive and capable leaders in a technological and ever changing world.

The Library Research Service (2011) of Colorado State Library states that:

Libraries typically develop surveys for 3 reasons: to gauge user satisfaction, to assess users' needs (usage), or to learn more about outcomes—that is, the end results of using the library. A fourth purpose of surveys is to gather demographic information about library users. However, an important guideline is to never collect more information than is absolutely necessary so as not to unduly burden or stress those who will be answering your survey. Also consider whether your information needs could be met through existing data, such as circulation statistics or community analysis.

Library user surveys have become widespread in academic libraries during the past 20 years. Surveys have often been used as a tool to assess service quality and user satisfaction. The Association of Research Libraries issued four Systems and Procedures Exchange Center (SPEC) kits on user surveys and studies between 1981 and 1994. A substantial body of literature has been developed focusing on surveys and service quality. Studies and reviews by library educators/professionals that examine library applications of the SERVQUAL instrument have been covered by Nitecki (1996), and Cook and Health (1999), among others. Rapid changes in library services and operations, demand international, institutional accountability, and assessment expectations by external accrediting agencies have contributed to further development and application of user surveys within academic libraries during the past decade.

User surveys can be designed and administered in many ways. Self-administered surveys are often employed to reach potential respondents with a minimum of direct contact and cost. Individuals are given or sent surveys to complete, and their responses are then turned into data that can be analyzed. Surveys can range

from broad and comprehensive to those narrowly focused on specific services or activities. When properly designed and administered, user surveys can provide both quantitative and qualitative data directly from the target population.

The Jose Rizal University Libraries, like other libraries worldwide, has utilized a number of approaches in recent years to assess the effectiveness of its services, programs and activities, and resources, as well as to identify its users' needs. It comes in the form of usage statistics, focus group discussions, direct observations, interviews, and, finally, a survey. Among the most valuable of these methods is the Library Customer Satisfaction Survey (LibCSS), which is conducted every quarter. Results of the survey are analyzed, and based on the results, items with low scores are analyzed carefully and interventions are prepared to improve the previously-identified low scores. The LibCSS has played a critical role in supporting the JRU Main Library's transition into a user-centered library.

This study is an action research that responds to the current trend of implementing Information Literacy Programs in libraries, as well as the prevailing need to gather user feedback through Library Customer Satisfaction Surveys (LibCSS). This study considers it important to know whether there is indeed a direct relationship between these two developments in library literacy. Published studies on both topics indicate that the link between ILP and LibCSS has not been explored. Zanjonc (1980) concluded that affect and cognition are under the control of separate and partially independent systems that can influence each other in a variety of ways. Therefore, although perception (thinking) and satisfaction (feeling) are two independent systems, they still influence each other in a variety of ways. This researcher thinks that providing an effective Information Literacy Program (to develop the thinking part) can improve the Library Customer Satisfaction (feeling towards the library services) of students.

Librarians implement ILPs to help students access various library services and resources. Through ILPs, librarians collaborate with students with the hope of improving user satisfaction. But does ILP really help improve LibCSS scores?

PURPOSE OF THE STUDY

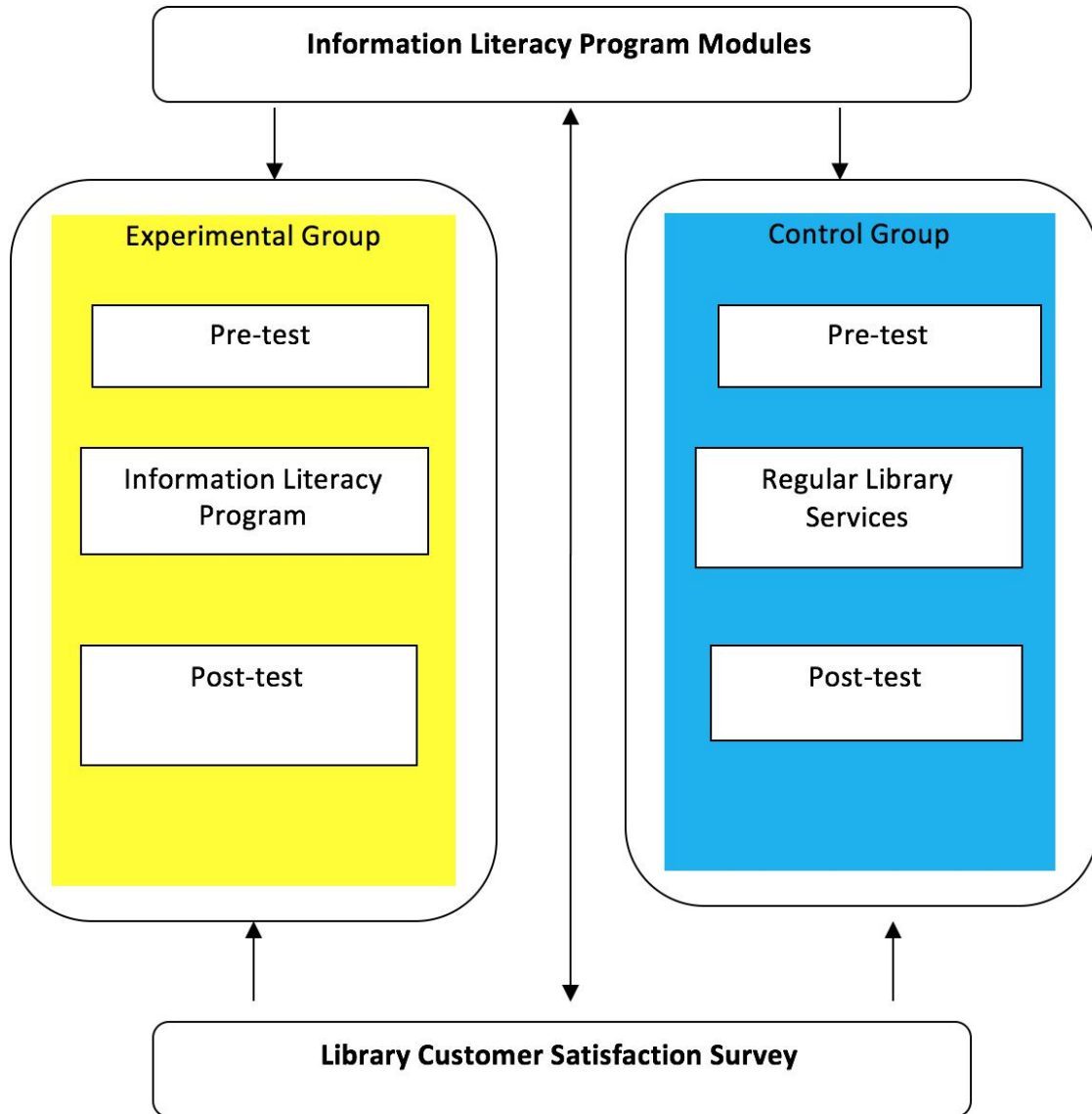
This study aims to answer the following questions:

1. How satisfied are 3rd year HRM students with the Main Library's services?
2. Is there a significant improvement between LibCSS scores before and after ILP implementation?
3. Is there a significant difference between LibCSS scores of experimental and control groups before and after ILP implementation?

This study compares the results between LibCSS scores of experimental and control groups. The researcher selected two groups as research participants. The two groups underwent the pre-test and post-test through a survey questionnaire regarding their satisfaction level with JRU's Main Library services. The difference between the

two groups was: the experimental group underwent the Information Literacy Program for two sessions, while the control group experienced regular library services without any interventions. The hypotheses of this study focus on the satisfaction levels of the students; namely, that LibCSS scores would improve after ILP implementation, with a significant difference for the experimental group, and no significant difference for the control group. The illustration below shows the research design:

Figure 1



The input for the study consisted of the ILP modules, and the LibCSS pre-test served as the baseline data used in conducting this action research. The processes that the researcher used are the actual library instruction or teaching in the classroom setting of ILP modules and the facilitation of the pre-test / post-test of LibCSS.

METHODOLOGY

This quantitative study focuses on the satisfaction level of students before and after ILP implementation. Data were triangulated through a survey questionnaire, interviews, and focus group discussions. Actual teaching of ILP modules was also done for the experimental group.

The research study was done at Jose Rizal University. To focus the study, the researcher limited it to two selected classes of 3rd year HRM students. Research participants were chosen based on their frequency of library use, which was gathered from library statistics. Subjects of the study included forty-two (42) HRM students for the experimental group, and forty-four (44) HRM students for the control group, with a total of eighty-six (86) HRM students as research participants.

The researcher sought approval from the Vice President for Information Systems, Mr. Noel A. Dimasacat, for the use of the actual JRU LibCSS in this study. The intervention for the experimental group included two ILP modules. The modules were designed to address items with low scores on the LibCSS last August 2015. Likewise, since the Basic Education Libraries have good results in the survey, their ILP modules were also used as reference.

RESULTS

Both groups were given a pre-test to determine their satisfaction level before undergoing the program. The experimental group underwent two sessions of ILP for two consecutive weeks, while the control group did not undergo any intervention. They just received the regular library services that the library offers. The post-test was conducted after the ILP was administered for the experimental group.

LEVEL OF LIBRARY SATISFACTION OF HRM STUDENTS. Based on the findings, the 3rd year HRM students were moderately satisfied during the pre-test with a mean rating of 2.92. During the post-test, there was an increase in their satisfaction level with the mean rating of 3.11, which can be interpreted as highly satisfied. There was an increase of 0.19 in their satisfaction level after the intervention. Please see Table 1 below.

The data also show that the ratings made by the respondents are typically of 0.22 dispersal point from the means. This suffices to say that the individual satisfaction ratings assigned by the respondents are not distant from each other. Therefore, the researcher would like to confirm that the HRM students are satisfied with the library's services.

IMPROVEMENT IN LIBCSS SCORES (EXPERIMENTAL AND CONTROL GROUP). Conducting a t-test helps determine whether there was a significant improvement in LibCSS scores after ILP implementation. Table 2 shows the t-test results.

Table 1
LEVEL OF SATISFACTION OF HRM STUDENTS
TOWARD LIBRARY SERVICES

Measures	Mean	Qualitative Description	S.d.	Qualitative Description
Pre-test	2.92	Moderate	0.22	Less dispersed
Post test	3.11	High	0.22	Less dispersed
Increase/Decrease	0.19	–	0.00	–

Results of the Pooled-Variance t-test for the observed difference between two sample means (2.92 – 3.11) are convincing enough to say that the LibCSS scores of the sample respondents improved significantly after the ILP implementation. This is also evident in the t-value of 1.9925 and the p-value of 0.0003 that rejects the null hypothesis. Therefore, the data validated the researcher’s hypothesis that there was a significant improvement in LibCSS scores after the ILP implementation for the experimental group.

DIFFERENCE IN LIBCSS SCORES (EXPERIMENTAL VS CONTROL GROUP). To determine the significance of differences between the satisfaction levels of the experimental and control groups, the same statistical treatment was used. Please see Tables 3 and 4 below.

The data revealed that there is no significant difference between the control group’s LibCSS scores before and after ILP implementation for the experimental group. It is evident in the t-value of 2.0281 and p-value of 0.1440, which statistically means the null hypothesis should not be rejected.

Meanwhile, the null hypothesis for the experimental group was rejected, with t-value of 2.0281 and p-value of 0.0000. This validated the researcher’s hypothesis that there was a significant difference between the experimental group’s LibCSS scores before and after ILP implementation.

DISCUSSION

The findings of this study are similar to the findings of studies discussed in the literature review. In 2010, Dominguez presented a study comparing three methods of information literacy instruction: online learning communities, online tutorials, and one-shot sessions. Based on data collected from undergraduate English classes, Dominguez concluded that learning communities result in stronger performances on assessments.

Table 2
IMPROVEMENT IN LIBCSS SCORES
BEFORE AND AFTER ILP IMPLEMENTATION
Pooled-Variance t-test for the Difference Between Two Means
(assumes equal population variances)

Data		Confidence Interval Estimate for the Difference Between Two Means	
Hypothesized Difference	0	Data	
Level of Significance	0.05	Confidence Level	95%
Population 1 Sample		Intermediate Calculations	
Sample Size	38	Degrees of Freedom	74
Sample Mean	2.92	t Value	1.9925
Sample Standard Deviation	0.22	Interval Half Width	0.1006
Population 2 Sample		Confidence Interval	
Sample Size	38	Interval Lower Limit	-0.2906
Sample Mean	3.11	Interval Upper Limit	-0.0894
Sample Standard Deviation	0.22		
Intermediate Calculations			
Population 1 Sample Degrees of Freedom	37		
Population 2 Sample Degrees of Freedom	37		
Total Degrees of Freedom	74		
Pooled Variance	0.0484		
Standard Error	0.0505		
Difference in Sample Means	-0.19		
t Test Statistic	-3.7645		
Two-Tail Test			
Lower Critical Value	-1.9925		
Upper Critical Value	1.9925		
p -Value	0.0003		
Reject the null hypothesis			

This validates the results of the current study since her study on information literacy instruction also leads to higher levels of student satisfaction.

LIMITATIONS/GAPS OF THE STUDY. Among the limitations of this study are:

- (1) The current study does not look into other factors that could affect student satisfaction. Since the data presented is based on student perception, there might be other factors that can affect student perception after the pre-test (they might encounter excellent service from one of the library staff, borrowed books without queuing, etc.). Future studies might

Table 3
LIBCSS SCORES BEFORE AND AFTER
ILP IMPLEMENTATION – CONTROL GROUP
 Pooled- Variance t-test for the Difference Between Two Means
 (assumes equal population variances)

Data		Confidence Interval Estimate for the Difference Between Two Means	
Hypothesized Difference	0		
Level of Significance	0.05		
Population 1 Sample		Data	
Sample Size	19	Confidence Level	95%
Sample Mean	3.04		
Sample Standard Deviation	0.16	Intermediate Calculations	
Population 2 Sample		Degrees of Freedom	36
Sample Size	19	t Value	2.0281
Sample Mean	2.96	Interval Half Width	0.1086
Sample Standard Deviation	0.17		
Intermediate Calculations		Confidence Interval	
Population 1 Sample Degrees of Freedom	18	Interval Lower Limit	-0.0286
Population 2 Sample Degrees of Freedom	18	Interval Upper Limit	0.1886
Total Degrees of Freedom	36		
Pooled Variance	0.02725		
Standard Error	0.0536		
Difference in Sample Means	0.08		
t Test Statistic	1.4937		
Two-Tail Test			
Lower Critical Value	-2.0281		
Upper Critical Value	2.0281		
p -Value	0.1440		
Do not reject the null hypothesis			

consider adding a question regarding the students' experience with library services after the pre-test and before the post-test;

(2) The results of the study depend on the effectiveness of the modules implemented. If the modules prepared for students were ineffective, they would be less likely to help improve student satisfaction. Likewise, the results might also depend on how effective the librarian was running the program. Future studies might consider using existing ILPs of their

Table 4
LIBCSS SCORES BEFORE AND AFTER
ILP IMPLEMENTATION – EXPERIMENTAL GROUP
Pooled- Variance t-test for the Difference Between Two Means
(assumes equal population variances)

Data		Confidence Interval Estimate for the Difference Between Two Means	
Hypothesized Difference	0		
Level of Significance	0.05		
Population 1 Sample		Data	
Sample Size	19	Confidence Level	95%
Sample Mean	2.81		
Sample Standard Deviation	0.21	Intermediate Calculations	
Population 2 Sample		Degrees of Freedom	36
Sample Size	19	t Value	2.0281
Sample Mean	3.26	Interval Half Width	0.1257
Sample Standard Deviation	0.17		
Intermediate Calculations		Confidence Interval	
Population 1 Sample Degrees of Freedom	18	Interval Lower Limit	-0.5757
Population 2 Sample Degrees of Freedom	18	Interval Upper Limit	-0.3243
Total Degrees of Freedom	36		
Pooled Variance	0.0365		
Standard Error	0.0620		
Difference in Sample Means	-0.45		
t Test Statistic	-7.2599		
Two-Tail Test			
Lower Critical Value	-2.0281		
Upper Critical Value	2.0281		
p -Value	0.0000		
Reject the null hypothesis			

library or they might as well test its effectiveness with the use of statistical analysis;

(3) This study was conducted over a relatively short period. The period between pre-test and post-test was also short, along with the periods between pre-test and ILP implementation, and between ILP implementation and post-test. Thus, there might be differences in perception if the study was conducted over a longer period of time.

CONCLUSION & RECOMMENDATIONS

With the data presented and the analysis of the study, this researcher presents the following conclusions:

- (1) The 3rd year HRM students were moderately satisfied with the services of the library in the pre-test, and highly satisfied in the post-test.
- (2) ILP implementation can be useful for improving LibCSS scores, as shown in the experimental group's experience.
- (3) There was a significant difference in the responses after the ILP implementation with the experimental group, and no significant difference for the control group, which did not undergo any program.

For the findings and discussions of the study, the following are recommended:

- (1) ILP should be implemented for all library users, especially those who rarely go to the library. This is one activity that will help the library to improve its LibCSS scores. This is applicable not only to libraries, but also to all divisions and departments that provide service and want to satisfy their users/customers.
- (2) A related study using different sample respondents is also recommended to validate the results of the study.
- (3) Since the study was done during a relatively short period, a similar study facilitated over a longer period might be instructive.
- (4) A similar study using different ILP modules can also be done to validate whether study results were indeed dependent on the effectiveness of the module.

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“SWEEPING” AT THE LEARNING COMMONS: AN OBSERVATIONAL STUDY OF SPACE USE

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ABSTRACT

The De La Salle University Learning Commons was designed to support different types of learning activities. As such, facilities in varying designs and functionalities are made available to its users. To find out what types of spaces appeal most to its clients and what additional facilities should be provided, observational walks or “sweeps” in all the public areas of the nine floors of the Henry Sy, Sr. Hall being occupied by the Learning Commons were conducted for a period of twenty-two days at random times of the day. The seating sweeps were designed to capture the following data: client’s gender, activities they engage in (e.g., reading, writing, talking, eating, sleeping, playing, using library computers), the particular space where these activities happen, and the day and time that these activities took place. The findings revealed that there is a need to realign/redesign some of the existing facilities and establish additional facilities.

Keywords: seating sweeps, space needs analysis, learning commons

The Henry Sy, Sr. Hall (HSSH), a 14-storey modern and open-design building, was constructed in 2010 to commemorate the centenary of the De La Salle University (DLSU). The Library, which is now called the Learning Commons, moved to the said building upon its completion in December 2012. Currently, it occupies nine floors, starting from a portion of the 5th floor up to the 13th floor.

The floors allotted for the Learning Commons were designed to accommodate a total of 2,745 patrons (18.3% of the student population) at any given time. It boasts of a spacious exhibit area on the 6th floor; a café (also on the 6th floor) which serves both hot and cold drinks/food located beside the CyberSpace, a huge computer area which accommodates walk-in clients who want to search the Net; a napping area called Chill@theFifth, for sleep-deprived students to enjoy (on the 5th floor); 48 discussion rooms equally distributed from the 7th to the 12th floors (i.e., 8 discussion rooms per floor), which serve as a venue for collaboration and group discussion; two meeting rooms (one on the 7th floor and another on the 8th floor), which can accommodate 18 people each; a faculty reading area on the 8th floor, designed to foster exchange of ideas of faculty from different disciplines and support their basic computing needs; three quiet rooms (one each on the 8th, 10th and 12th floors) intended for clients who prefer to work alone, noise-free; two dedicated reading areas (one on the 10th floor and another one on the 12th floor) for the use of graduate students; indoor gardens/outdoor reading areas on the 7th, 9th, and 11th floors for clients who prefer to read outside and enjoy the view of either busy Taft Avenue or tranquil Manila Bay; an audio-visual room on the 13th floor, which is ideal for teleconferencing; and a multi-purpose room (also on the 13th floor) designed to accommodate a wide range of events/activities. In addition, lounge areas are spread out on all floors of the Learning Commons with seats especially designed for laptop users and laid back reading. The stacks, which include portions of the 7th up to the 12th floor and 3 mezzanines (on the 7th, 9th, and 11th floors), are intended to accommodate 1,000,000 volumes of printed materials.

The DLSU Learning Commons observes the principles of openness (use of glass walls, shared spaces), freedom (wireless network, flexible furnishings), comfort (designed for different types of learners), inspiration (colorful, functional, and sophisticated furnishings), and practicality (practical services and facilities), which according to Sinclair (2007) typifies the Commons 2.0. Support for social and active learning is evident in the way the furnishings are arranged and the availability of collaborative learning spaces. Taking into consideration the fact that clients use diverse devices such as laptops, tablets, and mobile phones, electrical sockets/outlets also abound.

In the four years that the Learning Commons has occupied the HSSH, a number of rearrangements and space realignments have been implemented to respond to its changing users' needs and embrace developing trends in library spaces. The DLSU Libraries' administration decided to heed the call of the American Library Association (ALA) for the transformation of libraries. To introduce physical transformation, the

need to determine how clients are actually making use of the different spaces is essential. This would help ensure that whatever changes will be instituted reflect its users' demands/requirements and are not based solely on the librarians' perception of what their clients need.

To gather data, the use of systematic observation was carried out through seating sweeps. Seating sweeps are an unobtrusive method of observing and documenting how people make use of space. A fair number of studies concerning space use in libraries using seating sweeps have been conducted since it was first used/developed in the late nineties by Leckie and Hopkins (Dole, 2014). Young (2003) wanted to find out what new furniture to purchase that would appeal more to students and how the noise level could be reduced. Thus, they conducted an unobtrusive observation of the locations of the students and their possessions. Results revealed that students prefer to occupy group tables and that small carrels were mostly unused. Linn (2013) carried out a seven-day sweep from October to November 2004 for Clark University's Goddard Library, which, at that time was planning to undergo renovation. The study, which aimed to come up with a patron-oriented library, revealed that the occupancy rate of the different seats varied from 29.8% to 0.2%. Furthermore, it was discovered that the utilization rate of the different seats were uneven, as some were not being used at all, while others were heavily used. MacDonald and Haug also did a seating sweep for the Edmonton Public Library in 2012. The study was able to record the following activities that patrons usually engage in: talking to others, browsing, using computer workstations, reading, attending programs, and interacting with staff, which constituted 72.7% of all observed activities.

The present study attempted to document the results of an observational study on space use in a private academic library in the Philippines. The sweeps were conducted to capture the following data: client's gender, activities they engage in (e.g., reading, writing, talking, eating, sleeping, playing, using library computers), the particular space where these activities happen, and the day and time that these activities took place. Gathered data will help provide insights on what types of spaces appeal most to the clients, and what additional facilities should be provided by the Learning Commons to support the activities in which clients commonly engage.

Eight sweepers were identified to help conduct the sweeps, assigning specific areas for each of them to monitor. In instances when observed clients make sudden shifts in the activity they are doing (e.g., a student who is reading suddenly picks-up his pen and writes), the first observed activity is the one recorded. As clients rove around the Learning Commons, it is also likely that the same client may have been observed twice (or more) in different floors by different sweepers, engaging in varied activities.

METHODOLOGY

Preliminary Preparations

Prior to conducting the sweeps, an inventory of existing spaces, specifically those that are accessible to patrons (from the 5th to the 13th floor, except the 11th floor, which is closed to patrons), was conducted. Simultaneous to the inventory, initial observation of different activities that patrons engaged in was also done. The different spaces (per floor), as well as the observed activities (which were alphabetized), were listed to serve as the bases for coming up with a seating sweep form.

A group of eight library personnel were identified to help out in the project. The form was shown to the group to gather comments and suggestions. Additional activities not observed during the initial stage were added based on the group's recommendations. The group also agreed to rearrange the listing of activities based on what they think would be most commonly observed to the least. Considering that the types of spaces per floor varies, eight forms were created, that is, one per floor, specifying the different available spaces per floor. The list of activities, however, were all the same. Rows to accommodate other activities not on the list were likewise added.

Sweepers were instructed to do a minimum of one sweep a day or a maximum of three, covering as much as possible all time periods, that is, from 7:00 a.m. to 8:00 p.m. (the Learning Commons' service hours).

Conducting the Sweeps

Before conducting the actual sweeps, permission was obtained from the Chancellor ensuring that the activity will in no way cause distraction and that the identities of those being observed will be kept confidential.

Observations were conducted from March 17 to April 16, 2016, or a total of 22 school days. March 17 to April 10 (16 school days in all) were regular school days, while April 11 to 16 were days designated for final examinations. The timing was purposely selected to determine differences in terms of the number of clients that visit the Learning Commons during regular school days and the final examinations week.

As there were eight sweepers (i.e. one per floor) with varying work assignments and work schedules, the number of sweeps conducted were unequal. The most number of sweeps were conducted for the 7th floor, with a total of 50 sweeps in all, while 32 sweeps were conducted for the 8th floor. The 6th and 9th floors had 31 sweeps each, 25 sweeps were conducted for the 10th floor, while the 5th, 12th, and 13th floors had 22 sweeps each, or once a day (see Table 1).

DISCUSSION

Number of Entrants vs. Number of Observed Clients

From March 17 to April 16, 2016, a total of 87,614 clients visited the Learning Commons, equivalent to an average of 3,982 clients accommodated daily or 306 per hour. The number of clients included in the observational study comprised 28.13% (24,650) of the total entrants accommodated within the specified time period.

As seen in Table 2, the number of users usually peak between 10:00 a.m. and 4:00 p.m., and drastically declines after 4:00 pm. As expected, there were more clients during weekdays and less during weekends, considering that the university observes a 4-day/week class schedule (no classes on Fridays) for undergraduate students. Graduate students, on the other hand, usually hold classes on weekends.

Data gathered also showed no significant difference between the number of clients visiting the Learning Commons during regular school days (March 17 to April 10) and during examination week (April 11 to 16).

Demographics

From the total 24,650 clients observed in a span of 22 days, 49.78% (12,272) were males, while 50.22% (12,378) were females.

Seating Capacity per Floor/Area

Based on the original floor plan of the Learning Commons, its total seating capacity is 2,745. In December 2012, when the Library moved in to its new location at the HSSH, the interior designer made sure that the seating plan was strictly followed. However, at the time the observational study was conducted, it was found that the seating capacity was reduced to 1,789. It is assumed that the decrease of 956 (34.8%) in the number of seats was brought about by rearrangements and re-assigning of spaces done in the last four years. Table 3 presents a comparison of the breakdown of seating

**TABLE 1: NUMBER OF SWEEPS
CONDUCTED PER FLOOR
MARCH 17 TO APRIL 16, 2016**

Date	5F	6F	7F	8F	9F	10F	12F	13F	TOTAL
17-Mar	1	3	2	2		3	2	1	14
18-Mar	1		1	2	1		2	1	8
19-Mar	1		2					1	4
20-Mar	SUNDAY								
21-Mar	1		2	2			1	1	7
22-Mar	1	2	1	2		2	1	1	10
23-Mar	HOLY WEEK/NO CLASSES								
24-Mar									
25-Mar									
26-Mar									
27-Mar									
28-Mar	1	1	1	2		1	1	1	8
29-Mar	1	2	2	2	2	1	1	1	12
30-Mar	1	1	3	1	2	2	1	1	12
31-Mar	1	3	2	2	2	1	1	1	13
1-Apr	1	2	3	2	2	1	1	1	13
2-Apr	1		1					1	3
3-Apr	SUNDAY								
4-Apr	1	2	3	2	2	2	1	1	14
5-Apr	1	2	3	2	2	2	1	1	14
6-Apr	1	2	2	2	2	1	1	1	12
7-Apr	1	2	3	1	2	1	1	1	12
8-Apr	1	2	3		2	1	1	1	11
9-Apr	HOLIDAY								
10-Apr	SUNDAY								
11-Apr	1	2	3	3	2	2	1	1	15
12-Apr	1	1	3		2	1	1	1	10
13-Apr	1	1	3	1	2	1	1	1	11
14-Apr	1	1	3	2	2	1	1	1	12
15-Apr	1	2	2	2	2	2	1	1	13
16-Apr	1		2		2		1	1	7
TOTAL	22	31	50	32	31	25	22	22	235

TABLE 2: BREAKDOWN OF THE LEARNING COMMONS' DAILY ENTRANTS

Date/Time	Day	7:00-10:00	10:01-13:00	13:01-16:00	16:01-20:00	20:01-22:00	Grand Total	Remarks
3/17/2016	Th	306	569	634	258		5560	
3/18/2016	F	213	352	381	121		3324	
3/19/2016	S	123	176	138	57		1541	
3/21/2016	M	386	299	530	280		4767	
3/22/2016	T	-	144	518	237		2934	Represents the number of entrants from 12:00 noon onwards as the ID access system malfunctioned in the morning
3/28/2016	M	333	487	463	289		5005	
3/29/2016	T	269	569	525	244		5065	
3/30/2016	W	328	564	524	254		5263	
3/31/2016	Th	298	524	477	249		4893	
4/1/2016	F	215	359	355	106		3211	
4/2/2016	S	112	233	193	60		1854	
4/4/2016	M	351	636	563	289	21	5849	
4/5/2016	T	327	567	544	276	17	5450	
4/6/2016	W	344	609	315	260	19	4880	
4/7/2016	Th	304	528	559	239	17	5164	
4/8/2016	F	169	250	321	86	7	2578	
4/11/2016	M	436	601	533	252	28	5774	Finals week
4/12/2016	T	388	408	507	197	28	4754	
4/13/2016	W	324	446	445	153	16	4287	
4/14/2016	Th	237	262	319	100	12	2876	
4/15/2016	F	153	171	162	71	8	1755	
4/16/2016	S	63	114	65	26	0	830	
Grand Total		5679	8870	9071	4103	171	87614	

capacities (per floor area) at the time the Learning Commons opened in December 2012 and when the observational study was conducted in March 2016.

Occupancy Rate per Floor

Based on the statistics gathered, clients who visited the Learning Commons were able to fill only 52.8% of the seats, on the average.

The 7th floor proved to be the most utilized floor from among the nine floors available to the clients, which on the average, exceeds its seating capacity at 102.8% occupancy rate (see Table 4). Said floor houses reference materials. Reference assistance is also accommodated on this floor. It should be noted that this area is the one closest to the lobby or entrance, being only one floor away. The top three activities that clients usually engage in on the 7th floor are working on a collaborative project, talking/chatting, and using mobile devices (see Table 6). As the facilities on almost all the floors are quite similar, it is assumed that factors contributing to its high occupancy rate are the availability of books and reference services, and its proximity to the entrance.

In terms of utilization, the 12th floor follows the 7th floor, with 58% occupancy rate (Table 4). This corroborates the assumption that clients gather in areas where

**TABLE 3: NUMBER OF SEATS ON THE ORIGINAL PLAN (AS OF DEC 2012)
VS. ACTUAL NUMBER OF SEATS (AS OF MAR 2016)**

Floor Number	Number of Seats		Difference	Remarks
	In Dec 2012	In March 2016		
5	44	44	0	
6	109	132	23	
7	316	207	-109	
8	456	277	-179	
9	360	246	-114	
10	502	451	-51	
11	364	0	-364	Currently serves as stack area
12	506	162	-344	
13	88	270	182	
TOTAL	2745	1789	-956	

printed books are available, as it is on this floor where printed Filipiniana books are currently housed. Most of the clients observed on this floor were spotted using their laptops, talking/chatting, and reading printed materials (Table 6).

The 6th floor, which is the third most utilized floor, is very different from the 7th and 12th floors, as it has no printed books, but it is where the most number of computers (56 in all) are stationed, serving as the information commons. It should be noted, however, that clients make use of the computers in this floor mostly for short leisure browsing, as the area was intentionally designed to accommodate such. This is made evident by the fact that no seats are provided and that the computer terminals in this area automatically log off every hour. Clients, therefore, will need to log-on every now and then should they want to continue using the terminals. The most common activities carried out by the clients on this floor were the use of library computers, laptops, and mobile devices (Table 6).

The 43.4% occupancy rate of the 8th floor (the fourth most used floor, see Table 4), which contains circulating books, further confirms that patrons value books, as they typically hang around in areas where they are surrounded by books. Of the nine floors available to clients, the 10th floor, which houses theses/dissertations and archival materials, appeared to be the least utilized floor.

Occupancy Rate per Type of Space

From among the different types of spaces available to clients, the computer areas (information commons) appeared to be the most utilized and most vital space to the clients with an occupancy rate of 122.4% (see Table 5). Obviously, the total 36 seats allotted for the computer areas is very deficient.

Discussion rooms were likewise confirmed to be well-liked by clients, as manifested by its occupancy rate of 59.5%. This, however, is expected as providing collaborative spaces in libraries is now the trend, considering that collaboration is one of the core competencies of 21st century workers (Lee & Matthew, 2014).

TABLE 4: OCCUPANCY RATE PER FLOOR

Floor Number	Seating Capacity	Total No. of Sweeps	Total Number of Clients Observed	Ave. No. of Occupants Observed per Sweep per Floor (D÷C)	Occupancy Rate (E÷B)*100
5	44	22	313	14.2	32.3
6	132	31	2125	68.5	51.9
7	207	50	10641	212.8	102.8
8	277	32	3850	120.3	43.4
9	246	31	2227	71.8	29.2
10	451	25	2128	85.1	18.9
11	-	-	-	-	-
12	162	22	2077	94.4	58.3
13	270	22	1289	58.6	21.7
TOTAL	1789	235	24650	944.0	52.8

The quiet/dedicated reading areas were also popular, with an occupancy rate of 53.2% (Table 5). This is probably because the noise level in some areas no longer seem conducive to learners who need to concentrate on what they are doing.

The lounges designed for laid back reading, and which clients discovered to be also suitable for sleeping, appeared to be appreciated as well, having an occupancy rate of 41.8% (Table 5). On the contrary, the sole lounge exclusive to faculty members was the least utilized, probably because they prefer to stay at the Faculty Center, which offers similar facilities to them.

Most Common Activities Patrons Engage in

Of all the different activities that patrons engage in, the use of wireless laptops proved to be the most common (Table 6). Its popularity among patrons may be attributed to the fact that information in electronic format is now accessible to students 24/7, thus they have become accustomed to bringing their own personal devices in the Libraries, as it provides for a convenient way of accessing these resources. Likewise, it eliminates the need to queue, should they instead opt to make use of public computers. Wireless laptops also give students the flexibility to move around without disruption from what they are doing, as WiFi facilities are made available in the Learning Commons. Based on the data gathered, most laptop users congregate on the 7th, 8th and 10th floors. This is possibly because the 7th and 8th floors house books, while the 10th floor houses theses. Apparently, users prefer to stay in areas where they can easily get hold of the items (e.g., books) they need.

As the Learning Commons is not the typical library that is expected to maintain a quiet and peaceful learning environment, incessant chatting among pairs/groups of individuals as a means of socializing and interacting also appeared to be one of the most prevalent activities that patrons engage in (Table 6). It was observed, however, that while a number of patrons exchange conversations, they try to tone down their

TABLE 5: OCCUPANCY RATE PER TYPE OF SPACE

Type of Space	5F	6F	7F	8F	9F	10F	11F	12F	13F	Seating Capacity	Number of Clients Observed	Total No. of Sweeps Conducted per Type of Space	Ave. No. of Clients Observed per Sweep (K+L)	Total Number of Floors	Average Clients Observed per Type of Space per Floor (M*N)	Ave. Occupancy Rate (O+K)*100
Computer Areas			12		4	12			8	36	1410	128	15.4	4.0	61.4	122.4
Discussion Rooms			48	56	48	40		41		233	4439	160	27.7	5.0	138.7	59.5
Quiet/dedicated Reading Areas				10		40		18		68	953	79	12.1	3.0	36.2	53.2
Lounges		68	43	54	58	101		32	18	374	4588	235	19.5	8.0	156.2	41.8
Chill@theFifth	44									44	313	22	14.2	1.0	14.2	32.3
Reading Areas			86	106	136	258		71	124	781	7048	204	34.5	7.0	241.8	31.0
Cafe		64								64	579	31	18.7	1.0	18.7	29.2
Conference Rooms			18	18						36	275	82	3.4	2.0	6.7	18.6
Audio-visual/Multi-Purpose Room									120	120	461	22	21.0	1.0	21.0	17.5
Faculty Lounge/Reading Area				33						33	97	32	3.0	1.0	3.0	9.2
Counters										0	1551			0.0	0.0	
Cyberspace										0	555			0.0	0.0	
Exhibit Areas										0	66			0.0	0.0	
Photocopy Area										0	516			0.0	0.0	
Stacks										0	1799			0.0	0.0	
TOTAL	44	132	207	277	246	451	0	162	270	1789	24650	235	104.9	9.0	944.0	52.8

voices as much as possible. Despite the seeming sensitivity of the clients to each other's need though, the collective noise produced from simultaneous talking/chatting in some areas like the CyberSpace, and in most reading areas, is more than enough to disturb clients who are reading or studying.

The use of mobile devices such as cellular phones and iPads was also widespread (Table 6). Majority of the observed clients made use of their cellular phones to send text messages and listen to music. Just like laptops, mobile devices also provide a convenient way to access information, check emails, video chat, visit social media sites, watch online videos, and play games (Barile, 2011). Its advantage over laptops is portability. While the Learning Commons's OPAC, website, and subscribed databases are already mobile optimized, there are still a number of mobile technologies that it has not taken advantage of. It was also observed that at the time of the study, there was only one mobile phone charger in the Commons, which unfortunately was not functioning.

As the Commons provide for strong support for collaboration and exchange of ideas, the sight of students working together seems to have become the norm. The discussion rooms on the 7th floor turned out to be the most favored space for this activity (see Table 6). Observed clients still do their reading and writing at the Learning Commons. Majority of these clients prefer to go to the 7th and 8th floors whenever they read or write. Other types of activities that clients usually engage in are also enumerated in Table 6.

CONCLUSION AND RECOMMENDATIONS

The seating capacity of the DLSU Learning Commons proved to be more than enough to accommodate the number of its clients. However, its current occupancy rate shows that the Commons, as a whole, is not being maximized to the fullest. To increase the number of daily entrants and make full use of the different spaces, it would be good to carry out a variety of promotional activities directed toward drawing the clients to frequent the Learning Commons. As the needs of faculty members are very different from the needs of students, a follow-up survey to elicit information from faculty members on necessary improvements that they would want to be made in terms of facilities, is endorsed.

Considering that the clients prefer to be close to books, rearranging the stacks so that they are placed near the clients would be desirable. Positioning reading areas in between shelves may be considered to satisfy the clients' desires. More seats and bigger spaces should likewise be allotted for computer areas to accommodate more computer units sufficient to provide for the clients' requirements. As the use of laptops is confirmed to be widespread, setting up laptop and docking stations, specifically on floors where minimal occupancy is observed (e.g., the 10th and 13th floors) is highly recommended. This will not only address the needs of users but is also expected to increase occupancy rates on these floors. Ensuring a strong and reliable WiFi connection would definitely be also much appreciated by the clients. Installing chargers for mobile

TABLE 6: ACTIVITIES CLIENTS USUALLY ENGAGE IN

LOCATION GENDER ACTIVITIES	5F		6F		7F		8F		9F		10F		12F		13F		Sub-Total			Grand Total	%
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	F		
Using laptops	23	18	144	281	532	529	395	419	183	187	337	215	273	270	82	91	1,969	2,010	3,979	16.14	
Talking/Chatting	7	21	99	115	699	703	165	150	94	112	252	205	136	142	46	42	1,498	1,490	2,988	12.12	
Using mobile devices	47	48	119	148	674	660	125	137	133	130	130	103	126	134	87	89	1,441	1,449	2,890	11.72	
Working on a collaborative project	0	0	24	38	702	718	99	135	296	317	100	58	108	121	10	15	1,339	1,402	2,741	11.12	
Reading print materials	3	3	43	67	544	558	273	303	82	104	95	106	185	201	15	19	1,240	1,361	2,601	10.55	
Writing	3	7	24	49	617	625	318	333	95	113	63	75	71	93	9	20	1,200	1,315	2,515	10.20	
Using library computers	0	0	336	274	406	336	128	138	69	52	86	84	2	6	101	82	1,128	972	2,100	8.52	
Sleeping	58	32	35	26	145	130	60	25	60	24	84	54	47	26	16	11	505	328	833	3.38	
Looking for books/library items	0	0	0	0	293	301	66	76	3	1	5	3	20	14	2	2	389	397	786	3.19	
Just sitting	0	0	7	8	197	204	38	40	20	24	8	20	23	14	6	0	299	310	609	2.47	
Interacting with staff	0	0	9	1	127	139	67	81	15	17	6	9	3	1	3	3	230	251	481	1.95	
Other: Listening to lectures, etc.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	226	229	226	229	455	1.85	
Filming/Ceassing/PDA	6	6	4	4	146	146	14	14	5	5	9	9	3	3	4	4	191	191	382	1.55	
Photocopying	0	0	0	0	138	170	1	2	27	18	0	0	0	0	0	0	166	190	356	1.44	
Borrowing/returning items	0	0	5	7	7	6	105	102	18	21	1	1	3	6	0	0	139	143	282	1.14	
Viewing TV, movies, etc.	0	0	5	7	89	90	0	0	0	0	0	0	0	0	10	15	104	112	216	0.88	
Eating	0	0	43	79	0	0	4	18	0	0	0	1	1	0	0	0	48	98	146	0.59	
Playing board games/sungka	20	11	0	0	0	0	3	2	1	1	2	1	22	16	24	22	72	53	125	0.51	
Viewing exhibits	0	0	50	31	4	6	0	0	0	0	2	0	0	0	2	2	58	39	97	0.39	

TABLE 6: ACTIVITIES CLIENTS USUALLY ENGAGE IN (CONT.)

LOCATION	5F		6F		7F		8F		9F		10F		12F		13F		Sub-Total			Grand Total	%
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	F		
Other: Buying food	0	0	11	11	0	0	0	0	0	0	0	0	0	0	0	0	0	11	11	22	0.09
Doing self-check out	0	0	0	0	0	0	5	5	0	0	0	0	4	3	0	0	0	9	8	17	0.07
Other: looking at video catalog	0	0	4	6	0	0	0	0	0	0	0	0	0	0	0	0	0	4	6	10	0.04
Other: Reporting in class	0	0	3	5	0	0	0	0	0	0	0	0	0	0	0	0	0	3	5	8	0.03
Other: Drinking at the fountain	0	0	0	0	0	0	3	1	0	0	0	0	0	0	0	0	0	3	1	4	0.02
Other: Putting on make-up	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	2	2	0.01
Other: taking photos	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0.00
Other: Waiting for staff	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0.00
Other: Working on a project (alone)	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0.00
Other: Fixing things	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	1	0.00
Other: Fixing hair	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	1	0.00
TOTAL	167	146	965	1,160	5,320	5,321	1,869	1,981	1,101	1,126	1,180	948	1,027	1,050	643	646	12,272	12,378	24,650	100.00	
Number of sweeps conducted	22	31	50	32	31	25	22	22	22	22	22	22	22	22	22	22	235				
Ave. patrons observed/sweep	14	69	213	120	72	85	94	94	59	59	85	85	94	94	59	59	944*				

* total average for all 9 floors

phones in strategic locations will equally be beneficial to them. As the use of smartphones is expected to grow exponentially in the next three years (Camus, 2016), more mobile applications suitable for libraries should be introduced. Since controlling the noise level in reading areas has become quite challenging for librarians, clear lines between quiet and non-quiet zones should be established, too. Improving the overall look of the quiet/dedicated reading areas is also suggested, as its appearance at the moment is very plain and dull—just tables and chairs arranged far apart from each other. While the clients seem to enjoy the lounges, they have to be redesigned to adopt the fast casual concept (i.e., living room-like, social and flexible spaces), which is a developing trend in libraries (ALA, 2014).

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THE BABEL OF BOOKS: LIBRARIES IN AND OUT OF WALLS*

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Books in all shapes and forms make up libraries, and since language makes up books, then libraries are built on the limitless expanse of language. Wandering around shelves, one feels caught in a linguistic maze where there is only an entrance but no exit. One apprehends more than one can comprehend, as one book leads to another, referencing and cross-referencing authors and topics, indexing moments and movements. A sublime simulacrum of Babel, the library, as Borges once pointed out, is the materialization of the power of language to create vast worlds, not merely signify them. One goes to the library and one plunges into a roiling ocean from which there is potentially no escape. Libraries are aporetic sites that entreat only to entrap the unsuspecting reader.

But that experience of sublime overcoming is held in check by a very simple device: the Library of Congress classification system. A grid guides you from one collection of books to another, pointing the way out of a bibliographic Babel. Classification systems impose order that allows you to surf the waves of books and find your way to safer shores: back at your desk, or out in the café, recuperating that part of yourself that got tangled up and lost in the bookshelves.

Such is the strange thing that is the library. It is as much a place for containing, in all senses of that word, collections of books and papers, as it is a structure of feeling that stirs the senses and mobilizes thought towards uncharted directions. Lost in the library, one needs a guide. And librarians, of course, play that role. Every collection requires a collector who can tenderly accumulate, yet rigorously organize, what would otherwise be a hopeless heap of unrelated things into sets of historically coherent and aesthetically recognizable gatherings of objects.

Similarly, libraries need librarians to guide us through the forest of stacks, across the seas of special collections, into the caves of diaries, periodicals, and letters. And inasmuch as reading requires communing with authors who are absent and in many

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cases, dead, librarians are the caretakers of the remains and relics of writers, modern shamans able to locate their wandering spirits. It is for this reason that librarians as collectors par excellence, as expert guides, caretakers and modern day shamans exercise considerable power over the production of knowledge. For without libraries, there would be no hope of saying anything more, anything new, or anything different. Without the archiving power of libraries, the past would simply pass, lost to memory, and thus lost to the future. And without librarians, libraries would cease to exist. All we would be left with would be the barbarians of glibness: the advertisers and the late night TV hosts, the know-nothing politicians of hate and the religious fundamentalists, the gun nuts and the ayatollahs of real estate, the self-help gurus and the slimy shysters with pyramid schemes, and reality shows substituting for reality itself. This would be the hell from which only libraries and their vast collection of books offer escape.

RECOLLECTIONS

Thinking about the crucial importance of libraries in any kind of civilized life, I'm led to think of my own life with libraries, indeed of how my life was shaped by libraries. Growing up in Manila in the 1960s, my father was the first librarian I knew. He taught freshman English and composition at night at a local university, but for his day job worked as an accountant for a large construction company. He had always harbored dreams of becoming a journalist or a novelist, and for this reason kept a very modest collection of books. It was from this tiny library that I first discovered modernist literature, reading Hemingway, Steinbeck, Fitzgerald, D.H. Lawrence, Edna St. Vincent Millay, as well as a host of Anglophone Filipino writers, such as Jose Garcia Villa and Nick Joaquin.

When I was twelve, my father bought us an encyclopedia set—an expensive purchase in those days—that came with a bonus: a 10-volume collection of the History of Western Art. Here was my first archive, where I could dive in and learn about the range of what counted as “art” in the West, from cave paintings to Picasso, from Andrea Mantegna to Andy Warhol. Looking back on those days, I learned less about art as such as I did about the way it was governed by the rules of art history: the dating, the classification into schools and influences, the ruptures and the charting of innovations. I came to know something of the narrative power of archives to lead you to think in a certain way, while limiting, even repressing, other associations and possibilities. All this I sensed, but could not as yet fully understand nor express. But thanks to my father's library, I began to experience the pleasures of getting lost in a collection, entering into a rabbit hole of texts and then returning to the humid surroundings of our middle class home with other ways of tuning into and deciphering the noise—political, cultural, and social—that surrounded that world.

It wasn't until I went to graduate school in 1979 that I encountered my first major research library. This was the fabulous collection at Cornell University. Stuck in the middle of tundra-like conditions in upstate New York, amid the solitary splendors of the Finger Lakes region, the libraries at Cornell offered refuge amid the company of

books and people. During my first two years, I supplemented my fellowship by working at the acquisitions desk of the Wasson-Echols Collection of Southeast Asia at Olin Library. Under the supervision of a kindly and knowledgeable Indonesian scholar, Giok Po Oey, I spent several hours of my week in his tight small office cataloguing new titles and typing letters to acknowledge gifts. The rest of the time I divided between the bowels of the library where much of the Southeast Asian materials were located and the top floor where I had a carrel and a commanding view of Cayuga Lake, past the bell tower and the tiled roofs of the buildings on the quad.

In an earlier, more innocent analog age, I spent quite a bit of time riffling through card catalogs, noting down call numbers in a notebook, and haunting the stacks in search of books. It was, however, common enough to find not only the book one was looking for, but also the book next or above or below it, then realizing that this was an even more interesting title. Indeed, much of my experience in the library consisted of finding things by happenstance. Curiosity about a title led to unexpected finds. Accidents led to distractions that diverted you from the titles you were hunting for, only to open up in new lines of inquiry you did not anticipate. Lingering in the stacks proved to be unavoidable but also productive: you were enfolded in the contingent connections that led you to re-think what you were doing, or confirm what you vaguely suspected but could not confirm. Like meeting strangers who end up becoming friends, found books proved to be intimate companions even though they spoke of things that had little to do with your dissertation project.

Aside from being a dream world of texts, both actual and possible, the library was also a dense social space. It was a site for meeting classmates, exchanging ideas, discussing assignments, and learning about each other's projects. Over coffee in the lounge, one gossiped and joked, forging deep friendships, at times even love affairs. The library is thus a vibrant center in the intellectual and affective life of the university. You didn't just go to the library, you inhabited it, or better yet, it came to inhabit you. It was not exactly home—though some found sleeping there far more comfortable than in their apartments. It was rather an extension of your mind, or what you wished your mind could become. The library contained an unending feast from which you were invited to eat, nourishing you, yet always leaving you hungry for more. It was a vast space of hospitality, a kind of harbor from which to shelter body and mind but also to launch them anew into the world.

When it was time to do research for my dissertation, I found myself traveling to other libraries. First was the Biblioteca Nacional in Madrid, where I camped out in the special collections to pore over sixteenth- to nineteenth-century Spanish accounts of the conquest and colonization of the Philippines. Located appropriately enough in an

The library contained an unending feast from which you were invited to eat, nourishing you, yet always leaving you hungry for more.

avenue called Colon, the Biblioteca had different ways of governing their collection and those who used it. As in most European libraries and as in special collections in the US, the stacks were off limits, as librarians zealously guarded access to their books. They were more like clergy keeping watch over the sacred possessions of a vast monastery. You filled out your request for books or boxes of records, then sat patiently as they brought them out. Unable to xerox the pages, I was left to copy passages on my notebooks by hand, tracing out the words on one side of the notebook's margin, while glossing them with extended commentaries on the other side.

In this way, I began to develop a style of close reading that was also a form of textual commentary, tracing a hermeneutic circle that began with the pages of the original, then making its way to my handwritten transcription before looping back towards my critical translation and transposition of the text. I tried to convert the physical constraints of the reading room into a rough methodology for analyzing and writing. Much of this research style, of course, was improvised. It was cumbersome and slow, but no less productive. It forced me to readjust the tempo of my reading and the rhythm of my thinking to follow as closely as possible the syntactic and semantic drift of whatever I was reading. That these texts were for the most part in Spanish led me to inspect more closely their tropological construction, that is to say, the rhetorical force of certain recurring phrases. It also allowed me to excavate the etymological secrets of certain key words. Such a process was even more useful insofar as my project concerned the relationship of translation and Christian conversion of Tagalogs during the early period of Spanish rule.

TRANSFORMATION

It was only years later that I found an analogy for what I was doing in Walter Benjamin's observations that writing was akin to traveling: that copying a text by hand was like walking down the road rather than driving through it. One notices things that otherwise would be lost to sense and the senses. Walking allows one to linger, stepping into another temporal zone, thereby coming into contact with life worlds otherwise repressed or ignored. Copying as walking meant listening more deliberately to what a text was saying, while also opening oneself up to distractions and distortions, to hearing the whisper of that which was left out or the noise of what could've been written but was instead suppressed. It is a method that, thanks to the unflagging vigilance, as well as unfailing generosity of the stern librarians at the Biblioteca Nacional, I learned to develop and continue to use to this day.

It is this practice of physically visiting and inhabiting libraries that has, of course, changed dramatically over the last decade and a half, if not more. The spread of digital technologies, while it has not totally usurped analog forms, has transformed the terms in which we encounter the library's collections and interact with librarians. From just about any place, I can search the library's catalog and request books to be delivered to the front desk. This convenience brings with it a certain loss. For one thing, the visit to the stacks now seems to be increasingly a thing of the past. And with that, the chances

for accidental encounters with other books seems drastically diminished. Librarians themselves have receded from view, reachable by email or phone, but rarely ever by way of face-to-face conversation. Instead, one deals mostly with students at the front desk, whose well-rehearsed cheeriness have absolutely no intellectual connection to the kinds of books they are handling. They could just as well be check-out clerks at the grocery totaling up your purchase.

Without doubt, digital access to the library's collections have been a boon to faculty and students, especially those who may have difficulty coming to campus. As a single graduate student in the 1980s, I had few responsibilities other than my academic work and could afford to spend lots of time inhabiting the library. But the nature of academic work has since changed, and pressures of domestic life and careers have made it more difficult to go to the library. Rather, digital technology has meant that the library now comes to you. Entire stacks of books can be downloaded as ebooks, while physical copies can be retrieved by student workers to be picked up the next day, like pizza or pad thai.

While the role of the library as an archive of knowledge has not changed, its social character has, and so, too, the structure of feeling that it generates among those who use it. Increasingly, the library is something that one goes through, like an airport, rather than a place that one lingers in and inhabits. No doubt, its rooms and lounges continue to be filled with students studying, and its special collections are still visited by researchers. But it does not seem to engender the kind of fierce attachment it used to among its patrons. Perhaps, I'm wrong and that I'm merely generalizing from my own experience. More likely, I've allowed my memory from my graduate student years to distort the historical realities of libraries, librarians, and their patrons. From my own skewed and highly partial perspective, the university library—and let me emphasize that I am talking here only about the general collections rather than special collections—something seems to have changed. It has morphed from a kind of sublime space of intellectual immersion into a more corporate and antiseptic setting. It is perhaps a transformation that is consistent with the growing corporatization of higher education at the North American university itself: the budget cutbacks, the managerial approach to collections, the customer-service vibe you get at the front desk.

CONCLUSION

I want to end with a note about the future of libraries, or at least what I hope that future might bring given the conditions of the present. First, with regard to digital technology, the possibilities for expanding the limits of the library seem endless, reaching out to students and faculty who may not have direct access to the physical collection. Just as photography, cinema and radio in the early twentieth century brought distant scenes and far away figures into the midst of the masses to forge new kinds of communities, so digital technology can bring forth new readers and writers around the ready availability of library collections—all of which, of course, are dependent on a good internet connection.

Second, the physical space of the library will increasingly continue, I suspect, to be important sites for staging exhibits and holding events—from academic conferences to community meetings—that draw from the strengths of existing collections. For example, last year, I helped organize and curate a conference commemorating the life and works of the Filipino migrant worker, writer and activist, Carlos Bulosan, on the occasion of the centennial of his birth. The special collections at Suzallo Library at University of Washington is the repository for his papers and manuscripts, and Judith Henchy, the Southeast Asian librarian, and Conor Casey, the labor librarian there, were especially knowledgeable and active in putting together an exhibit of artifacts related to Bulosan’s life, as well as those of other Filipino migrant workers. The conference and exhibit brought together academics working on labor history, Filipino-American studies, and immigration and diaspora studies, along with long-time activists and members of the Filipino communities, to talk about their various projects and introduce these to university students, faculty, and staff. The librarians at UW have also collaborated on similar events dealing with collections of ethnographic films related to Southeast Asia and the history of opium cultivation and trafficking, or conferences related to the politics of story-telling and trauma in post-war Southeast Asia.

There are other areas where one can see libraries playing increasingly important roles—for example, the development of online classes which I’ve been involved in for the last two years, providing digital readings, streaming videos, and other resources for research. Such efforts will, I hope, allow us, especially in public universities, to reach non-traditional students, who are anxious to complete their degrees. As I alluded to above, digital technologies have been indispensable in making library materials accessible for online classes, benefitting non-traditional students such as returning veterans, stay-at-home moms, caregivers and full-time workers, and many others who otherwise would not be able to pursue a college education. But these are matters for another, longer discussion.

CONTRIBUTORS

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