Student and Faculty Perceptions of Film Resources: a Case Study of DBS Library
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Abstract

This thesis is a case study of student and faculty perceptions of film collections, resources and services at DBS Library. The aim of the study is to learn whether there are any improvements required in relation to film resources and services at DBS Library to inform future developments in this area. The case study includes a literature review on library collections, resources and new developments in relation to film resources within libraries. New developments such as streaming are explored within the thesis. A mixed methods approach is employed to gain user feedback comprising a survey and interviews. Feedback from librarians in addition to faculty and students is also obtained. The feedback from the students and faculty reveals their thoughts and opinions on the film resources and services at DBS Library and also shows whether they believe any improvements to these resources or services is needed. The feedback from librarians reveals how they have dealt with students film or otherwise and about the feedback that they themselves receive from both students and faculty about the library. The research findings will also indicate how often students or faculty use the library, what resources do they use and how they rate the book or film collection in the library.
Chapter 1 Introduction

Dublin Business School offers a wide variety of film and media programmes including a BA in Film and a BA in Film and Media. This dissertation seeks to obtain feedback in relation to the quality of film resources and services for faculty and students of these programmes. The thesis is therefore a case study of film resources and services at Dublin Business School Library. Yin describes case studies as being but one of several ways of doing social science research. According to Yin there are several ways to define a case study. “This definition thus cites cases of “decisions” as the major focus of case studies. Other common cases include “individuals”, “organisations,” “processes,” “programs,” “neighbourhoods,” “institutions,” and even “events.” (Yin, 2009).

The study uses a mixed methods approach comprising a survey tool and interviews.

The aim of the thesis is to explore what is working well in terms of film resources and services at DBS Library but also to ascertain areas that could be improved. Feedback from this thesis will be delivered to the Head of Library Services at Dublin Business School to inform library provision and development for this subject area. This thesis will discuss how the students and faculty alike interact with film resources and services in DBS library. This thesis will discover the importance of film in education and show us why film sections should be expanded upon in libraries.

Films have been around for more than a century and the question has always been are they just for entertainment? Websites such as the quora website have tried to answer this question. The website http://www.debate.org/opinions/is-cinema-meant-for-entertainment-yes-or-education-no has also tried to answer the question is cinema meant for education? According to the website about 83% said yes and only 17% said no. One respondent to the survey on this website said that when they watch movies at home or in the cinema that they learn messages and morals that enlighten them. Another respondent from this same website said that when they see action, adventure stories and the lives of either the rich or successful then the movies give them a taste of all walks of life. Another respondent to this survey also from this website argued that film is entertainment with educational value since films can teach about what life was like at one point in time and about famous people.

My research had discovered many articles particularly from recent years that will show just how well films work at educating people from different backgrounds and cultures. Many schools today are using films in classes to help further our education. Yet despite the impact that film has had on people the subject within the library literature hasn’t received a lot of attention.

Hopefully when people see this thesis and the articles mentioned in the literature review they will fully realise just how important films are in terms of educating us. The aim of this thesis is to discover the opinion that students and faculty alike have on film resources and services in DBS library and how they use or interact with these resources and services. It also examines how important it might be to make certain changes in the library.
Chapter 2 Rationale

In recent years there have been a number of technological innovations in the manner in which people view films, such as streaming films. There will be more information on that in my literature review. This thesis will learn if DBS Library has incorporated these innovations. The literature around this topic is small but developing. There are many articles that discuss the value of film in education. Many people already know that films are being used to educate us but if these articles show just how much they have educated us and how important they have been it may convince libraries including our own to develop film sections from just a few shelves into a much wider section.

My aim is that this thesis will be able to contribute to DBS Library by finding out if any developments or improvements are needed within the library.

Findings from this case study could be extrapolated to other libraries. If other libraries have similar problems to those of DBS library then this thesis can inform developments or improvements that other libraries may need.

I have also chosen this particular case study because I am a student of DBS and a graduate of Film and Media at DBS.
Chapter 3 Research Aims

This thesis will seek to explore the following questions:

- How do film faculty and students feel about library resources at DBS for their subject area? Positives and negatives.
- What would film faculty and students improve about the library service in relation to film resources at DBS Library?

The aim of the piece of research is to identify faculty and student perceptions in relation to the provision of film resources at DBS Library. The thesis also seeks to establish an understanding of the academic literature on this subject area. Data combined from the survey and interview findings along with the academic literature as outlined in the literature review will inform a set of recommendations that can be applied by DBS Library.
Chapter 4 Literature Review

Introduction

The literature review of this thesis demonstrates how useful films are in an academic library. The literature around library film collections and services is small but developing. These articles will explain the impact that film has had as an educational tool on young people from various different backgrounds. Older articles explore the types of resources and collections that academic libraries should have for film faculty and students. More recent articles explore modern techniques for viewing film as well as using film the classroom setting. However, some also remind us that setting up a film collection within a library have its challenges. Other articles acknowledge the challenges of using films to educate us which might help explain why libraries are reluctant to expand on their film sections. A deep analysis of the library literature will explore all aspects of this topic. When people see these articles and realise how much they have helped young people than it might convince libraries to expand their film sections.

Film Collections in Libraries

The article Basics of Library Film Collection written by David Lonergan (2002) discusses the advantages of a film library as compared with other possible methods of providing films to academic programs and individual viewers, and information regarding creating such a collection. “In the current context of budgetary constriction, it may seem odd to discuss the establishment of film collections in academic libraries and learning resource centres.” (Lonergan, p. 188, 2002). Lonergan (2002) tell us that “the reasoning behind a centralised film collection is much the same as the logic underlying a unitary academic library.”(Lonergan, p. 188, 2002). “Among the advantages of a centralised film collection, then, as of academic library collections generally, is the benefit of one copy potentially serving all users” (Lonergan, p. 188-189, 2002). Catalogued online records usually help students and faculty members to be aware of all film holdings in all disciplines. Without catalogued online records for the entire campus, faculty in one department or unit will have no choice but to rent, borrow, or buy their own copies of films that are already held by their colleagues.

Lonergan’s (2002) article tells us that most colleges even at this point in time had all types of films including filmed versions of Shakespeare’s plays, films about history, geography among others were being shown in courses such as English, history, gender studies and many other areas. According to Lonergan (2002) instructors used personal copies of films in their classes, pirated copies, borrowed or rented copies, poor quality copies, obsolete technology that they had to bring into the classroom for themselves so that they could show older films, not to mention films that are simply no longer accurate summations of the state of the art in the relevant field. Most colleges didn’t have a major film library but a collection of various degrees of size, balance, quality, and even legality. But a well-managed library can overcome such problems. But Lonergan (2002) warns us that creating a film library where there has been none would create its own problems. The first problem is adequate space. Now films don’t necessarily have to be in the library itself if there isn’t any room on any shelf in the library. But the film collection would still need some member of staff to ensure that it is all kept safe or that the collection is organised right.
Before film collections are set up in any library the library staff would also have to consider other options as well like whether the film collection is secure or open. According to Lonergan (2002) they would also need to consider whether a climate-controlled environment is appropriate. A long time ago film collections were made up mostly of 16 mm film reels, unless mixed with an archival collection of home movies or other media. These films being stored in a climate controlled facility have had many benefits, which have also established a secure collection. In those days environmental issues including relative humidity were less of a concern, although it was not good for DVDs and similar media to have numerous changes in temperature surrounding the area in which they are kept in. With the newer media known as the Internet there was a greater risk of theft since it was easier for the general public to gain access to media players.

Also Lonergan (2002) suggests that when a library sets up a film collection the movies that they contain should indicate the type of film that they have. Lonergan (2002) also says that “a collection must also be periodically reviewed for timeliness, balance, and accuracy and those only legal copies of films, in usable condition, and in a medium supported by the library, should be added to the collection.” (Lonergan, p. 190, 2002) Those who work in a library must be very careful when considering which older films might have a place in the new film library.

Lonergan (2002) tells us that when or if a library film collection is set up it should contain mainly whatever is the main source for films, which at the time was DVD. There was also the concern of DVDs and other similar media being easily damaged or lost which can be a particular problem if a DVD for example is needed to be shown in class. According to Lonergan (2002) the situation of losing DVDs or similar media from the library is a much bigger situation than losing books from the library because of high prices for many films and titles that are out of print. So basically setting up a film collection within the library had its major challenges particularly with the risk of losing a DVD or any other type of media. Much like any other collection film libraries were very expensive to create and manage during this point in time. Although Lonergan (2002) tells us that you could make the argument that the teaching departments should bear the expense of an institution that largely exists to benefit them and that funding for the film collection should come from within the department itself. Lonergan (2002) himself also admits that “such an approach would only doom the film library before it came into being”. (Lonergan, p.193, 2002). Usually funding for such a library comes by redeploying a small percentage of the monographic budget to purchase films. Other ways to get funding are to find donors for a named film collection or cadging used videos. Even though both methods would offer tax breaks to the donor neither method would be notably successful for most libraries.

Lonergan (2002) tell us that the makeup of the collection will determine other values regarding its management. If a film has to be used in class then instructors will be able to reserve well in advance. Lonergan (2002) tells us that “while support of teaching may not be the only purpose of a film collection it is the primary one”. Any library that already has a film collection should currently take the opportunity to reinvent it.

The development of a film collection in the library will certainly have its challenges including knowing which films to include in the library and where exactly to put them. Faculty will really have to be sure about which films to show in classes. But if handled correctly especially with enough funding then films can successfully be added to the library as an entire section. Overall Lonergan’s
The article makes it clear as to why libraries need a film collection but also acknowledges the challenges that come with starting a film collection in a library. Now dedicated space for film collections in most academic libraries may not nearly as much of a problem now as it was back then if libraries can gain access to films in electronic format. However, this article may still be valuable since as it explains the challenges of setting up a film collection in an academic library.

The academic article “Reel” Marketing for your Movie Collections and Film Resources written by Carol Anne Germain in 2012 provides an interesting idea of how to promote films in libraries. The article begins by telling us that libraries have been collecting movies in VHS and DVD format for many years and since the introduction of streaming videos technology libraries have been subscribing to those utilities in order to gain further access to movies. It also acknowledges precisely what I myself have partially been trying to point out that these source materials receive little to no attention. Right from the beginning they suggest methods to further promote their film resources and services and this is also just the start of what makes this article useful. It starts by suggesting that they initiate a “reel” marketing campaign which can help influence students, faculty and staff to use exciting, engaging and educational tools that are often over-looked.

This article reminds us that films aren’t just there to entertain us. They have been used for a variety of reasons such as classwork or homework. The article outlines resources to promote and target audiences such as marketing campaign such as according to Germain (2012) a costume party featuring characters from films that the library owns, Oscar weekend or a Harry Potter/Lord of the Rings marathon.

Another resource that Germain (2012) recommends is an in-house promotion which means that in order for academic libraries to promote their movies to current library users they must let the collection promote itself. These include starting a movie club which includes a monthly viewing with discussion at the end or to promote stimulating themes such as Vampires in Film, silent films or samurai films.

German (2012) in her article recommends other techniques as well such as online promotion meaning promoting film resources through the library website.

These are just some of the valuable tips recommended throughout the article which would help inspire librarians to promote films in academic libraries. These valuable methods of promoting film can really help academic libraries with their film resources and services which may also may library patrons more interested in using the library.

The academic article House of Cards: The Academic Library Media Center in the Era of Streaming Video by Rachel King (2014) starts by telling us about the difficulties due to financial pressures on universities and the expense of library resources. It starts by telling us how libraries are affected by streaming and discusses the benefits and challenges of having streaming in libraries.

Among the benefits that streaming video provides for academic librarians according to King (2014) that:

“Even librarians who work primarily with print collections have reason to see digitisation and the cloud as vehicles for increasing access to these materials. With the promise of open access within scholarly publishing and the creation of institutional
repositories, the future does look bright in many ways and the expansion of access in many areas of our collections is truly worth celebrating.” (King, P. 289-290, 2014).

However, King (2014) also reminds us that there are challenges to streaming video. These challenges are:

“The fact that some items are becoming more accessible does not mean that all types of materials traditionally found in academic libraries are on a trajectory toward greater accessibility. There are reasons for media librarians, for example, to worry about a future in which their collecting of feature films—now a commonplace in academic libraries—will be hampered and sharply curtailed, due not to technology per se, but to copyright and commercial pressures brought about by digitisation.” (King, p. 290, 2014).

It contains valuable points and information about media and libraries. These include how to access films collections in libraries and how academic libraries can maintain their collections in the future. The article is also useful particularly for librarians as it reminds us of certain issues that libraries face today such as a lack of a dedicated media librarian which might be useful for libraries that have a major film collection. The article also explains the history of film, television and other media and their connections to academic libraries. It also provides advice that may be useful for librarians in the future such as retaining their media collections so that they can be available to patrons in the future. It is because of all this information that the article is worth reading.

An outline of a project for founding the film library of the Museum of Modern Art written by John E. Abbott (1995) discusses the necessity for the development of the department of the Museum of Modern Art. It discusses the work on a project being made during the 1930s. This article makes the argument that film is an art form.

It contains an entire section that discusses how film is seen as a modern art. At the time that this particular article was originally written (1935) film even then was being viewed as not just for entertainment but as a new masterpiece as well. There it tells us about the influence it had on the general public and the Film Library of the Museum of Modern Art was being made to trace, catalogue, assemble, preserve, exhibit and circulate to museums and colleges single films or programme of all types of films, in other words give the same treatment that museums would normally give to paintings, sculpture, models and photographs.

The article will also show you the plans for the Museum of Modern Art which include editing and assembling these films into exhibition programmes in colleges throughout the country and so forth. The article also shows a lively demand for material to make possible a serious study of the motion picture. Throughout the article there are also plans to save films from earlier days of film including the films by D.W. Griffith or Charlie Chaplin.

This article has all sorts of information on how to form video collections in a museum. This makes it worth reading as it will help understand why films are kept in libraries. It will also make sure that you understand that film can be an art form.

The Development of Feature Film Collections in Academic Libraries written by Patrick Carr (2002) discusses the use of feature film in libraries. This article will tell you about the origins and current state of academic libraries’ collections of feature films on video and digital carriers.
It examines the development of feature film collections in academic libraries. It explains the history of film collections in academic libraries and film collections are expanding heavily today. According to Carr (2002) academic institutions have been aware of film’s educational benefits since the 1920s. The article reveals that the number of academic institutions that have collected films has been expanding over the decades. It was during the 1960s that film studies developed as an academic discipline which led to changes in how academic institutions use their film collections. Film was starting to be seen as a cultural product like fine art, as commercial entertainment, as social/cultural artefact. The article explains thoroughly how at this point in time the way in which academic institutions use feature films was changing.

It also discusses both the advantages and disadvantages of feature film collections in academic libraries. According to Carr (2002) among the benefits of having a feature films collection in today’s academic library are that feature films today play a major role in libraries due to the intellectual and technological developments of recent years. The other benefits according to Carr (2002) are as follows:

“According to a 1993 survey of feature film collections in academic libraries conducted by ARL, 84 percent of the survey’s seventy-three respondents collected films on video and other carriers (1993, p. 4); the survey also found that the average collection size was 2337 items and the average budget size for purchasing videocassettes was approximately $27000 (ARL, 1993). Another ARL survey, conducted two years later, used the responses of sixty academic research libraries to show that the proportion of academic libraries collecting feature films jumped to 93 percent (Brancolini and Provine, 1997, p. 19).” (Carr, p. 42, 2002)

But Carr (2002) shows us that there are some challenges that come with having a feature film collection. “Accompanying this growth of feature film collections in academic libraries has been the emergence of a number of problems. A central dilemma has been the inconsistent and unsystematic development of these collections.” (Carr, p. 42, 2002). According to Carr’s (2002) article film collections can grow haphazardly, without plan and without exacting criteria to establish their validity. The article also tells us that the reason that feature film collections can become inconsistent is partially ascribed to the fact that many college and university faculty members are given a far greater say concerning selection decisions for films than for the print collections.

Overall the article contains valuable information about film collections in academic libraries. It is useful because it will tell you all about feature films in an academic library and the benefits and challenges that come with it. The benefits to having a film collection are that they have a way of teaching theories. This is therefore a very valuable source of information.

Starting from Nothing The Art of Creating a Film Archive (2012) is about a film archive at the University of Washington Libraries Special Collections. This article will tell you about the University of Washington’s film program. Nicolette Bromberg tells us about her own experience with setting up a film collection in the library. She says that before her time while film was already part of special collections it was often mostly sent to manuscript or other collection. That used to be how films were handled by archive by being sent either through manuscript or other collections. However interest soon developed in having photo archives and then moving image collection archive. Nicolette (2012) says that when she came along she had the option of either ignoring the photography archive throughout her career or to actually try something with it. She chose the
second option but with great difficulty as she had to manage all the visual collections, there was no staff trained to work with them and no funding. So how did she go about building a film program? In the article she provides us with some very useful tips for setting up a film collection.

The article informs us about how you build a film program from scratch with nothing from nothing like Bromberg did. The article explains that you can do this by following a certain set of rules to help guide you which include keeping an eye out for resources, use everything you learn and keep an eye out for potential resources. These are just a few of the important rules and methods that are needed if you want to build a film program. If you wish to start a film program then this is the article that will help you achieve your goals. It has all the information that you will need on starting a film program including Bromberg’s personal experience on starting a collection and the rules and methods it takes to accomplish such goals so it is a very useful source of information that should be highly recommended for those who want to start a film collection.

*Open Stacks for Library Videos A Case Study* (2011) written by Sandra Macke and Bethany Sewell discusses the video collection in libraries. The article informs us about one library’s experience in expanding access to its DVD collection and increasing the scope of its collection development policy.

The article informs us about special collections, general collections and the Penrose video collection. The general collections section informs us about the discussion regarding of the value of open or closed stacks in general has been around for decades. The section about the different collections provides references to various other articles about the topic which might be useful if you ever wanted to read about them.

It also explains why some stacks are either open or closed and of course distinguishes between the two. It also has useful information on the policy concerning video collection. Overall the article is very useful because it contains all sorts of information about collections both video and DVD alike within libraries.

*The BFI National Library and film education in a digital age* (2009) written by Wendy Earle and David Sharp tells us about the film collection at the British Film Institute (BFI). The article will provide you with a detailed account of BFI and its collections. It informs us that the film collections in the BFI National Archive consist of over 50000 fiction films, 100000 non-fictions and over 625000 television programmes as well as some insights into the social and film history of the 20th century. The BFI according to Earle and Sharp (2009) tell us that the BFI allows access to over 1000 titles and several hundred hours of film and television that date back all the way to the early days of filmmaking at the end of the 19th century. So you could learn a lot of history from the BFI it would seem.

It will also tell you about the collection in the library at BFI. According to the article the BFI library is very important because it contains the largest collection about the moving image in the world. The collection consists of 2 million newspaper cuttings, thousands of festival catalogues as far back as the 1934 Venice Film Festival and a growing collection of audio material and that is just some of what BFI has to offer. According to Earle and Sharp (2009) the library provides access to a whole range of fiction and non-fiction material on different formats.

Overall the article will explain why BFI is perhaps one of the most important places on earth to look for information so it is worth reading. The article is a very useful and valuable source of information
because not only does explain about all the collections and materials that the BFI such a huge deal that scholars from all over the world are visiting it but when you read about the collection it contains particularly on film than it might be another article that will help people further understand the value of film in libraries.

Library Services for Film Students and Faculty

An article entitled *University Faculty Describe Their use of Moving images in Teaching and Learning and their Perceptions of the Library’s Role in That Use* written by Jane Johnson Otto in 2014 tells us how the moving image plays a very important role in teaching and learning for faculty of all subjects. She states that “The moving image plays a significant role in teaching and learning; faculty in a variety of disciplines consider it a crucial component of their coursework. Yet little has been written about how faculty identify, obtain and use these resources and what role the library plays.” (Otto, p. 115, 2014).

Otto’s study which engaged teaching faculty in a dialogue with library faculty, revealed a gap between faculty’s film and video information retrieval needs and provision of access by the library. “Ultimately, the findings of this study can inform and transform library practices to make more moving images available for use in coursework and research.” (Otto, p. 115, 2014). Otto (2014) tells us that use by faculty of moving images is rapidly increasing. In a digital age where media is everywhere there are more and more faculty using film in a classroom as a way of helping enhance student’s learning process.

In the article Otto (2014) tells us about how she got students and faculty to indicate through a survey how they use moving images and how they interact with them. The survey (in Otto’s article 2014) indicated that virtually all respondents used moving images in the classroom a minimum of once or twice per academic year, while the majority (72%) used it six or more times per academic year.

According to Otto (2014) out of 20 respondents, who were more specific, 11 said they showed moving images in almost every class session; four said they showed something every week, and five said they screened moving images two to five times per class over the semester, while one professor averages five videos per class and students (combined) use up to 15 or 20 in their oral presentations. The survey by Otto (2014) indicates that moving images are used frequently in classes that are not even film related. One of the charts in the article showed that by discipline out of the 72% of all respondents that screen 6 times per academic year there is 68% of Communication Studies, 40% of Sciences and 72% of Language Studies. It also showed that 7% of all respondents screened only 1-2 times per academic year. The article shows that cinema studies professors show the most moving images in the classroom, with 94 percent screening six or more times in a typical academic year. They use just about any type of moving image. This includes fictional films, news, documentaries, etc. “Survey participants were asked to indicate whether they preferred DVDs, web-based video (downloaded or streaming), or another format for teaching and learning (see figure 13). They were then asked their preference for their own research purposes.” (Otto, p. 130, 2014).

New Methods for Viewing Film in Film Libraries
Other articles in the literature look at new techniques being used by libraries to show or view films e.g. streaming. An article entitled *Streaming video in Academic Libraries a white paper* by CARLI ‘Consortium of Academic and Research Libraries in Illinois’ Commercial Products Committee 2013-2014. The article establishes how streaming video has become quite a challenge for academic libraries in terms of infrastructure, purchasing, evaluation and discoverability. Streaming video has become so popular in the consumer market, that libraries are faced with numerous challenges.

This is the age of online video but unfortunately libraries have always been slow to embrace streaming video content. This is due to a number of challenges that these type of technology poses for institutions that have a mandate to collect and make available a variety of content to their users. The issues involved include slow delivery speed or inadequate selection. There are other problems with streaming videos as well.

First of all there are infrastructure issues. This is mainly related to playback- bandwidth problems- stuttering or freezing during playback. The CARLI Committee (2013-2014) tell us that the additional problems related to access rights, permissions, long-term availability and use in course-management software suggest that there is room for libraries to coordinate to form a more effective bargaining arm. Other issues involve the connection speed. To stream videos we would need much better network speeds than either electronic journals or books or anything source of information that uses text.

There are also issues concerning file formats. Despite HTML having provided support for displaying images for quite some time, the same thing could not be said for video for a long time. Normally video playback relies on a browser plugin which includes Adobe’s Flash or Apple’s QuickTime. In those cases the users would download and install a plugin that works with their browser to display the video. Flash is still a popular container file format for streaming video, and is used by many of the current library vendors. However, Flash also has its major issues. IOS devices such as an iPad or an iPhone don’t include native support for Flash.

The article also informs us of the issues involving purchasing models and concerns. When it comes to streaming media you have decide whether to purchase content or lease it. They must also decide whether to acquire a package of titles or to purchase titles individually.

Another article titled *Streaming Film: How to serve our users* written by Cheryl Cross, Christine Fischer and Cathy Rothermel (2014) discusses how popular streaming video has become. They establish how films have become a huge part of education and how streaming films have become very popular among college students in their article. Film has been growing in popularity among lecturers and is being used frequently in classes. The University of Northern California is using popular films more than ever for students to learn. The Libraries have a huge collection of streaming resources that are available by a various means. These resources include Ambrose Video, which contains the BBC Shakespeare Plays, and is licensed for access; Alexander Street Press collections, which include American History in Video and Dance in Video, and were purchased and subsequently require an annual hosting fee; NC LIVE, which provides video content from PBS: and also contains Films on Demand.
Cross, Fischer and Rothermel, 2014 state that there is a Libguide on streaming films available from the library website at http://uncg.libguides.com/streamingfilms. There you will find more details on subscribed sources as well as free resources and pay-per-view options.

As this article will tell you streaming films have become a very popular pastime over the years, particularly among college student populations, as they usually access many commonly used streaming sites such as Netflix and Amazon Prime. They can be viewed just by using a mobile device and are available 24/7 and can be viewed from anywhere in the world.

University faculty members are well aware of how often students engage with their electronic mobile devices, and that it might be difficult for some students to engage with other activities within the classroom so the faculty are beginning to expand the areas in which the students are already engaged with current feature films by offering students instructional or educational films. Streaming films became particularly important during difficult economic times. During that time period many university systems were experiencing financial hardships because of a shrinking budget and a number of classes were eliminated, while remaining classes were expanded to larger sizes to accommodate more students who had fewer teaching faculty. Nowadays it is also required that faculty teach courses online to students who would not be able to make it physically to classes usually because of work, family or other factors that would prevent from going to a class in person. Faculty have also been trying to make more use of time in the classroom by asking students to watch films even outside the class in case they ever plan on doing an assignment surrounding a particular film.

Faculty are also aware of how difficult it is to ask a large traditional class to view a DVD at the library in their free time when there may only be one or two DVD copies available at the library for the entire class. It might be very difficult for all the students to view it, when it is constantly in use by another classmate. It is in part due to these factors that many faculty want students to stream films outside the classroom. Faculty usually visit the streaming films LibGuide found on the Universities Library website. That is where they find all of the free and library-funded subscription streaming sites available to them, with a variety of popular instructional, educational and even feature films that can be easily streamed by copying and pasting the film link to their password-protected Blackboard page for students to access. Among the most commonly used streaming sites are Films on Demand, which offers various films on the humanities and social sciences, and Swank Digital Campus, where classic and popular feature films can be added and renewed each semester when faculty submit an online request.

The academic article Streaming availability and library circulation: an exploratory study by S. Craig Finlay, Michael Johnson and Cody Behles tells us more about streaming films. Nowadays the contents of popular film and television video collection are available online on three major streaming services: Netflix, Hulu and Amazon Prime. This article discusses the thousands of television shows and films that are available for streaming on Netflix or Amazon. It shows that library titles have more charges on average if available on Netflix streaming while titles are more likely to circulate when available on Amazon Instant which makes it possible that Amazon Instant might be used as a collection development tool in order to gauge how often certain DVD titles could
circulate. This could mean that availability over subscription streaming services, such as Netflix could point to items circulating more frequently.

The introduction informs us about how Netflix has gained millions of subscribers and how academic libraries are attempting to expand on their film sections. Nowadays there is a higher demand for popular video collections in public libraries. It appears from what is written in the introduction that public and academic libraries are considering subscription to Netflix. Many of the items that are requested or ordered for the DVD collections can be found over streaming services like Netflix, Amazon Instant or Free Hulu. According to Finlay, Johnson and Behles (2014) with DVDs slowly fading in popularity libraries academic or otherwise will need subscription to streaming services to gain any popular videos needed for the library. It seems that subscription to streaming services might actually help libraries because it could offer a way to make already popular items available to more patrons and such information might be useful in order to develop their collection.

However according to Finlay, Johnson and Behles (2014) research on streaming video services and libraries has shown that having Netflix as an alternative to lending has some advantages and disadvantages. Nowadays libraries are faced with challenges regarding collection development which can’t be easily resolved through traditional library practices. Budgets are still flat in the face of inflation; thereby increasing an interest in using Netflix DVDs in order to offset DVD collections was inevitable. Also academic libraries have begun to recognise the utility of popular reading and audio-visual collections in order to address patron demand and increase counts. There is also a change in the physical space to accommodate the growing online collections which has created opportunities for new resources that were not available to academic libraries before. The literature review of this article goes out of its way to inform us of how useful streaming videos could be for libraries as long as they have subscriptions. However as was mentioned earlier on according to Finlay, Johnson and Behles (2014) there are disadvantages to this as well. There are legal barriers as Netflix’s license clearly states that the service is intended for home use, only. If used fairly videos could be screened or streamed by universities and libraries for educational purposes.

The article mentions an example of a university that was selected for study on the matter. It was the feature film collection at University of Wisconsin-Whitewater Anderson Library. The reason it was chosen was because items are kept in open browsing near the entrance of the library, with a gate count of 406,932 in 2012. It also has a non-Library of Congress classification system to encourage browsing. The article goes into detail about the study of the library in the UW-Whitewater. They did some circulation counts, did a search to determine if items were also available for streaming online. Their research has also shown how differently Netflix and Hulu operate. Hulu of most of it anyway is free and uses mostly popular television shows as they are being released. Netflix on the other hand requires payment entirely and features a lot more movies and instead of just an episode at a time it has an entire season of television shows. They had different categories for what they found and added some code titles. Those that were categorised as available were items that were part of the collection and can be accessed via a streaming service. The ones that were unavailable were items that were part of the collection and cannot be accessed via a streaming service. Those that were uncoded were items that were part of the collection but not verified if it could be accessed via a streaming service. Their research has also shown that Amazon Prime is also somewhere in between what Netflix and Hulu do. Those who subscribe to Amazon may access a number of videos for free,
while others still have to pay for it so as I mentioned earlier on it is somewhere in between in the way that Netflix and Hulu work.

The article also acknowledges the limitations of having these items. Some of the items at the UW-Whitewater have been around longer than others and would cost much more money. The data is often incomplete making it hard to examine recent records.

The overall results showed that many of these titles were not available for streaming on either Hulu or Netflix. The library has 1026 titles coded for availability to stream on Netflix or Hulu. Out of all these titles the results showed that 313 or 30.6% were found to be available while 713 were unavailable. The results will give you more detailed account of about the survey.

Overall this article will describe in thorough detail about streaming videos is changing academic libraries everywhere with UW-Whitewater as just an example. It demonstrates that streaming videos has actually helped library patrons in so many ways and hopefully will encourage DBS library to do the same.

The academic article Implementing a Film Series for Community Engagement reviews the LSU (Louisiana State University) Libraries’ film series, and determines the fundamental aspects of initiating a film series, reviews the pitfalls and opportunities of such a series.

It goes into a lot of detail about the students viewing film but also briefly acknowledges the risks of showing films publicly such as copyright infringement, timing and place just to mention a few examples. But it also informs us of the solutions to these problems such as contact with any event planner, local assets. The article also does a section on what the future might hold for the university.

It is worth reading because it has information that is very useful for someone who wants to hold a film festival on campus. It will inform them of the benefits and challenges to holding a film festival which could be useful if such plans were ever carried out and also informs us how much LSU has benefitted from this type of program.

Film as a Teaching and Learning Tool

The academic article New Media: Engaging and Educating the YouTube Generation written by Anu Vedantham and Marjorie Hassen discusses how undergraduate students are using modern technology for their projects. The article shares examples of classroom assignments integrated with library support services that engage today’s undergraduates with academic materials in a variety of course contexts. They discuss in the article how specific arrangements of library learning spaces and the alignment of space and staffing can help undergraduate students succeed with new media projects for class assignments. The article refers to the creation of a fake Titanic trailer. According to the Vedantham and Hassen (2011), the fake Titanic trailer is one of 300 new media projects created by undergraduates at the University of Pennsylvania as graded assignments during the Spring 2008 semester with significant involvement from staff at the Weigle Information Commons at the Van Pelt-Dietrich Library Centre. Vedantham and Hassen show us in their article how film has
become a popular medium among students and faculty. The article shows that many of the students are given new media assignments. This means that their assignments usually involve film or media. Many students over the years have in fact visited the digital media lab.

The online article *Film can have a leading role in education* written by Harriet Swain (2013) from the Guardian tells us that film can be a powerful educational tool, especially for children with disabilities and from deprived backgrounds. Swain (2013) tells us about the impact that film and education have on people of different backgrounds. Swain (2013) mentions that when the school film club planned to take an autistic boy on a trip to London’s Leicester Square to watch *War Horse* (2011) the boy’s mother was worried because he would not make the tube journey let alone the cinema experience. The boy survived both by keeping his anorak zipped well up over his nose, the boy asked what he thought of the film and he said the film was very interesting and that he put his hand up to his face when the horse was stuck in barbed wire and it was wet. The boy said that this was the first time a film had moved him to tears. “The power of film to make an emotional connection and how best to enable people to experience this power through education was the theme of a roundtable discussion hosted earlier this month by the Guardian in association with Filmclub, part of the new charity Film Nation UK, which aims to put film at the heart of children and young people’s learning and cultural experience” (Swain, p. 1, 2013). According to Swain (2013) film clubs are being run in thousands of schools with hundreds of thousands of young people watching, discussing, and reviewing films. The roundtable agreed that film in education is a leveller. Among those attending the meeting was Samantha Evenson, who runs two primary school film clubs who said that they have children without any books at home but are confident enough to talk about film since they have already engaged with film, whereas with books they may think that they don’t have as much experience and feel as though they do not have information on books to talk about them.

According to Swain (2013) there are even children with severe learning difficulties and disabilities who struggle with learning that can often relate to film. Film is regarded as a universal language. The key points of the article were as follows: Film has become something that children of all family backgrounds and learning abilities can relate to. While the UK film industry is expanding it needs to be more open as a career to a diverse group of young people. It is very important that teachers get training and support since they may not always have the time or the confidence to use film effectively. Film can be used to help children see other ways of viewing the world.

The research article entitled *Using Popular Films to Enhance Classroom Learning the Good, the Bad and the Interesting* (2009) written by Andrew C. Butler, Franklin M. Zaromb, Keith B. Lyle, and Henry L. Roediger, discusses how popular films are being used in many schools today to help educate us but it also acknowledges the challenges of using films to educate us. One of those challenges is the slight alterations that usually made to a movie version of a source material.

It is similar to when film studios adapt best-selling novels to the big screen. Filmmakers have their own idea as to how to tell the story and they sometimes decide to make slight alterations to the story. How people will respond to this usually depends on the amount of changes. While some movie adaptations of best-selling novels including the *Harry Potter* series (2001-2011) have been faithful to their source material with little to no changes, much to the delight of their author in this case J.K Rowling, other movie adaptations such as Disney’s version of *Mary Poppins* (1964) adapted from the book by P.L. Travers have been so different from their source material that it alienates the
author if they are alive to see these changes, in this case P.L Travers who was so upset partially by the changes and the misinformation about her book that she refused to ever work with any film studio again.

Now it is one thing to do a movie based on a book or a story that is already pure fiction and make a few changes but what happens when you make a film based on real events. As I have mentioned previously films have been used by educators to help promote learning in classes for more than a century. Among these films used were mostly Oscar nominated movies from the 1980s and the 1990s most of which were movies about historical events. Though as the Butler, Zaromb, Lyle and Roediger acknowledge using popular films to educate us has its advantage but also its disadvantages.

Educators have many reasons to expect that viewing films will improve learning and retention of associated textual material. When you combine an associated text with the material you see in a film both of which are about a historical event than two sources of information prove to be better than one as it helps enhance learning. Visual learning and verbal learning are very helpful for educating us.

But using films has its disadvantages as well. If a film contains misinformation about historical events for example then it might affect the learning process in a bad way. This can lead to people misremembering events and not properly interpreting the events. It is argued however that although people are probably aware that popular history films have fictionalised elements added to them, previous research has shown information from fiction and real-world knowledge are often integrated together which will lead to learning and subsequent production of misinformation. In their research the investigators for the experiment studied the effect of watching clips from popular history films on the learning and retention of material from associated texts. The researchers specifically used films that contained both accurate and inaccurate information. The inaccurate information in these films would show major information, which would be greatly contradicted by the texts. The researchers were particularly interested in how watching a film clip would influence memory for the text and when it was inconsistent with the text. Sometimes students will watch a film based on a historical event before they actually study it in class or sometimes the other way around.

Butler, Zaromb, Lyle and Roediger (2009) tell us about some experiments that they did to determine whether using popular films enhances our learning process or hinders it. The experiments included showing students clips from films based on historical events and then having the students look the text version of the events.

Using popular films to enhance our learning may have its challenges but according to Butler, Zaromb, Lyle and Roediger (2009) as long as educators warn students in advance of any misinformation combined with amount of accurate information that most popular films contain a combination of popular films with the text information can actually increase learning. So despite the risks studies have shown how popular films when used carefully can truly enhance our learning. All that information is what makes the article a valuable source of information.

*Film in the classroom: a comment* written by Richard Harvey (1977) is another academic article that discusses the use of film as a learning tool. The article begins by asking the following questions.
“Why did you begin to use film in the classroom? Is their film usage today based mainly on pedagogical theory or on personal experience? How does film differ from print and speech as a means of teaching and learning history?” (Harvey, p. 1, 1977).

All these questions were to be answered during a discussion in which the questions would be considered by a panel of four historians at a session on “Film in the Classroom” at a meeting of the Community College Social Science Association at the Sheraton Inn-Hopkins Airport in Cleveland Ohio.

Ten years prior to the article being written, such a session would be innovative and would have lacked academic responsibility. However by the time that this article was written they had become routine at most professional meetings, even receiving the support of the American Historical Association. But by this point in time film in the classroom had become a little more complex than it used to be.

On one hand there are the “film freak historians” as the article refers to them who are just starting to explore the possibilities of film supplements to print and lecture as well as veterans, who had been film for a decade by this stage and are particularly interested in taking stock of the situation before going on. During the session the veterans expressed some serious reservations that they now had about the value of film in the classroom as they no longer thought of film as the best but surely not the only means of adding a visual supplement to lecture presentations. Their concerns include the loss of control over classroom materials which the use of film entails and frustrations with budgetary and utilisation problems have decided the issue against using films.

Then on the other hand many regard film being used in college and university classes as being faddish or as a “pop” means of increasing enrolments, as an abdication of a lecturer’s responsibility. However as Harvey (1977) states there is some common ground consisting of two propositions. One of them being as can be easily argued that historians can and must do everything they can to stimulate an interest in history, by generalising, philosophising, dramatizing or popularising and help the students to find their place in the continuity of human experience. The other proposition is that history as a liberal art should enhance the “visual literacy” of its students. Basically what they were arguing was to teach students may require any and all methods including visual learning. The article raises some valid questions about film being taught in school. It is worth looking at because of the way the topic is discussed.

Teaching Popular Film and Television: Critical Media Literacy and Narratives in (Teacher) Education by Geert Vandermeersche, Ronald Soetaert and Kris Rutten (2013) attempts to answer the question “Why study popular film and television and its relation to education?” This article shows us the reason why popular fiction matters to educators and students. The article explains that popular fiction has become the dominant culture for both students and teachers who have been inspired by popular films and television series as sources for their identities.

While some scholars warn us against identifying with fictional characters since movies and television often disseminate “recycled stereotypes” that “mislead confuse, and impoverish both teachers and students evaluations of and expectations about the nature of genuine education other scholars have determined broader ways of describing the good and bad effects of fiction on our identities such as popular culture as an “equipment for living” and stories as “tools for thinking”.

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This article teaches us several ways in which popular film and television matter to both the students and educators. It also recommends various other articles discussing the subject and as a result has become a very useful source of information when you want to do research on film and television and the effect it has on our education.

Another article that serves as a huge example of film used in education is *Between word, image, and the machine: visual education and films of industrial process* by Elizabeth Wiatr (2002). This article further delves into how films are used for education as well as entertainment. According to this article films being used to educate us goes all the way back to the early days of cinema. To be more specific this article explores the way that films were viewed in the 1910s and 1920s. The article tells us about how in those days films educated us by showing us films about everyday activities such as workers at a factory. It seems that even in those days educators believed that visual education was much more effective than written words. There is even a poster in the article that states that:

“Pictures have no language yet they tell the story better than words. Whatever the mother tongue may be, pictures are readily understood. However eloquent the orator, his words are strengthened by motion picture illustrations. Children, to whom text books are dull, find quick interest in motion pictures that carry the same ideas.” (Wiatr, p. 3, 2002).

This same poster also tells us that the projector or the “The American Projectoscope the portable motion picture machine without an apology” as it is known in the article is actually designed specifically for schools, colleges, churches, clubs, lodges, etc. especially when or if there is a place that needs an educational medium that tells the story better than words. This was particularly with documentary films which show places and how people there work. A good example of this at least during this period of time was Robert Flaherty’s *Nanook of the North* (1922) which was a documentary film depicting eskimo culture. Other educational films including those that were made by a prominent producer named Eastman Kodak Co., which made nearly 200 educational films between 1927 and 1931 alone including films on industrial production, cities and countries of the world, hygiene, natural history, and dramatized historical events. The article goes into great detail on visualisation which was a key goal of the educational film movement although most films embraced by visual educators, travelogues and those representing industrial and manufacturing processes, oddly seem to require little visualisation.

Overall this article provides a detailed account of how films educated us even during its early days. It informs of how children reacted to films as an educational tool and how they were used as such during the 1910s and 1920s. It is worth reading because of all of this information.

The academic article titled *Film-A Central Discipline?* Written by Edward L. Ruche (1973) explores how film is being used in education. It is in this article where Ruche claims that “film and literature already exists as a well-formed discipline of exciting promise at least in the short run.” Ruche (1973) has argued that while not every subject is taught through Film, nor do films touch on every subject there is sufficient substance in the apothegm to warrant a look at the ways in which Film has entered the academic establishment and the manner in which its study is being developed now as an aid to considering how it may take its place not simply as a discipline in its own right (if at all), but as
a valuable “cross-over” inter-discipline which complement and even transcend traditional areas of study.

It demonstrates why film is such an important part of our education. The article explains how films or at least aspects of them play a huge part of our education because of its involvement in courses such as English. It basically describes film’s involvement with our education and that is what makes the article worth reading.

*On Demand streaming technology is revitalising video as an educational tool in academia, but there are challenges ahead for libraries* by Matt Enis (2015) is another academic article that tells us about streaming video and how it is being used in academic libraries today. However, as the title suggests it will also remind you of the challenges ahead for those including academic libraries that may want to use it. It tells us about college lecturers using video streaming to show clips to their students. According to the article streaming video has actually become so popular particularly among academic students that the students among other people are using streaming more than either VHS or DVD which are going completely extinct.

Of course even when you watch a video online from some website such as Netflix or Hulu there are still some limitations as the article will remind you as you still need a subscription to either Netflix or Hulu, you would need consortia or you would need to pay a license fee. Subscriptions to these websites is usually very expensive particularly if you are planning to pay a long term subscription to watch a collection of movies online. You will also need to agree to several terms and conditions.

“For example, many publishers and vendors still offer perpetual/permanent streaming licenses for individual titles- or in some cases collections of titles but those licenses can be expensive. In addition, maintaining long-term access to those resources requires ongoing platform subscription costs, or uploading and hosting fees for those parties to be maintained on third-party servers or the maintenance of an institution based streaming infrastructure, all of which can weigh on a collection development decision.” (Enis, p. 49, 2015).

Those are just some examples of the challenges that librarians or lecturers would face if they wanted to use video streaming for classes.

Overall the article reminds us of how academic streaming video could be a thing of the future and will become very helpful to students and educators alike but also reminds us of the challenges that accompany it. This article is a very useful source of information because it explains how streaming video has become so important for educators.

**Conclusion**

Each of these articles has a different yet important theme depending on when they were written. Most of the older articles discuss what should be in a library collection. The more recent literature discusses new technology and film streaming. Overall these articles help determine why film would play an important role in establishing the value of an academic library whilst also acknowledging any challenges that might come with adding a film collection. However, it also raises the question if people acknowledge film as an educational tool then why does it get so little attention in libraries?
So I am also hoping that this thesis will convince librarians to expand the film collection embracing new technologies.
Chapter 5 Methodology

Case Study
This thesis is a case study which will use a mixed methods methodology. A sound methodological approach was very important for this research as it would provide important data from both students and faculty alike.

According to Robert K. Yin (2009) there seem to be many ways to define a case study. Robert K. Yin (2009) defines case study as “an empirical inquiry that investigates a contemporary phenomenon in depth and within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident”.

Yin (2009) says that you would use the case study method because you wanted to understand a real-life phenomenon in depth, but such understanding encompasses important contextual conditions since they are highly pertinent to your phenomenon of study.

“The case study inquiry copes with the technically distinctive situation in which there will be many more variables of interest than data points, and as one result relies on multiple sources of evidence, with data needing to converge in a triangulating fashion, and as another result benefits from the prior development of theoretical propositions to guide data collection and analysis.” (Yin, page 18, 2009).

Yin also describes the case study as like other research methods as being a way of investigating an empirical topic by following a set of pre-specified procedures.

“All of the illustrative outcomes or embedded units can be the occasion for having collected fine-grained quantitative data. Yet, the main case study questions might have been at a higher level: a single school (not its students), the neighbourhood (not its housing units), a business firm (not its employees), a community (not its residents), or a new medical practice (not the patients). To explore, describe, or explain events at this higher level, you would have collected and used qualitative data. Thus, your case study would have deliberately used both qualitative and quantitative data.” (Yin, page 133, 2009).

As mentioned before I chose to do a case study at DBS because I am a graduate of Film and Media and would like to know how students and faculty interact with film resources and services and gain a deeper understanding of how they perceive film resources and services at the library and could there be any improvement. This is mixed methods approach to methodology is at its most valuable as it is the best way to understand the student and faculty’s perception of library film resources and services.

Mixed Methods Methodology
The Mixed methods approach to doing research has many advantages and disadvantages. Cresswell (2014) defines qualitative research as an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. It is the process of research that involves
asking a participant questions in another setting up close and personal. Cresswell (2014) defines quantitative research as an approach for testing objective theories by examining the relationship between variables which in turn can be measured, typically on instruments, so that numbered data can be analysed using statistical procedures. Mixed methods research combines both of these methods. Cresswell (2014, p.4) states that mixed methods research is an approach that involves collecting both quantitative and qualitative data, combining the two forms of data, and using distinct designs that may involve philosophical assumptions and theoretical frameworks. The core assumption of this form of inquiry is that the combination of qualitative and quantitative approaches provides a more complete understanding of a research problem than either approach alone.”

The rationale for choosing a mixed methods approach is that as Pickard (2013) puts it: “There is still a tendency amongst MM researchers to claim that this approach is a ‘catch-all’ and by applying both qualitative and quantitative methodologies we are ensuring that the failings of one are compensated by the other.” (Pickard, p. 10, 2013). According to Pickard (2013) the purpose of the mixed methods approach is similar to that of positivism (the philosophical theory that suggests that positive knowledge is based on natural phenomenon) which means that this method of research involves prediction, control, explanation or generalisations. The difference however between positivism and mixed methods research is the notion of falsification. The methods from using mixed methodology according to some including Pickard (2013) is one of experimentation and hypothesis testing and the procedure is the same as that of early positivists despite some modifications. The mixed methods methodology usually involves identifying and manipulating the variables and the relationship between these variables is then measured using statistical techniques.

As its name suggests mixed methods research involves collecting and analysing both qualitative (predominately open-ended) and quantitative (predominately close-ended) data in response to any questions. Some including Pickard (2013) feel that mixed methods fall within the post positivist paradigm. It is a mixture of all methodologies combined for all the same questions but can be done in various different forms. It is the type of research where the investigator collects and analyses data integrates the findings and draws inference using both qualitative and quantitative approaches and methods in a single study or program of inquiry. It is important for you to establish the value of research findings since by discussing the relevance of our research findings it might help make your arguments seem more valid and help with its credibility.

According to Yin (2009) this third strategy may be more attractive to advanced students and scholars and can yield appreciable benefits. Yin (2009) tells us that certain case studies can include substantial amounts of quantitative data. The benefits of this method of research is that it is easier to obtain a broader range of feedback and data even from people that you would otherwise not be able to engage with face to face. Mixed methods research facilitates the use of qualitative approaches such one to one interviews which I plan to use for my thesis. It is also possible to use an online survey tool which I will also use in my thesis. Using both methods provides more information than one option alone. In fact by combining both qualitative and quantitative methods of research there are so many benefits to this form of data collection.

Ultimately, the advantages to using mixed methods research is that they will give me a deeper insight into how film students and faculty interact with library resources at Dublin Business School as well as details about how they feel about the library service. The mixed methods approach will
enable me to get both first-hand knowledge from interviewees as well as information via the online survey re people that I won’t be able to access in person.

Re the use of interviews in research, the researcher is allowed control over the line of questioning. According to Cresswell (2007) interviewing might be seen as a series of steps in any procedure. The researcher will have to identify the interviewees and then determine what type of interview suits. It would seem that a one-on-one interview would be the best option as Cresswell (2014) suggests that interaction with the interviewee provides valuable information for this research. However if for any reason the researcher cannot meet the individual in person then they might have to do a telephone interview since according to Cresswell (2014) a telephone interview would be an acceptable alternative. Face to face interviews however are preferable re gaining information. The researcher should record the interview by tape recorder or by film camera with the permission of the interviewee. The content interview should then be transcribed.

According to Yin (2009) the strengths of doing an interview in a case study are that it focuses directly on case study topics and provides perceived causal inferences and explanations. The weaknesses according to Yin (2009) concerning doing an interview for a case study are that you must avoid poorly articulated questions to reduce bias. There can also be inaccuracies due to poor recall. There is also the issue of reflexivity where the interviewee gives what the interviewer wants to hear. Overall the main advantages to case study research method are that it helps gain a broad range of information and data. Its main disadvantage is the biased response of participants.

Quantitative research also has some benefits. If you are unable to personally contact anyone than you can still get answers from them online through an online survey tool. You can also get answers from a broader sample of people from different backgrounds, experiences, etc.

But perhaps the main benefit of using a mixed methods research approach is that the researcher can analyse the data collect by both qualitative and quantitative methods and thereby use all the information they have found in the thesis.

However, mixed methods research has its challenges as well as its benefits. In fact since quantitative and qualitative methods by themselves already have their own challenges then using both methods might only add to the challenges as well as the benefits that come with using this type of data collection.

On the qualitative side of the research you have to be very careful about how you try to encourage someone to meet you in person and do an interview for example. You must make sure that the participant is confident enough to be interviewed instead of someone who is shy and hesitant and therefore they may not give you an awful lot of information.

The quantitative side of the research also has challenges mainly through what Cresswell (2014) has described as threats to validity. “There are several threats to validity that will raise questions about an experimenter’s ability to conclude that the intervention affects an outcome and not some other factor. Experimental researchers need to identify potential threats to the internal validity of their experiments and design them so that these threats will not likely arise or are minimised.” (Cresswell, 2014, page 174).
According to Cresswell (2014) there are two types of threats to validity both internal threats and external threats. He suggests that these are: history i.e. during experiment events can occur that unduly influence the outcome beyond the experimental treatment. Another internal threat mentioned and described by Cresswell (2014) is maturation where in an experiment the participants may mature or change during the experiment which might affect the results of the experiment. Cresswell (2014) suggests that external threats to a quantitative research method are the interaction of selection and treatment when because of the narrow characteristics of participants in the experiment, the researcher cannot generalise to individuals who do not have the characteristics of participants.

According to Yin (2009) other disadvantages of using quantitative data include that you must be prepared for the skills that you will need. “Beyond knowing how to do the case study well, you may have to master certain statistical techniques.” (Yin, page 133, 2009).

**Execution of Methodology at Dublin Business School**

My research commenced with the identification of my research approach which will be a case study using a mixed methods approach. This as I have mentioned before was where I could use both a qualitative and quantitative method of research.

**Interview**

I started with the qualitative side of the research method by arranging one to one interviews with faculty. The interviewees were lecturers Barnaby Taylor, Conor Murphy and Matthew Nolan. I obtained consent from faculty in advance of the interviews. I agreed to meet each faculty staff member individually in a private room. I asked them a mixture of open-ended and close-ended questions. Open-ended question enabled faculty to elaborate on a topic or theme. A close ended question is one that can only be answered by a simple yes or no. For the interviews I used a recorder that I had borrowed from the DBS library in order to record answers. I also transcribed interviewees’ answers afterwards. Interview questions were structured around frequency and types of information resources and services used and the advantages and disadvantages of current film collections and services in the Library.

I then arranged more one to one interviews as it seemed that I still needed more information for my research. However, since there were no other lecturers available due to most of them having gone on holidays I instead interviewed library staff members Trevor Haugh Head of the Reader’s Services at the library and Marie O’ Neil head librarian. Much like with the faculty I obtained consent from library staff in advance of the interviews. I agreed to meet them both in Marie’s office. Much like with the faculty I asked them a mixture of open-ended and close-ended questions. Most of the questions had to be edited since they were neither students nor faculty members. For example instead of asking them how often they used they used the library I instead asked how often they dealt with film students. Once again I used a recorder for the interviews with a recorder that I had
borrowed from DBS library in order to record answers and then transcribed the interviewee’s answers afterwards. These interview questions were structured around the improvements around film resources and services at DBS library.

**Survey**

After doing my interviews I had then decided to do my survey re the quantitative side of the research method. The survey was to be used to reach students who were no longer on campus over the summer period. I designed a 15 question survey regarding students’ perceptions of film resources and services at DBS library. I posted the survey to SurveyMonkey because it is a user friendly and popular survey site. Much like the interviews the questions were a mixture of open-ended and close-ended questions which I tested out on library staff in advance. My specific targets for this survey would be students of film course; students who didn’t do film courses but had courses with film components in them or even students who just used film in the library for entertainment.

To maximise uptake of the survey, I asked DBS film faculty to circulate it to students; it was posted to Moodle and library staff posted it to various library web page. The questionnaire asks the students about how often do they use the library, what they mainly use it for, how they would rate the film book or DVD collections in the library and if they thought the library needed any improvement in relation to film resources and collections.

The themes surrounding the survey were similar to the themes from the interviews and include questions on frequency of use; types of information resources used. There is also the theme of collection and staff support and how highly these are ranked by the students.
Chapter 6 Data Analysis

Survey Findings
The data analysis is informed by survey data retrieved from Survey Monkey. In this analysis, the breakdown of answers statistically is grouped under each question of the survey.

Breakdown of Survey Respondents

17 students answered the survey. This low response rate was influenced by a number of factors.

- The intake of film students at DBS is currently quite small per academic year.
- Many students were also on summer break

Despite the low response rate the survey still revealed some interesting findings. The subsequent use of interviews with librarians and faculty in this study also countered the smaller response rate on the survey.

The survey respondents break down as follows:

- 7 film students
- 1 student on a programme with a film module
- 9 student are non-film students but use the Library's film collections and resources

Responses

Who is using the film collection in DBS Library?

41.18% of those who answered are students on film courses at DBS. However 5.8% of the respondents were students on a non-film course which contained film components. There was another 52.94% who were not film students at all but still used films for entertainment purposes.

How often do Students Use the Library?

All the students who responded to the survey have used the library differently from one another. 5.88% of the students use it every day, 29.41% use it once a week, 23.53% use it once a week and 35.29% use it rarely while another 5.88% use it in other ways. Survey data therefore revealed that film students and non-students who like to use the film collection for entertainment purposes are more regular attenders to the Library. See figures 1.
What do students mainly use the library for?

A lot of the students use the library in different ways as well. 58.82% of the students use it to mainly borrow books, 29.41% use it mainly for quiet study, 5.88% use the library hub and another 5.88% use the Library to borrow DVDs. Film students are more motivated to attend the library than other types of respondents to borrow DVDs. See figure 2.
Do survey respondents access the library’s information resources online? How do they access them and what resources do they use?

42.86% of students who access online library resources do so via the library website, 28.57% access them via Moodle and another 28.57% access them via Athens.

Again all the students use various different resources. In the comment field, one student commented that they like using their online library account along with journals/databases. Other students said that they used Emerald, Passport, Dawsonera and online journals via Athens. For another student it was the subject portals. Once again all the students who responded have used various different resources. It seemed that not one respondent used either the Film and Literature database index or the film subject portal suggesting that more promotion of these film resources by the Library may be required. Instead 42.86% of the students said that they used books on film. Another 50% used DVDs and another 7.14% used eBooks. Students who are not on film programmes but like to use film resources for entertainment are the heaviest user of the DVD collection even though in the previous answer the use of the DVD collection is not highlighted as the primary motivation for attending the library. 28.57% of respondents on film programmes use the DVD collection. The fact that approximately a third of film students borrow DVDs may be suggestive
that students in this cohort are now viewing films in different formats e.g. online as is indicated and suggested later in this study by interviewees. See figure 3.

**Fig 3. Library Resources that Film Respondents Use**

<table>
<thead>
<tr>
<th></th>
<th>Books on film</th>
<th>eBooks on film</th>
<th>DVDs</th>
<th>The database of Film and Literature index</th>
<th>Film subject portal</th>
</tr>
</thead>
</table>
| Q1: A student on a film course at DIBS (A) | 57.14% | 14.29% | 28.57% | 0.00% | 0.00% | 50.00%
| Q1: A student on a non film course which contains a film component (B) | 100.00% | 0.00% | 6.00% | 0.00% | 0.00% | 7.14%
| Q1: A student on a non film course but enjoys using film resources for entertainment purposes (C) | 16.67% | 0.00% | 83.33% | 0.00% | 0.00% | 42.86%
| Total Respondents | 6 | 1 | 7 | 0 | 0 | 14 |

Source: Survey Monkey

**How do the survey respondents rate the film book collection in the library (on a scale of 1-5 with 5 being the highest)?**

The results of the survey show that all the students view the film book collection in the library differently. At least 7.69% of the respondents rated the film book collection at only 1. 15.38% rated it at 4. 38.46% rated it at 3 and another 38.46% rated it at 5 (with 5 being the highest score). This suggests that the film book collection is rated positively amongst students both from film courses and non-film courses alike.

**How do the survey respondents rate the DVD collection in the library (on a scale of 1-5 with 5 being the highest)?**

The results from this question indicate that the DVD collection is another source of information that students view very differently. 5 is the highest score. 7.69% rated it at 1. Another 7.69% rated it at 2. 23.08% rated it at 4. Another 23.08% rated it at 5 and 38.46% rated it at 3. This reminds us that
DVDs are a very popular source of information (even though as mentioned earlier they are not the primary motivation for many of the students to be going to the library) and although according to the results of the survey they are of course most commonly used by film students other students from other courses are shown by the survey to use them as well.

**How do the survey respondents rate support from library staff (on a scale of 1-5 with 5 being the highest)?**

Once again all the students view this very differently. 6.25% rated it at 1. 6.25% rated it at 2. 18.75% rated it at 3. 12.50% rated it at 4 and 56.25% rated it at 5 suggesting that support from the Library is highly rated by respondents.

**What do the survey respondents particularly like about film resources and services at DBS library?**

This question was open ended. Respondents could comment freely. The question revealed some interesting insights. One of the students said that what they particularly liked about the library at DBS was a variety of information resources. Another respondent said that they liked the good range of books. Another commentator said that they liked the availability of obscure films. Another respondent said that they liked the extensive nature of library collections.

Quotes from respondents include:

“Access to films I would not normally get elsewhere. Eg Alan Clarke's "Scum", a film commissioned by the BBC but then banned for its content. Whilst the film has been shown on Ch4, the DVD had a writer and producer commentary about the making and eventual screening of the film.”

“Some books contain information on adult (explicit) films and their actors.”

“Films are available that you might not see on TV nowadays, eg John Schlesinger's "A Kind of Loving”

“Access to great TV series, eg Nip/Tuck. It's producer Ryan Murphy discontinued the popular medial medical drama to concentrate on drama for younger audiences. Whilst the medical drama is no longer on TV, it is accessible through the DBS library, accompanying interviews provided by Ryan Murphy and his skills set.”

**What do survey respondents particularly dislike about film resources and services at DBS library?**

This question was open ended. Some of the respondents didn’t seem to have anything to dislike about film resources and services at DBS library though some others did say that there might be need of some improvements. The comments are as follows,

“Film resources are very much Horror based I feel”,

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“I wish the resources were used more by other students”,

“Film Resources have a lack of personality within the Library. Ok the Library is small but have an area that you know is the film section. “

“As I only go to college one day a week and travel to college from Blessington Co. Wicklow I dislike the short return policy”,

“The borrowing time is too brief”.

Do film resources and services in the library meet survey respondent needs?

This was an open ended question. Many respondents indicated that the film services and resources at the library met their needs although one commentator did say that services almost met their needs but didn’t give any specific details. Another commentator said that library services and resources did meet their course needs but not their personal needs.

How do survey respondents think that film resources and services in the library could be improved?

Most of the respondents didn’t seem to think that the Library really needed much improvement but one commentator advocated that the collection be larger. Another student stated “I think it’s perfect, maybe a few more books to grow the collection, but the problem is with the library itself and how much they fine you for a late return.” (CARLI, Fischer, Cross and Rothermal all recommend streaming as a method of improving academic libraries in the future). Here are more quotes from the survey respondents

“Longer borrow dates for part time students”,

“Final Cut Pro is needed”,

“Have the the hub as an art’s centre e.g. new library for arts which doesn’t have business books next to it that way it feels that arts have a special place”,

“would like to see some older classics from 40’s and 50’s as well as more children’s films. Many of the part time students have families. I’m sure that they would use the DVD films if they knew there were family friendly films available to borrow”

“Get more in instead of asking staff to pay for interlibrary loans”,

“Get everything they can get their hands on”.

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**Interview Findings**

I interviewed three members of film faculty and two members of library staff. Film faculty staff members were Conor Murphy, Barnaby Taylor and Matthew Nolan. They were Marie O’Neill, Head of Library Services and Trevor Haugh, Head of Reader Services. The interview was semi-structured with a number of questions designed to find out how often faculty used film resources in the Library, what resources they use, what they like and dislike about the service and what they would change. There was also room for faculty members to talk freely on the subject. Data was coded around themes pertaining to frequency, the desire for new technologies etc. Please see the appendix to see the raw data generated by interviews and the codes adopted. Answers in this analysis have been grouped into codes.

**Faculty**

**Frequency of Library Use**

Two of the people that I interviewed Conor Murphy and Barnaby Taylor both use the library every day though Barnaby says that if he doesn’t physically visit the Library then he looks at the online resources every day. One of them Matthew Nolan uses the library once a week. This indicated that faculty are highly engaged with the Library Service at DBS.

**Accessing Online Film Resources**

All three faculty members also access film resources online. They access these resources in various different ways. Barnaby uses his desktop at work and at home. But he also uses his phone and his iPad. Barnaby normally accesses the online library resources via the library website but on occasion he does use Moodle and Athens as well. Conor also uses the library website. Matthew also gains access to online resources through the library’s website itself and then through to the library search engine (Discovery).

**Preferred Resources**

Conor likes to access Library books, eBooks, DVDs and online resources. Barnaby uses the library for everything whether it is for his own academic work, for preparing lectures but also for directing students to areas that they might look to develop their own interests. He feels that the book collection is particularly strong. Matthew likes the DVD collection. Matthew also likes the Library’s Discovery search tool. All staff members access the library catalogue and JSTOR. Matthew, Conor and Barnaby bring students to the library to encourage engagement with the space. All were agreed that film resources in the Library are a strong feature of library collections. Faculty displayed a strong awareness of film resources and strong engagement with them.

Other film resources that faculty use include books on film, eBooks on film, DVDs, the database Film and Literature Index and the Film Subject Portal. Barnaby uses all of these resources. Conor also uses all of these resources. Matthew has used all of these resources except for the specific Film subject portal. Library staff may need to promote the subject portal further.
Quality of Film Resources and Library Support

All three members of faculty rate the film book collection at 5. This suggests that the books have proven to be very valuable sources of information that have really helped them in their research and with their lectures.

Barnaby rates the DVD collection at 4. Conor rates it at 5. Matt says that that’s a harder one to rate. He felt giving it a five would presuppose that they have all the films ever made and they don’t. They have a very good selection that reflects becoming a module to teach and the interest of the staff and of course what students are interested in these studies so instead of giving it a 5 he gave a 4.5 because he thinks that it is a strong collection relative to the material that will cover the courses.

All three lecturers rate support from the library staff at 5. This means that they feel that the library staff has been very helpful to them with their research. Matt even commented that the dedication and professionalism and the knowledge and accessibility of the library staff here is quite impressive and also says that he does engage with libraries in other academic institutions and often times it is very difficult to actually find a person to talk to but not here.

Barnaby appreciates the support that the library has always given the subject since 2009 and the fact that now the library has an enviable collection of stock which is proudly trotted out to anybody who is thinking about engaging with DBS. Conor particularly values the book stock of the library since those who work in Film and Media at DBS are pretty much aware that the book stock in DBS library is the second best available in Ireland. Matthew stated that what he liked most about the resources is that when you need to find something you can find it very quickly. He believes that accessibility is the key to the use of film resources as is user friendly search engines. He feels that DBS film library content is managed in a really intuitive and a common sense kind of fashion. This enables lecturing staff as well as students to engage with the resources in a very direct and very productive manner.

What would Faculty Change about film resources and services at DBS Library?

Conor says that there is nothing he particularly dislikes about the film resources and services at DBS library. Barnaby simply states that he doesn’t like students taking DVDs out of the library. Matt has stated that what he would like to see a dedicated physical space for film as well as well as a more pronounced separate digital space or portal which offers students a way of accessing film content in a digital fashion. This would enhance film students’ engagement with the resources.

All three faculty members say that the library has always met their needs. Matt has commented that he has been teaching at DBS since film started at DBS many years ago. He and Piotr Sadowski were the first of the lecturing staff that began here. They have ordered film books and DVDs for the library and were the first to initiate film collections for the library. Matt has witnessed the library grow and evolve re film resources and film student engagement with the resources.

In regards to whether film resources and services could be improved at DBS library the lecturers seem to have different ideas on that. Conor and Barnaby believe that Library staff should look into streaming. Matt however said that whilst streaming was useful, caution was needed as some streaming models are very expensive. Matt and Barnaby both think that the services and resources could be improved if they had more space and/or a dedicated film librarian.
Library Staff

Then there were the library staff members that I interviewed which were Trevor Haugh one of the library staff who works at the front desk and the other was Marie O’ Neil the Head Librarian.

Frequency of Library Use

Trevor said that film students engage strongly with the Library. Marie as head of librarian doesn’t get to interact with students or faculty as directly in terms of who is entering the Library in the frontline library staff do but she did say that whenever she is around the library she regularly sees students and faculty using the film resources. Film faculty also engage with her and the Acquisitions Librarian to expand the collections and are amongst the most library engaged faculty in the College. Marie said that she could augment the findings of this thesis by supplying statistics from the Library Management system to indicate engagement.

What are film faculty and students using the Library for?

Trevor and Marie both estimate that film students mainly use the library to borrow film related books and DVDs. Trevor believes that books are film students’ main resource.

How do library staffs rate the collection?

Trevor rates the film book collection in the library at 4 further suggesting that film books are very popular among students whereas Marie rates it at 4. She states that faculty inform her that the film collection is good. She attributes the strong collection to film faculty themselves. According to Marie they really do have their eye on the ball re the latest publications, classic publications that you would expect to find in a film collection so they have really helped Library staff to grow a robust and relevant book collection.

Trevor rates the DVD collection at 5. Marie rates the DVD collection at 4. She believes that the DVD collection has good range of classic films, blockbusters and ground-breaking films. Trevor rates support from library staff at 5. Marie rates the support from library staff at 4 as she states that she is working to always increase and augment the range of services and resources provided to film students and faculty.

Trevor likes the variety of films that are in the library such as arthouse films or Hollywood blockbuster movies. Trevor also seems to enjoy the good mixture of books and the mixture of online resources too. Marie likes that they have a healthy book budget so they can buy whatever texts faculty require. She also likes that they have good digital resources, databases and eBooks as well. Marie also likes that the library has good facilities like group study rooms, the hub where students can work on group projects and receive support from a dedicated teaching librarian. Faculty can also avail of the services of a Research Librarian based in the Hub.

What would library staff change about film resources and collections at DBS Library?

Trevor wishes that people would use the DVD collection more often because it is a great resource. Marie wishes to have more of a strategy about how films are shown in class. She wonders if we could use streaming or add more space to the library. She will be investigating this further. Marie
says that she would like to visit more libraries that have state of the art film collections and resources to emulate best practice in this area.

Trevor feels that in order to improve services and resources at DBS library they could probably market the resources and services better by using social media.
Chapter 7 Discussion

Whilst the research findings of this thesis supported the literature in terms of the adoption of new technologies such as streaming, this thesis has additional findings not discussed in the literature such as the need for a separate film librarian and a dedicated space for film collections.

Survey

This survey has helped me gain interesting insight into how students view the library. A recurring theme in the survey data is the quality of library collections and the service provided by library staff both of which are highly rated. As mentioned earlier on the students viewed the film book collection very positively yet very differently. As was shown earlier on at least 7.69% of the respondents rated the film book collection at only 1. 15.38% rated it at 4. 38.46% rated it at 3 and another 38.46% rated it at 5 (with 5 being the highest score) again suggesting that the film book collection is rated positively amongst students both from film courses and non-film courses alike. Some of the comments left by students who took part in the survey have added more detail on their opinions on the film books collection. Although one student did comment in the survey that they thought the borrowing time was too brief and that if the library needed any improvement it would a longer borrowing time for part time students, while another student who took part in the survey commented that some of the books in the library contained information on adult (explicit) films and their actors and another student who took part in the survey said that they liked the good range of books. Although library were a huge focus in the literature review but the exact quality of these collections was never mentioned.

Library staff is also viewed very differently by students. 6.25% rated it at 1. 6.25% rated it at 2. 18.75% rated it at 3. 12.50% rated it at 4 and 56.25% rated it at 5 suggesting that support from the Library is highly rated by respondents. Not too many comments were left by the students in the survey in regards to the support from library staff but from what little was said by the students in the survey regarding the library staff the majority of them said that they library services met their needs and did not seem to think that much improvement was needed and even if there was any improvement required it did not have anything to do with the support from library staff. So it seems that the library staff is doing really well according to students. Any issues in other academic libraries concerning staff was never brought up in the literature review although Blomberg (2012) and King (2014) did recommend a much more dedicated film librarian. So outside of that there does not appear to be much of a problem with staff anywhere.

Another theme that is shown is the use of DVDs in the library. The results from this survey have shown that while students do seem to be willing to use DVDs regardless of what course they are from they do not appear to be the primary motivation for students using the library. Additionally respondents from film programmes are not using the DVD collection as much as students from non-film programme who uses the collection for entertainment. The library could try motivating the film students to use the DVD collection more if they could make better attempts at promoting the DVD
collection. Though again as mentioned earlier the students view the library’s DVD collection very differently. As the results of the survey showed 7.69% rated it at 1. Another 7.69% rated it at 2. 23.08% rated it at 4. Another 23.08% rated it at 5 and 38.46% rated it at 3. This seems to further confirm that as a significant resource in academic libraries films are often overlooked in libraries even by film students. This suggests that film DVDs may need more promotion such as in house or online promotions as outlined in the literature review by Germain (2012). Germain made several recommendations in her article about promoting films in a library such as an Oscar weekend, movie marathons, movie clubs and those are just a few of the methods recommended by Germain (2012) and some of the new modes that could be explored by other academic libraries.

New modes of viewing film such as streaming could also be explored as outlined in the literature review by CARLI (2014); Cross, Fischer and Rothermel (2014) and Finlay, Johnson and Behes (2014). Finlay, Johnson and Behes (2014), as mentioned earlier remind us that streaming has become so popular that millions are subscribing to websites like Netflix, Hulu or Amazon Prime. The results of the survey however show that the students at DBS are not particularly big into streaming.

Another theme from the findings is expansion. This mainly came up in the end as students mostly felt that the film resources and services in the library needed to expand the collection in terms of certain types of film resources but also in terms of size. Respondents also suggested that film resources in the Library deserve a bigger and more separate space (even a separate location) to maximise use of the Collection. This was birefly mentioned throughout the literature review but it is a dominant theme. A separate space for film resources and collections is however a more dominant theme within this study.

Overall this survey gave me amazing insight into how people view film resources and services in DBS Library. It will be helpful for the Library to see how students feel about the library services and resources at DBS library to inform future plans around this area.

**Interview**

Interview findings are similar to the findings of the survey. Faculty and library staff would both like more space or dedicated film librarian for film resources. Faculty placed a greater focus on streaming film and the possibilities around this. Two faculty staff members were very in favour of streaming. One was more cautious in relation to the high cost of streaming services. As mentioned earlier on streaming could be explored as outlined in the literature review. However both faculty and the literature review have also briefly explored both the benefits which include broader access to film sources and the challenges which include the expense of online streaming. This was also outlined in the literature review by CARLI (2014); Cross, Fischer and Rothermel (2014), Finlay, Johnson and Behes (2014) and Enis (2015).

A suggestion made by faculty that wasn’t made by students in the survey was the employment of a dedicated film librarian. This is an issue that was also briefly addressed the literature review by Bromberg (2012) and King (2014) but there was never much focus on it in the literature review. Based on what faculty are saying at DBS however a much more dedicated film/media librarian would be of huge benefit.
Library staffs were focused on benchmarking film resources with other libraries to ensure that best practice is in place in relation to the provision of film resources and services at DBS Library. Library staff is also keen to find out about more about streaming services and have already commenced research in relation to this.

To conclude the findings of this study concur with the findings of the literature in relation to streaming. The desire for a dedicated film librarian and more space are stronger themes in this study.
Chapter 8 Limitations

This study was not without its limitations. The timing in which the survey was put online coincided with the end of the academic when most DBS students are off for the summer. Additionally the intake on film studies programmes is relatively low. As a consequence the survey sample was small with 17 respondents. The survey was also distributed to non-film students as a cohort of students also uses film resources in the Library.

Additionally I had targeted additional film students but only 41.18% of the people who answered the survey were film students. Another 5.88% were students on a non-film course that had film components. The remaining 52.94% of students were from non-film courses that only used film for entertainment.

In spite of this the survey findings were illuminating. For example several respondents advocated a separate area for film resources away from other library collections. The small number of dedicated film student responses was offset by interviews conducted with film faculty and library staff.

I also hoped to carry out interviews with the majority of film faculty. This was supposed to compensate for the low response rate on the survey. Unfortunately that had its limitations as well. I had my entire old film faculty contacted via the college email. However it seemed that most of them were on holidays. I did secure three film faculty however and offset this limitation by interviewing two members of library staff. These were Trevor Haugh, Head of Reader Services and Marie O’ Neill. Since they were library staff I had to rewrite some of the questions for them. For example instead of asking them about how they use the library I had to ask them how often they dealt with film students etc. This study was complicated by the absence of so many students and faculty members who had gone on holiday. In spite of this, because of the range of methodologies used and the range of library users, staff and film faculty interviewed or surveyed, a great deal of insightful data was obtained. This was augmented by the literature on the subject which provides interesting insights about developing library collections and using new technologies in film libraries/collections.
Chapter 9 Recommendations

Based on the research that I have done for this thesis I believe I should make some recommendations for academic libraries in the future. Most of these ideas come from either reading the articles that I used in my literature review or the comments left by both students and faculty.

Facilities

- The first recommendation for DBS library itself is more space. Based on the data that I have gathered perhaps it would be help to give film collections and resources a larger amount of space and preferably its own distinct space within the Library or separate to the Library.

New Technologies

- The Library should explore new methods of viewing films re data received from faculty and library staff during interviews. There is also a huge body of literature on this area. Survey data indicated that use of the DVD collection by film students is waning.
- A more pronounced and visible digital portal for film resources where films could also be viewed digitally should also be established on the Library website.

Staffing

- The Library should hire a dedicated film resources librarian or redeploy someone in this role. As was mentioned earlier this was briefly discusses in the literature review by Blomberg (2012) and King (2014) but didn’t have much focus on it.

Marketing

- New methods for promoting the use of existing film resources to film students and faculty. Social media pages- They could try advertising their film resources and services online such as through the library website.
- In house promotion- This means that an academic library must promote its movies to current library users by a variety of methods. These include starting a movie club which includes a monthly viewing with discussion at the end or to promote stimulating themes such as Vampires in Film, silent films or samurai films.
- Funding-The library would need a good budget in order to afford either more space or online streaming.
- Movie marathons-The library could arrange for students or faculty to come and see a long range of films whether they be Oscar winning movies, arthouse movies, blockbusters or even play entire franchises such as the Harry Potter, Lord of the Rings, Star Wars, Indiana Jones, Disney movies and those are just examples of popular movies that the library could use in order to attract more patrons to the library.
- Course related promotion- Instructors could try promoting films in the library by playing clips of them in class and showing exactly how they educate us and in what way such as showing subjects in film such as psychology, sociology, marketing and that is just to mention a few
examples. All of the marketing recommendations were outlined in the literature review by Germain (2012).
Chapter 10 Reflection

This reflection piece is where I will provide a detailed account of my personal experience such as how exactly I did my research and obtained the results that I needed for this thesis. But it will also contain my thoughts and opinions on everything that I have done during the time that it took to do this thesis and how I feel overall about it.

I chose to do my thesis on student and faculty perception of the film resources and services at DBS Library because I myself did a three year undergraduate degree in Film and Media at DBS. I then did a one year course in Film Studies. During that time, I myself used DBS Library’s film resources and services so I decided that it would be an interesting topic to explore for my thesis.

I started out by writing my introduction to explain what I would be doing throughout this thesis. I then did my rationale to explain why I had chosen this topic. Doing these two parts of the thesis was helpful in terms of learning to articulate the key principles and motivations underpinning the piece of research that I was about to undertake.

The next part of my research was the literature review. I used a number of Library databases to obtain articles on library film collections, resources and developments. At times finding articles wasn’t easy. I used library databases individually or used Ebsco’s Discovery software to retrieve the articles that I needed. I read and summarised the salient points of these articles. Each of these articles has a different yet important theme. Most of the older articles discuss what should be in a library collection. The more recent literature discusses new technology and film streaming. Overall the articles that I found for my literature review helped to reinforce why film collections would play an important role in establishing the value of an academic library whilst also acknowledging any challenges that might come with developing film collection. Doing the literature review was helpful in terms of honing my searching skills as well as my writing skills (summarising etc.). These skills will be helpful in my library career re keeping up to date with the latest literature and for report writing.

I chose a mixed methods approach for my thesis. This meant that I used a mixture of quantitative and qualitative approaches. But first I had to do some research on how to undertake this type of research approach. I started by looking at books written by Robert K. Yin. I read one of his books on case studies. Next, I read the work of John W. Cresswell. Reading Yin and Cresswell’s books was most helpful for me as it helped me to understand how to effectively execute a mixed methods research approach. Research methods skills will be helpful for when I am a practising librarian as I may need to do research with library users to inform developments or to gather feedback.

In relation to the online survey, I came up with 15 questions to ascertain how students and faculty feel about the services and resources at DBS library. The questions that were included in the survey were how often did they use the library, did they feel that the library met their needs or was there anything that they particularly liked or disliked about the library? I posted my questions to SurveyMonkey. The questions there were meant for not only film students but also for students that not doing film courses but doing a course with film components. The survey also targeted students who used the films in the library for entertainment. I wanted to know what all of these students in general thought about the film resources and services in DBS Library.
Unfortunately there were some complications mainly concerning the timing in which the questions were put online. At the time that the questions went up on SurveyMonkey the summer holidays had started for many of the students so most possible respondents were away on holidays which was why I only got 17 respondents only 7 of which were pure film students. Only 1 respondent was a student on a non-film course that had film components and the remaining 9 students were from non-film courses that only used film for entertainment. This was a huge disappointment to me because I had really hoped that there would be more film students as it might be easier to know how students felt about the film resources and services at the library. This part of the thesis experience was difficult for me. In spite of this, I obtained interesting survey data but I also learned that you must adapt during the research process. For this reason, I decided to augment the thesis data by also including interviews with library staff which I will describe later in this reflective piece.

Next I did an interview with three members of faculty Barnaby Taylor, Conor Murphy and Matt Nolan. I asked the faculty how they interacted with the film resources and services at DBS library. I was further disappointed when I tried to gain more information from faculty other than Barnaby, Conor or Matt. I still hadn’t received a lot of responses for the survey and while the interviews that I had done with Barnaby, Conor and Matt had been a huge consolation and had been very helpful for me it felt to me that I still needed a bigger pool of data.

Contact was made with my old film lecturers but by then most of the film faculty were also on holiday. This was another huge disappointment to me as I had hoped to get more information somehow. As mentioned previously, negative issues in relation to the execution of my methodology did teach me the importance of the time at which you carry out research but also it is important to be adaptive during the research process. I decided therefore to carry out interviews with DBS Library staff: Trevor Haugh and Marie O’ Neill to obtain their feedback in relation to film resources and services.

Since Trevor and Marie were both library staff and not students or faculty this was going to be difficult because I had to rewrite some of the questions (interviews were semi-structured). I obtained really interesting insights from them as well. They told me about how they supported film students and faculty and about the feedback they receive from students and faculty. What particularly interested me about all the interviews that I undertook including those with faculty was how all of them felt the library could be improved either by more space, a dedicated film librarian or streaming.

It has been really thrilling to get some interesting insights not only into how the students and faculty perceive the film resources and services in DBS library but also to hear from library staff members about how they support and develop this area as well as the feedback that they receive from students and faculty alike. Information obtained from books and the articles regarding film collections and services has also been invaluable.

Overall doing this thesis has been an interesting if at times challenging experience. It’s fascinating to obtain feedback from library users and from librarians. Using a mixed methods approach was really helpful for me as this is what helped me gain different insights into all the different perceptions of the film resources and services at the library.
It’s been really exciting to see the manner in which research can inform developments within the library sector. I believe that the research skills one acquires doing a thesis are key skills to have as a practising librarian.

It’s always rewarding to know that the research contained in this thesis can be used by DBS Library to inform developments re services and collections pertaining to film. Based on my research I feel that the Library should consider streaming since streaming has become a key development for academic libraries everywhere. The Library should also consider space and staffing dedicated to film collections and resources. It is empowering to know that the research you undertake is supported by the literature. For example there are many articles stating that streaming is a key development re film resources and services in a library. Equally is rewarding to know that your research can identify new themes not yet explored in the literature, such as the need for a film librarian and a separate physical area for film collections.

I feel that academic libraries should regularly ascertain how students and faculty view the library to inform improvements to their library if any are needed. Despite the complications I had with my methodology I would personally recommend a mixed methods approach because I believe that if handled carefully and with the right timing it can be the most valuable method of obtaining information. I am also pleased with the literature that I gathered for this thesis as the articles used in it will help provide further insight into the topic concerning films and libraries and might encourage any improvements needed.

Doing the MSc in Information and Library Management has provided me with a wide range of skills; technical, writing and research. Research active librarians have the ability to really grow and develop the library sector further.
Figures and Graphs

Fig. 1. Statistical Analysis of Library Usage by Student Type  p. 29
Fig. 2. Statistical Analysis of What Survey Respondents use the Library for.  P.30
Fig 3. Library Resources that Film Respondents Use  p.31

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Appendices

Appendix 1 Raw Data from Interviews and Coding of Interview Findings

The following codes were applied interview data

**Yellow** = Regular Use of the Library

**Red** = Use of the film book collection

**Blue** = Use of Multimedia, e.g. DVDs.

**Turquoise** = Desire for Streaming

**Violet** = Desire for more space and/or a dedicated film librarian

Barnaby Taylor feels that streaming films would help DBS library.

Conor Murphy also feels that streaming films would help DBS library.

Matthew Nolan however does not think that streaming films would be helpful for DBS library.

**Frequency** - they all use the library frequently

**The types of information resources** - use all of them

**Quality** - collection and staff support

Transcription and Coding of the interview with Conor Murphy

I finally did my mixed methods approach for this thesis. I started by interviewing Conor Murphy one of the lecturers at DBS. Conor Murphy teaches undergraduate courses in Film and Film and Media at DBS. Conor uses the library every working day. He mainly uses the library to access books, eBooks, DVDs and online resources. Conor normally uses online resources such as accessing the library catalogue, jstore and various other online resources. Conor has used all of the library’s resources: books on film, eBooks on film, DVDs, the database Film and Literature index and the film subject portal. Conor rates the film book collection in the library to be about 5. Conor also rates the DVD collection in the library by about 5. Conor also rates the support of the library staff by about 5. In terms of the services and resources at the library Conor particularly values the book stock, those who work in Film and Media at DBS library are aware that their book stock is the second best available in Ireland. Although he says that the film resources and services at DBS library meet his needs he believes that they could improve with the help of online streaming.
Transcription and Coding of the interview with Barnaby Taylor

The second lecturer that I did an interview with was Barnaby Taylor. Barnaby Taylor teaches all areas of film in DBS. Barnaby likes to use the library everyday whether it is physically meaning actually being there or via online. Barnaby says that he uses the library for everything including his own academic work, preparing for lectures as well as directing students to their own area of interest. Barnaby says that he uses his own desktop at work and at home, he says that he also uses his iPhone and his iPad. Barnaby says that he would normally use the library website as an online resource but does also use either Moodle or Athens occasionally. He has said that he uses all of the film resources including books on film, eBooks on film, database Film and Literature Index and the film subject portal. Barnaby says that he uses the library for everything including his own academic work, preparing for lectures as well as directing students to their own area of interest. Barnaby says that he uses his own desktop at work and at home, he says that he also uses his iPhone and his iPad. Barnaby says that he would normally use the library website as an online resource but does also use either Moodle or Athens occasionally. He has said that he uses all of the film resources including books on film, eBooks on film, database Film and Literature Index and the film subject portal. Barnaby rates the film book collection in the library at 5. He rates the DVD collection at 4. He rates the library staff at 5. He appreciates the support that the library gives to its students since 2009 and that they now have an enviable collection of stock which they proudly trot out to anyone engaging with DBS. He does not like students taking DVDs out of the library. He says that the film resources and services at the library meet his needs. However, he says that the library resources and services could be improved with more space and a dedicated film librarian.

Transcription and Coding of the interview with Matt Nolan

The third lecturer that I interviewed was Matt Nolan. Currently Matt is teaching three theory based modules, Film Studies today which is taught to first year film students, Film Craft which is taught to second year film students, and Film Theory and Criticism which is delivered to third year film students. Matt states that he probably uses the library once a week. Matt normally uses the library at DBS for DVD research. Though Matt has said that there are other times in which he uses it to take out books primarily to check resources and to double check resources for students. He even brings students into the library himself on occasion to encourage them to engage with the space. Matt mainly uses the library search engine to look for academic journal articles which is his primary use for it. In order to gain access to online library information resources Matt almost exclusively uses the library’s website itself so it is from DBS.ie and then he goes through to the library search engine. Matt has used all resources except for the Film Subject portal. Matt rates the film book collection at 5. Matt rates the DVD collection at 4.5. Matt rates support from library staff at 5. In regards to film resources and services at DBS library Matt has stated that what he likes most about the resources is that when he needs to find something such as information he can find it very quickly. Matt believes that accessibility is the key to how the resources managed and usability as well is user friendly the search engines are user friendly, the content is managed in a really intuitive and a common sense kind of fashion and lecturing staff too can engage with the resources in a very direct and very productive manner. When asked if there was anything that he particularly disliked about the services and resources at DBS library Matt stated that it was a hard question to respond to. He believes that what he would like to see in terms of library provision around the subject is a more dedicated space that deals with hard copy books, eBooks, offers multiple portals for students to find academic articles and academic resources or digital resources and above all a space that offers students a way of accessing film content in a digital fashion so just a way of pooling resources within a dedicated space. Matt reckons that all these methods might very well improve engagement with the resources and that this is something the library staff could look at doing. Though Matt claims
that he doesn’t see it necessarily as a deficiency in what they have at DBS library because they operate within certain special kind of confines and working on various resource limits so what we have is managed very, very, very well. Matt says that that would be the aspiration that would be the next level for DBS library. Matthew Nolan states that the library has always met his needs. Matthew Nolan has been teaching film related classes at DBS since film started at DBS a decade and half. Matt along with Piotr Sadowski were the first of the lecturing staff that began here and therefore were the first to order film books for the library and the first to order DVDs, the first to start those collections for the library. They have watched the library and the ways things are done there change and evolve over the years. When asked if he thought that the resources and services could be improved in some way at DBS library his response was that he felt that they needed a more dedicated Film and/or Media space which foregrounds the necessary resources that students need to further their studies and further their research. He reckons that every subject would like to have their resources organised in that way due to the visual nature of much of what students have to engage with, a more dedicated space within the library provision will be of huge benefit to the students at DBS.

Transcription and Coding of the interview with Trevor Haugh

Next I conducted an interview with Trevor Haugh one of the library staff who work at the front desk. As mentioned earlier I had to change some of the questions since he was a member of library staff. First I asked him if he was ever a student on a film course. Trevor said he wasn’t a student on a film course. I also asked him how often he dealt with film students in the library. Trevor estimates that he usually has to deal with film students two or three times a week. I also asked him if he could tell me what film students mainly used the library for. According to Trevor the film students mainly use the library to borrow film related books and DVDs. I also asked if Trevor could tell me how often students accessed library information resources online but unfortunately he couldn't tell me that since only David Hughes the systems librarian would be able to determine that type of information including a list of all the film students and faculty and look at how many of them have access, have used Athens, but on Reader’s services as no one else in the library seems to have access to that type of information. I also asked him which were the most frequently used resources books, eBooks or DVDs. But again without gaining access to all the electronic figures for electronic resources Trevor could only say the movie-oriented. Trevor rates the film book collection at 4. He rates the DVD collection 5. He rates the library staff at 5. In terms of the film resources and services in DBS library Trevor says that particularly in terms of film collection he likes all the different genre of films that are there which include arthouse films and Hollywood blockbuster movies. He also likes that there is a good mix of all the different university educational books and in terms of the resources there is a good mix of online resources too. When asked if there was anything he particularly disliked about film resources and services at DBS library he said that he would like it if people used the DVD collection more. When asked about any improvements towards the resources and services at DBS library Trevor responded by saying that one area that they could improve upon is an online film resource to students, especially younger film students who have access to a lot of films online. Trevor also says that maybe that’s the way they need to go in the future, that they need to learn to adapt to the needs of the students. Trevor believes that they could probably market the books and DVDs better and maybe use social media to market them better and another method of improving them would again require a number of online resources for different film students.
Transcription and Coding of the interview with Marie O’ Neil

Next I interviewed Marie O’ Neil the head librarian. First I asked her if she was a film student when she was at school. Marie answered by saying no she had only ever worked in capacity as a librarian in relation to film resources and had never been a student of any film related courses.

I also asked her how often she had dealt with film students. However Marie said that because she is head of library services she doesn’t have the same interaction as library staff at the desk would have but usually whenever she goes around the library she will see film students and faculty regularly looking at the book stock. She feels that they are good film users so she does get a sense that they are good library users. Marie said that she could supply library management and Athens statistics to give more exact measurements of engagement but that the Systems Librarian was on annual leave at present. Anecdotally, DBS students and faculty according to Marie mainly use the library to get DVDs and books out of the library. Faculty are good database users, using JSTOR and Academic Search Complete which has film content on it. Another database that Marie mentions DBS Library as having is Film and Literature Index which Marie says is a really good database though faculty and students haven’t really used it as much as they have used other databases. She wants the Library to promote this database further.

When asked about the resources being used and which ones were being used the most by film students and faculty, Marie believes the queries she receives that all of the resources being well used with the exception of the database Film and Television Index. She says that the latter is a superb database and that the issue is more with library promotion of it which they will rectify. She says that faculty speak highly of the eBook collection. According to Marie, the databases and the eBooks are well used though the DVD collection isn’t getting used as often as it used to because there are more free films up on the internet that can watched legally than formerly. People also have their own Netflix accounts. She feels that the Library needs to explore more modern ways of viewing film such as streaming.

When asked how she would rate the film book and DVD collections Marie rates it at 4 since they get very good feedback about the book and DVD stock and which has been developed with the input of film faculty. Marie rates the DVD collection at 4 as she feels that it has a really good range sort of classic films, blockbusters, ground-breaking films etc. She considers it to be a great collection that she would regularly borrow from that collection because she is very interested in film herself but there is still scope for other titles to be included.

In regards to support from Library staff, she originally decided to give it a five because she says that they really do work well with faculty and students to ensure that they have the books and films that they need. However she later reconsidered her rate to be at 4 as she thinks that there are still areas that they could work on such as streaming so she reconsidered her rate to be at four.

What Marie O’ Neil says that she likes about film resources and services is that she thinks that at the Library, they are very fortunate to have a good book budget so they can get to buy whatever texts faculty and students require. She is also fond of the good digital resources that the Library has such as the aforementioned databases and eBooks. She feels that the library has good facilities like group study rooms, the hub where students can go talk, work on group projects, The Hub is a more interactive where students can get more support on essay writing from the Teaching Librarian.
Marie feels that Library staff is very focused on students support. They also work very closely with faculty. Marie also likes that the students now have support from a teaching librarian who helps students with essay writing, referencing, avoiding plagiarism, how to search the databases. Marie also mentions Alex Kouker a research librarian who works in DBS who assists faculty with becoming research active.

Marie wishes to create an informed strategy for film resources and services at DBS Library based on user feedback, new developments in this area etc. The findings from this thesis will be interesting in this context. She plans to review the DVD collection; do they need to go into streaming? Although streaming is very expensive Marie says that they are investigating some low cost models and feels that the Library may need a more modern mode for students to be able to access and view films. She also says that the library could do with more space as well as a viewing room for film students. Marie says that she plans to do more site visits to other libraries that are strong on film and to read more articles and reports re this area to improving film resources and services at DBS library.

Appendix 2 Survey Questions

1. Please indicate which of the following are you?

A student on a film course in DBS

A student on a non-film course which contains a film component

A student on a non-film course but enjoys using film resources for entertainment purposes

2 How frequently do you use the library?

Every day

A few times a week

Once a week

Rarely

Other please specify

3. If you don’t use the library at all, please indicate why.

4 What do you mainly use the library for?

Borrow books
Borrow DVDs
Avail of staff help
Quiet Study
Use group study rooms
Use the Library Hub
Other

5. Do you access the Library’s information resources online?
   If so please indicate which resources you use

6. How do you access online library resources?
   - Via the library website
   - Via Moodle
   - Via Athens

7. Have you used the following film resources?
   - Books on film
   - eBooks on film
   - DVDs
   - The database Film and Literature Index?
   - Film Subject Portal

8. If you haven’t used any resource in question 6 is there any particular reason?

9. How do you rate the film book collection in the library? (Rate from 1 to 5 with five being the highest rating)

   1    2    3    4    5
10 How do you rate the DVD collection in the library? (Rate from 1 to 5 with five being the highest rating)
1  2  3  4  5

11 How do you rate support from library staff? (Rate from 1 to 5 with five being the highest rating)
1  2  3  4  5

12 What do you particularly like about film resources and services at DBS Library?

13 Is there anything you particularly dislike about film resources and services at DBS library?

14 Do film resources and services in the library meet your needs?

15 How do you think the film resources and services in the library could be improved?