Improving Library Use and Information Literacy at Caritas Charles Vath College

An Interdisciplinary Qualifying Project Report

Submitted to the Faculty of

WORCESTER POLYTECHNIC INSTITUTE

In partial fulfillment of the requirements for the

Degree of Bachelor of Science

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Submitted on Thursday, March 1, 2007

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Abstract

This report is the product of research gathered to develop a plan to increase library use and improve information literacy at Caritas Charles Vath College. The CCVC is a secondary school in Hong Kong for underperforming students. The project team conducted interviews, observations, and focus groups, distributed a survey and an information literacy test, and also compared the CCVC to local and worldwide secondary school libraries. The team then developed recommendations regarding library atmosphere, location, resources, staff, and hours of operation.

Acknowledgements

We would first like to thank the Caritas Organization. We are thankful to have experienced one of their schools directly. We appreciate their efforts to help the community in Hong Kong. Caritas Charles Vath College was more than helpful in seeing that we had whatever we needed in order to carry out our project and for that we thank the teachers, librarians, administrators, and students at the CCVC who were co-operative with us in all of our efforts.

Many thanks also go to the YMCA Christian College, Wong Cho Bau Secondary School, and the Tung Chung Catholic School. These schools allowed us to visit their libraries, take pictures, and sit and talk with their librarians. This was more helpful to our project than these people will ever know.

We also would like to thank our advisors, Professor Karen Lemone and Professor Creighton Peet. They constantly challenged us and made sure we realized our potential and for that we are very grateful.

Finally, we would like to thank our liaison Bruce Findlay. He remained in constant contact with us throughout the project and assisted us as much as he could, no matter how busy he was with his other obligations. His humorous, yet extremely professional approach to our project will not be forgotten. It is very apparent to us how valuable an asset he is to the CCVC. We will certainly miss him.

Authorship

All four authors have contributed equal efforts throughout this project. All time spent

writing, analyzing, and creating this report, or anything related to this report, was equally

shared by all authors.

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Executive Summary

The traditional educational system in Hong Kong leaves behind many students who lack the motivation and discipline to do well in school. The Caritas Charles Vath College was established to educate these students and help them succeed in school and life. The goal of the CCVC is to graduate students who will become productive members of today's society. This means that these students must be technologically savvy and information literate. One of the best ways to develop information literacy is by improving and increasing the use of libraries. The school library at the CCVC is currently not being used to its full potential.

To increase library use, many librarians and educators are trying to reinvent their libraries to make them more appealing to students. They are trying to create a better environment where students can do homework, research, access information, listen to music, watch movies, and use the internet. The goal of this project was to evaluate if similar concepts could be used at the CCVC and to provide recommendations that could be implemented to improve the level of the library's use. In order to come up with a set of recommendations for the CCVC, the team established several objectives to help analyze the problem.

The first two objectives were to determine the level of use and current resources of the library and to determine why students use or do not use the library. In order for the team to fully understand what resources were available in the library we conducted interviews with librarians, teachers, and students. A survey was conducted with the students to

determine how often they use the library, what they did at the library, and how often they used the internet. The group also made observations in the library to determine what students did at the library and how much time they spent there. Finally focus groups were used to help generate ideas regarding what needs to be changed in the library and to obtain feedback from the students concerning their feelings about the library.

The third objective was to determine the interests of the students at the CCVC. We did this by performing interviews with students, teachers, and social workers. After combining this with classroom observations, survey results, and getting to personally know the students, we learned what they were interested in and what would draw them to the library.

The fourth objective was to determine the successful and unsuccessful attributes of other secondary school libraries. We toured three school libraries in the area and interviewed their librarians. This revealed what motivated their students to use the library, what kind of environment was successful, and how their libraries were run. The fifth and final objective was to determine the information literacy of the students at the school. We determined information literacy levels by randomly selecting students and having them take an information literacy test.

The team made recommendations to the CCVC regarding its level and types of resources, its atmosphere, the accessibility to its students, communication between the librarians, students, teachers, and administration, and also recommendations regarding student

motivation. We recommended library resources include more relevant books and magazines that will be of interest to the students, and to also have more technology such as more computers and a media center. We suggested that the library have student artwork, decorations, and plants to make the atmosphere more appealing and comfortable for the students. The school should issue passes to the students so that they can use the lift to the library instead of having to walk up several flights of stairs. In the long run the library should move to a lower floor. Also, the library could host reading competitions and book fairs in order to stimulate student interest in the library. With these improvements we believe the students at the CCVC will become more interested and more involved in the library.

1. Introduction

As the rate of development of new technology continues to increase, the skills students need to develop to be a competent member of society are more important than ever (Jingxia, 2002). Academic libraries can be instrumental to student development because they foster information literacy and provide several resources and services to both students and teachers. If libraries are not utilized, then the information literacy levels of students may be comparatively lower than those who actively use the library on a regular basis.

The library at Caritas Charles Vath College (CCVC) is an example of a library that is currently being underutilized, which may be contributing to a lower level of student information literacy. The CCVC is a secondary school in Hong Kong that was created specifically for students who have failed in the traditional educational system. Students at the CCVC are not necessarily slow learners but more often have various behavioral problems, a lack of self-confidence, and suffer from low self-esteem. The library media center at this school should be a useful tool to promote academic success through information literacy. The problem is that not enough students are using the library on a regular basis. Most students feel like school has nothing to offer that would suit their interests and have therefore dissociated themselves from resources such as the library. This means that their level of information literacy may still remain a problem for both them and the school.

In recent years, extensive research has been done regarding academic library media centers. This is because of the fast pace of the library media center's evolution since the creation of the internet. Students who can take advantage of these new developments are deemed as "information literate" and are usually more successful academically. Several studies have made direct connections between academic success and a strong academic library media center. More technology-based learning, however, is not always the answer to improving academic performance, especially at the CCVC. A recent WPI study (Josephs, et al., 2006) conducted in-depth research at the CCVC regarding technology in the classroom. The study concluded that the use of technological equipment during instruction time would not be an effective way to teach classes. It also concluded that experimental technology based presentations and interactive assignments at the CCVC take too long to prepare and rarely keep students engaged.

One method of keeping students engaged in technologically based learning could be to re-locate this learning to library and IT resource centers, however investigating such possibilities has not been a priority of the Caritas organization[1]. The focus of CCVC administrators is usually on preparing students for the HKCEE (Information on the HKCEE as well as other aspects of the Hong Kong Educational System can be found in Appendix B) and making sure behavioral issues at the school are attended to, leaving little time and effort for development of potentially helpful school resources. Since no research had been done at the CCVC regarding library and IT resources, administrators and teachers at the school were not sure how to use these resources to improve academic performance.

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[1] Caritas is a Catholic organization that partially funds the CCVC and oversees its operations.

Our project goal was to provide a plan that may be used to improve library use at Caritas Charles Vath College to help students be more academically successful through increased levels of information literacy. We achieved this goal by completing five major objectives. The first two objectives were to determine the current levels of student use of the CCVC library and to determine the reasons for this use. The third objective was to determine what the students' interests are in order to effectively make recommendations on what materials should be provided by the library. The fourth objective was to determine the successful and unsuccessful attributes of other high school libraries. Our final objective was to determine the students' level of information literacy. The CCVC will be able to use our recommendations to improve its current library system in a way that will motivate students. As these students become more motivated, they will be more inclined to succeed academically, which will in turn help the CCVC accomplish its mission which is "to promote human development through the provision of an all-round education and a focus on multiple intelligence training".

2. Background

The purpose of this chapter is to make connections between information literacy, secondary school libraries, and academics to see how the team can best recommend improvements to the library situation at the CCVC.

2.1 Information Literacy

The development of computer network technology, telecommunications technology, and the internet has brought about great changes to every aspect of our society and provided us with new ways to work, study, and live. The increase in technology has set a higher standard for the ability to utilize information. The amount of information available is increasing exponentially and creating a gap between people who are highly knowledgeable with high levels of information literacy and people who are lacking access to information with low levels of information literacy. In order to increase the ability to access and use information, many countries are implementing information literacy education.

2.1.1 Definition of Information Literacy

The basic definition of information literacy is "the ability to find, evaluate, and use information" (Jingxia 2002). This idea was first put forward in 1974 by Paul Zurkowski, the president of the American Association for the Information Science. People are becoming more aware of information literacy as information technology improves and new resources emerge. The definition of information literacy is evolving with the times.

The American Library Association defines information literacy as the ability to recognize when information is needed, to locate it, evaluate it, use the needed information effectively, and to teach information literacy skills to others. People who are information literate are prepared for lifelong learning. They are able to find the information that they need to make decisions and complete the task at hand. Information literacy is an important skill like the ability to read, write, and calculate. Many countries are trying to help citizens become more information literate so that they will be able to adapt to changes in society.

2.1.2 Learning Environment

A person's learning environment plays a significant part in the development of his or her information literacy. There are many factors beyond the physical presence of a library or school that affect the learning community or the culture for learning (Hassan, 2000). Teachers and librarians need to engage students in their learning and use different methods of teaching to accommodate different learning styles. Policies and documentation should be in place so that the attitude, skills, and strategies for information literacy are consistently reinforced throughout school. There is also a need for professional development in information literacy for teachers and librarians.

2.1.3 Improving Information Literacy

According to Hassan most information literacy education consists of acquiring knowledge and skills related to internet and computer use. Many more issues need to be considered when teaching information literacy. Programs should include information

skills and techniques along with the ethics of information use (Hassan, 2000). Libraries should provide teaching materials that include all of the skills that apply when using documents and library services. Libraries should also offer online information literacy education. In this way people can improve their information literacy if they do not have the ability to go to the library. Libraries play a major role in the teaching of information literacy because they are used for locating, analyzing, and evaluating information. Instead of just organizing and keeping the information, libraries should be directors and guides on how to utilize information.

2.2 School Libraries

Although the basic features and services libraries offer are very much alike, many libraries have been evolving with current trends and are using different services and strategies to promote an increase in customer use. Some of the information presented is based on American college and university libraries. Even though these libraries are on a different academic level than that of a Chinese college library and therefore focused differently, we still examined the information for a general understanding of libraries and to look for possible ideas for secondary school libraries.

2.2.1 Standard Secondary School Library Features in the US

The typical high school library in the U.S. is centrally organized, meaning that all of its resources are in one place (Scott, 2004). Most of them can service a full class as well as several other students doing independent research. Scott found that eighty percent of high

school libraries have large areas for group work, and sixty-six percent contain multiple areas for smaller group work.

Almost every high school student in the United States has access to a library. An Educational Longitudinal Study (ELS) done in 2002 by the United States Department of Education confirmed that ninety-six percent of schools enrolling 10th grade students had a school library media center (Scott, 2004). The first step in using the library to improve education and information literacy levels is actually having facilities available, and this does not seem to be an issue in the U.S.

2.2.2 Library Utilization and Services

According to a report by the Library Research Service that surveyed a group of colleges in Colorado, students used the library the most for "a quiet place to study", "availability of computer/electronic resources", "availability of specific materials or information", and/or "a convenient location" (Dickenson, 2006). When students checked all uses that applied to them, these reasons for using the library were all given by between fifty and fifty-eight percent of the students.

The study also addressed what tasks libraries allowed its students to accomplish while there. The vast majority (67%) said the library facilitated independent research. Students also reported that the library allowed them to make use of computers (32%) and view/listen to audio and video materials (21%) (Dickenson, 2006).

2.2.3 Library Staff & Website

Students who participated in the Dickenson study (2006) also answered questions about their school library's website as well as how they utilize library staff. The students used the librarians mostly for receiving help finding books, journal articles and web resources. They used their school library's website for a multitude of reasons. The more popular reasons were: searching the library's home catalog (78%), searching online databases (67%), learning about the library's services and hours (48%), searching the catalogs of other libraries (39%) and accessing electronic reserves (31%) (Dickenson, 2006).

2.2.4 Academics and Libraries

Recent research in the U.S. has strengthened the already suspected link between academic success and library use. A series of studies conducted in Alaska, Pennsylvania, and Colorado consistently and clearly concluded that a school library media program with a full-time library media specialist, support staff, and a strong computer network, leads to higher student achievement (Hamilton-Pennell, et al., 2000). A significant side note on this study is that these results were valid regardless of social and economic factors in the community, which is encouraging to our research since CCVC students tend to come from more disadvantaged backgrounds.

2.2.5 Libraries in China

In China the chief task of libraries is to "spread science and knowledge, and improve people's scientific and cultural level" (Jingxia 2002). In 1978 the country had a reform and made many positive changes to the public library system. Libraries in China are

being revolutionized by the development of information technology and information literacy education. They have also taken several actions to help out their users and a good example of this is the Wuhan Library in central China.

One step the Wuhan Library has taken is giving free library cards and reading privileges. It has computers installed throughout the library which provides easier searching capabilities and unlimited use of any text offered. The library also uses newspapers, radio and television to publicize library activities and readers' guides. It is trying to support the learning of the potential readers by opening on Saturdays for students, having reading activities for schools, and having primary school and secondary school students visit the library.

The Wuhan library reaches out to its users and tries to maximize their involvement in the library. It even caters to those who cannot get to the library by sending books out to households. Also, to help users with finding information, the library offers a reading guidance system, internet assistance, reference services, and telephone services.

2.2.6 Secondary School Libraries in Hong Kong

Secondary school libraries in Hong Kong are very similar to their counterparts in mainland China and the United States. In the Ma Ying Library at the Wah Yan College there is a lot of encouragement to read books in English (Wah Yan College, 2007). The library issues "reading contracts" to students. In these contracts students pledge to read and write a book report on a certain number of English books in a term. The contract is

signed by the student and the student's parent. Students are not only motivated to read by their contracts though. There are also three awards they can earn each term for reading English books. If a student does five English book reports they get the bronze award which gives them a reading certificate. If they do seven book reports they get the silver award which gets them a reading certificate and a $50HK voucher. If they do ten book reports they get a reading certificate and a $100HK voucher.

The Hong Kong College of Technology library currently has nine thousand books, periodicals, newspapers, and multimedia materials in both English and Chinese (Hong Kong College of Technology, 2005). The library plans to continue to enlarge its size until it reaches around fourteen thousand total volumes. The library tries to have a diverse collection of material to meet the needs of all the students in the school. Students can search for materials on the library's online catalogue.

Carmel Secondary School library has over 20,000 books, 2400 audio-visual materials, more than twenty different magazines, and five different newspapers (Carmel Secondary School, 2005). Most of their books are in English and a smaller portion is in Chinese. The library has two computers to search their online catalogue. They also have a new book section and a past paper archive where they keep old form five and form seven exams. The library also has sofas to sit and read on, eight computers to do research on, and eighty seats to work at.

2.3 Online Libraries

Online libraries today are rapidly advancing and are becoming increasingly popular. Without a knowledge base of the software and resources provided students will be greatly disadvantaged. According to a 2002 study "Computer Self-Efficacy" improves the ability of students to use online sources (Hong, Thong, Wong, Tam, 2001). Computer self-efficacy is how good a person believes him or herself to be at using a computer. A person's self-efficacy increases the more a person uses a computer and uses it effectively. As the self-efficacy of the person increases, the more comfortable he or she will be with trying harder tasks on the computer. Students who are more familiar with using computers will be more willing to use them to do work. Given the continuously advancing technological world they will soon be thrown into, they need to use computers to utilize the vast amount of available online library resources, to assist their future assimilation into the workforce, and to increase future success in their academic work.

2.3.1 Benefits of Online Libraries

Online libraries allow direct access to materials (Arms, 2001). Readers can access the information they need from their home, their work, their vacation home, and any place that has a computer with internet capabilities. This is useful for distance learning students, as well as students who do not have the desire to go to the library. Online libraries are also open twenty-four hours a day; with the exception of system repairs they are always accessible to their readers. Online libraries are also quicker at obtaining results than their non-electronic counterparts. A book, relevant research material, or whatever the reader happens to be looking for can be found a lot quicker and easier than

it would be to find a physical copy. Many also provide an estimated relevance to the search topic of the resultant material. As information is stored online, multiple readers can access the same information at the same time thus eliminating the whole problem of a book being "checked out".

Online libraries also provide many benefits to their maintainers. Online libraries do not take up much physical space (Arms, 2001). With the rate at which data storage systems have been micro sizing, large amounts of data can be stored in very little space. Also, online libraries are becoming more and more affordable as well. Information can also be quickly, cheaply and easily updated in online libraries. The process of reprinting and redistributing a book when a change is made to it, and then having to remove all of the old copies of that book is no longer necessary with the use of online libraries. Updating a book is as simple as overwriting the old version of the book with the newer version. Also, information can be shared between libraries without making physical copies. Libraries can get new books and trade books without have to wait for them and without the new books having to be made.

2.4 Library Resources in the United States

In order to discover what types of resources are commonly used by the age group that we dealt with at the CCVC, we spoke with Penelope Johnson (personal communication, 2006) who works at Worcester Public Library. Mrs. Johnson is not only the head librarian at Worcester Public Library but also has worked as an independent consultant to improve primary and secondary school libraries in the Worcester area.

Books, CDs, DVDs, and books on tape can all be checked out of the Worcester Public Library, but according to Mrs. Johnson's observations, adolescents the age of CCVC students most commonly use the library for the internet. They typically enjoy online diaries and logs such as MySpace, Second Life, and Facebook. Online computer games and checking e-mail are also both common activities. Mrs. Johnson feels that most adolescents who use computers at Worcester Public do not have computers at home.

Even with the widespread use of online applications, books are still common in the library. Anime style comic books that tell a story through mostly pictures are also very popular with young adults. Worcester Public Library has a large selection of graphic novels and has five copies of the most popular ones to better increase the chances that they are available at all times for people to read.

Ellen Wilson, who is the head librarian of Worcester Technical High School, shared with us some topics of books that are most popular among her students. WTS is a school that trains students towards a specific vocation. Students at the school have low information literacy levels and are generally not interested in classroom oriented styles of learning, but instead prefer hands-on types of learning geared towards a specific career path (Mrs. Ellen Wilson, personal communication, 2006). Mrs. Wilson says that students like books that are in line with their interests and their future careers. Books on the television show CSI are among the most checked out at WTS, so Mrs. Wilson has tried to obtain as many of these books as she can for the students.

2.4.1 Increasing Library Use

According to Mrs. Johnson, school libraries function best when students can come and go as they please (Mrs. Penelope Johnson, personal communication, 2006). She also feels that flexible lunch periods are a good way to provide time for students to visit the library. Students who can only visit the library before and after school are much less likely to do so.

Displays are an important part of getting students to visit their school library (Mrs. Penelope Johnson, personal communication, 2006). Displays must change often and be relevant and fun for the students. If a library is visually unattractive, its use will suffer. Mrs. Wilson leaves the most popular books at the WTS library on display on a specific table for easy access to students and finds this is an easy way to display what she knows students enjoy reading. If students enter the library, but are not sure what they want to read, Mrs. Wilson directs them to this display first and they usually find a number of books on topics they are interested in.

Most librarians feel that getting students into the library is the first step to getting them to use it. Mrs. Wilson said that any after school program or class function that requires physical use of the library is crucial to acclimating students to it. This statement was echoed by Mrs. Johnson from Worcester Public, she added that catering to the students' interests is the most important thing. The library must integrate all of the students' television shows, books, and hobbies or else the students will find the library both irrelevant and unappealing.

Catering to student needs and interests in the library is also exactly what high school librarian Linda Behen recommends in her 2006 book <u>Using Pop Culture to Teach Information Literacy</u>. Behen is a librarian who uses unique methods of inspiring students to use her library. She points out that students actively use cell phones, Ipods, portable game systems, and cameras with ease, which means that they are ready to be acclimated to any technology that is available. All the students need, says Behen, is a library program that is relevant to their interests. This echoes the statements of both Worcester librarians, but Behen suggests taking the topic of student interests a little bit further. She suggests library workers observe what students do in the library so that they can better prepare a library that suits students' interests. If the library is more geared around what the students want, they are more likely to go there.

Behen (2006) also recommends collaboration between the library and the teachers in the school. She feels that information literacy instruction of any kind cannot be completed without teacher support. Behen says librarians should approach teachers and encourage them to participate in library instruction with the reasoning that results on research projects and other assignments will improve. She also feels librarians should have a direct connection with administrators because administrative approval is usually needed to implement a serious library instruction course.

3. Methodology

The goal of this project was to provide a practical plan that may be used to improve library use at Caritas Charles Vath College to help students be more academically successful through increased levels of information literacy. In our background chapter we discussed research that outlined the general purposes of school libraries and what makes them useful to students. We used the methods described in this chapter to determine the services and library improvements that we identified will be effective at the CCVC.

Previous studies by WPI students have suggested that CCVC students tend to respond to interviews and questionnaires with what they feel they are expected to say instead of what they believe (Josephs et. al, 2006). Our group minimized this limitation just as previous groups have: we interacted with the students by teaching them English, playing sports, and inviting them to do things with us. By building rapport with the students early, we gained their trust and improved the likelihood of valid responses in interviews, questionnaires, and observations.

3.1 Determine the Level of Use and Current Resources of the CCVC Library

The first objective of this project was to determine what library resources were currently available and how they were being used by students. More specifically, we discovered how the library was organized, its condition, the general atmosphere in the library, and its availability to the students. Other relevant information we gathered was the general

availability of computers, whether the computers were state of the art, and the availability of online databases.

With the help of the librarian, we took inventory of the library to count the number of available books, determined whether or not the books were up-to-date, and asked about the existence of an interlibrary loan program. We took pictures of the library and also inspected furniture and materials to see what kind of condition they were in and how usable they were for students.

Another method we used to gather information about the library was direct observation. From the observations we discovered how many students use the library and at what times they use it. The team also toured the library independently to see how it was organized and how this organization affected library use.

We sat down for interviews with a host of different people in the school to learn as much as we could about the library. We interviewed library staff to determine how often they interact with students, what is available for students to do in the library, the library's hours of operation, and the types of IT resources and programs available. Refer to Appendix E for interview protocols for CCVC librarians. The team also interviewed Principal Stephen Lee along with the rest of the administration to learn the workings of the school and to gain some insight as to how to best conduct our research. (See Appendix K) We interviewed twelve of the twenty-one teachers to see if students have assignments that require the use of the library, if they try to educate the students on how

to use the library, and if they provide time for their students to use the library. Our method for selecting these teachers was to choose at least one from every department in order to cover all areas of the faculty. Interview protocols for teachers can be found in Appendix D.

The group distributed a survey to the students to determine whether they ever visited the library and how frequent the library visits were. The survey was made short and to the point so the students would not lose interest. It was distributed to the entire student body so that an adequate sample size was not a concern.

3.2 Determine the Reasons for Library Use

Our second objective was to determine the reasons for the level of use in the library. Through observations (both in the classroom and the library), interviews, a survey, and focus groups it became clear why the students use the CCVC library as they do. The classroom and library observations were only made on a limited schedule due to time constraints in Hong Kong and they may or may not represent typical behavior. Triangulation of several methods was used to improve the validity of our data.

To get a clear view of student and teacher interaction, we directly observed classes at the CCVC. We observed how the teachers taught and presented material to the students and then how the students received it. These observations taught us what students do in class and if any of their lessons could incorporate the library. We also learned about the students' behavior and general attitudes toward school.

By observing students in the library we were able to determine the reasons they use it. Assuming a position in the back corner of the library we took notes and observed as students entered, and we tried to figure out what they were doing without being intrusive. We also observed how long students stayed in the library and what they spent their time doing while they were there. We specifically observed how many students used computers and what they used the computers for. We teamed up with library staff for four weeks in January and February to keep records of how many students entered the library each day, during which time period they entered, and what they did during these visits.

Teacher interviews were critical because they have the most genuine and direct connection with students. We learned how many teachers give assignments that require library use, how teachers felt about library use in the school, and how they thought it could be improved. Teachers also told us about what students were being taught and how they thought the material could be related to the library.

Interviewing the students was a challenge, but it was necessary to obtain a view from the student body regarding the library (For a Protocol used see Appendix J). We asked questions on topics such as what students used the library for, how often they used the library, and what classes required library use. The team also asked student opinions regarding what could be done to improve both the operation of the library and the resources in the library.

Focus groups helped us generate more ideas about why students use the library, according to opinions of those most involved. The focus groups consisted of administrators, teachers, and students. The group made sure that every member of the administration was in one of the focus groups that were held. The students chosen for the focus groups were chosen based on how forthcoming they were in order to ensure that the student opinions would be voiced. The teachers for the focus groups were chosen based on who was available to attend. We tried a creative method to start off the focus groups by trying a role playing exercise. We asked students to answer questions about the school as if they were the teachers, teachers to answer the questions as if they were the administrators, and administrators to answer as if they were the students. After that we asked people to return to their actual roles and answer questions more directly related to library improvement. This mixture of people in each focus group helped us facilitate conversation among people in different positions at the school, especially administrators and teachers.

The survey mentioned in the previous section was also used to determine the reasons for library use. Students were asked which resources they used when they went to the library.

3.3 Determine the Interests of the Students

Our third objective was to determine the interests of the students. This was important because the library must contain material that will attract students. To discover what the

students are interested in we performed observations, did interviews, held focus groups, and talked with the students during recess periods.

The first and most important method used was interviews. We did interviews with students, teachers, social workers, and the administration. The goal of the interviews with students was to figure out what kinds of things they like to do outside of school. We asked them about what kinds of resources they thought should be added to the library. We also asked them what was wrong with the current library and the materials it contains. In the interview with the social workers we asked about the student's interests, their behavioral issues, and their family backgrounds. In the interviews with administration and teachers we also asked about what they thought the students liked to do and what might encourage them to visit the library more often.

Another method used to determine the interests of the students was to do observations. We observed classrooms, physical education class, recess, and lunchtime. While observing students we tried to pick up on things like the types of magazines they read, what they talk about, and what they do in their free time. We also did library observations to learn what types of things in the library interested them.

We used focus groups to get teachers, students, and administration all involved in the same discussion on what could be put in the library to increase use. We also used the focus groups to discuss the feasibility of possible recommendations with members of the

CCVC so we could make sure our plans for the library were practical and would help the students improve academically and have higher levels of information literacy.

The student survey was used to determine student interests. Students were asked what they did on the weekends for fun. They were also asked what magazines and books they liked. Finally, they were asked what careers they were interested in pursuing.

3.4 Determine Successful and Unsuccessful Attributes of Other Libraries

Our fourth objective was to determine what attributes made other secondary school libraries successful or unsuccessful. We did this by interviewing other college librarians and examining their facilities. The goal of this objective was to collect information on what makes their libraries successful or unsuccessful so that we could compare it to the CCVC library and determine if any useful attributes might be able to be applied to the CCVC library. From there we were able to make further suggestions to the CCVC on improving their library.

The libraries the group went to were chosen for three main reasons. First, they had students who were in the same forms as the students at the CCVC. The group wanted to make sure that the libraries visited were relevant to the age level of the CCVC students. Second, the schools were close by. It was easier to travel to and communicate with schools that were geographically closer to the CCVC. Third, we visited schools that responded to and accepted our requests. Some schools denied or did not respond to our

request, so in this way we used a form of convenience sampling in deciding which schools to visit.

Our first method was interviewing the librarians at the three different secondary schools we visited. We used the same protocol we used to interview the CCVC librarian and asked other questions not listed in the protocol if it was necessary. In general we asked questions pertaining to what resources were available in the library and how often these resources were used. We inquired about the programs and extracurricular activities the library sponsored if there were any. We asked about the technology offered in the library and also about methods and processes the librarian used to run the library from day to day. The broad range of questions we asked gave us a good idea of how successful the library was and how it was managed.

Examining the physical attributes of the library was the second method we used to complete this objective. We walked around the library and took notes on our observations. We took notice of whether the library environment appeared comfortable and exciting. We looked around to see what kind of technology is available, what kind of books and other literature are provided, what kind of condition the books and other resources were in, and also what furniture was included in the library. We took notes on both characteristics we thought were good as well as what we thought were not appealing or beneficial.

Keeping in mind that the CCVC and the schools we visited are very different in several ways, we compiled the information we obtained, analyzed it and made comparisons. After that we came up with ideas for improvements on the CCVC library that we felt would be appropriate, applicable, and useful to the CCVC with regards to its general school environment.

3.5 Determine Level of Information Literacy

Our fifth objective was to determine the information literacy levels of students who attend the CCVC. Information literacy levels were determined by using an information literacy tests that was translated into Chinese. This test had multiple choice questions asking the test taker to choose what would be the best way to go about dealing with researching a topic or dealing with research from a topic from a list of possibilities. It contained four questions, each one representing a specific objective of information literacy as defined by Linda Behen in her book "Using Pop-culture to Define Information Literacy".

With the data obtained from our observations, interviews, focus groups, and the survey we completed a full evaluation of CCVC library use and students' information literacy levels. We used this information to make practical recommendations to the CCVC about how to improve their library.

4. Results and Analysis

The information provided in this section presents data concerning the level of use and current resources of the CCVC library, the reasons for use of the library, the interests of the students at the CCVC, and the research done at other school libraries. The suggestions discussed in the final chapter directly correlate with the following presented data.

4.1 The Level of Use and Current Resources of the CCVC Library

The CCVC library is relatively new (four years old) and under-stocked. Currently, four out of the five thousand books are stacked on the shelves. The other one thousand books are not catalogued and are lying behind the front desk. One of the reasons the library is under stocked is simply because it is a young library and has not had an extensive amount of time to grow. Also, the CCVC librarian said that one thousand of the books have not been catalogued because neither she nor her assistant has had the time to do it. They do not have the time to complete some of their library duties due to the large amount of responsibilities they have in the school. Both the librarian and the assistant have three to four classes to teach every day. They also have to do several things for the administration such as filling out numerous forms and supervising tests.

Another and more pressing reason for the lack of books in the library is the amount of funding the library receives. The information on this topic is inconclusive because several personnel including administration and management have given different figures when

asked how much the yearly library budget is. The figures have ranged from 15,000 Hong Kong dollars to essentially an infinite amount. The CCVC librarian mentioned that the library receives fifteen thousand dollars a year, but the principal said that the library can have as much as it wants upon request and subsequent approval. The administrative staff will evaluate the request and decide whether it is necessary or not. When the librarian and her assistant were interviewed, they gave the impression that their budget was not very flexible.

Some of the books purchased are text books and teacher's guides which average around 250 Hong Kong dollars each according to publishers such as Oxford University Press, one of the publishers the CCVC library uses to buy books. Text books and teacher's guides are essential to any school. When the librarian buys these books she depletes a large percentage of the budget.

Teachers and administration have said that many of the books provided by the library have hindered its level of use by the students. English books in the library are above the reading level of the students. There is little reason to provide these books to the students when the majority of them cannot understand the material. This shows that there is the possibility that the budget is not being used efficiently and that on some level, there is a deficiency in the understanding of the student's academic levels and interests.

According to some of the students and teachers, a lot of the books do not interest the students. Some of the students said that the books had "too many words", suggesting that

their reading levels are not high enough to understand these books. It might also be because they could have learning disabilities involving their attention span or that they are simply more interested in reading shorter books. The students had a similar problem with the magazines in the library. The CCVC library has thirteen magazine subscriptions; however, the majority of these magazines do not interest the students. They would much rather read teen pop culture magazines such as Milk and Monday. These magazines are not allowed in the library because they have material that is considered inappropriate for school.

Another problem that was discovered in a focus group was that students do not know what is available for them to read in the library. The students in this focus group were given two of the magazines that were in the library. Both magazines were about pets. They discovered that they actually liked these magazines but never knew they existed in the library. The library may not be advertising itself enough so the students do not even know what resources it contains. The students may never know if there are interesting materials being provided by the library if they have not looked at what is offered.

Another issue affecting the library could be a lack of communication within the CCVC. According to some teachers the administration does not interact with the students as much as the teachers think they should. If the administration has little contact with the students then they may be unaware of many of the problems present within the school as well as what the interests of the students are. In the second focus group the principal mentioned that he would personally like a survey done with the students to determine

their interests. He himself believes that this will help increase the level of use of the library. Administration plays a key role in the development of the school library so it is essential that they communicate with students.

Many teachers stated that there are communication problems between themselves and administration. Part of this is due to the fact that the teachers working area, as well as the library, are on the seventh floor and the main offices are on the ground floor. This amount of physical separation has led to much less personal contact between teachers and administrators than would normally be recommended.

The CCVC library currently uses a system called SLS to keep track of its books. The librarian at Wong Cho Bau Secondary School told us that the SLS program is an online data base system employed by many school libraries in Hong Kong. The SLS program makes the library easily accessible to all the students, teachers, and other staff at the school over the internet. When properly used, SLS will alert students of new programs and books in the library via their email. Students are also able to log onto the school's SLS web site to search for books and other items that are available in the library. Students can also read and write book recommendations and post them on the site. The students in the second focus group said that none of them use this program. They said this is because they have very little interest in the library in general and would rather be doing other activities unrelated to the library and academics. Other forms of communication may need to be used for this reason. In the future, the SLS program may be an effective means of communication.

The library has six computers with internet access for the students to use. The internet is restricted so that the students cannot visit inappropriate sites while at school. The library does not have any online databases except for the above mentioned SLS system. The library itself does not have many computers however; the IT room has around one hundred computers for the students to use. Students, teachers, and other staff did suggest that there should be more computers in the library. They did not specify how many computers they believed should be in the library but rather that there should simply be more available to students.

Below are charts on other school libraries with pictures of these libraries and the CCVC.

CCVC

Figure 1

Tung Chung

Figure 2

YMCA

Figure 3

Wong Cho Bau

Figure 4

Table 1

	Funding	Technology	Resources	Books	Desk/Work/Lounge areas	Faculty
High School Library Resources Comparison Chart						
CCVC	5000 HKD	6 Computers	Magazines Books Teaching Materials News Papers	5000	20 Workstations 4 Desks 8 Bean Bag Chairs	1 Part Time Librarian 1 Part Time Assistant Librarian
YMCA	10000 HKD	8 Computers 4 Listening Stations 1 Television DVD player	Magazines Books Teaching Materials News Papers DVD's/Movies CD's (audio books)	10000	35 Workstations 4 Large Desks 1 Small Desk 14 Sofa Chairs	1 Part Time Librarian 1 Full Time Assistant Librarian Student Assistants
Tung Chung	10000 HKD	6 Computers	Magazines Books Teaching Materials News Papers DVD's/Movies CD's (audio books)	13000	80 Workstations 8 Large Desks	1 Part Time Librarian 1 Full Time Assistant Librarian
Wong Cho Bau	5000 HKD	8 Computers	Magazines Books Teaching Materials News Papers	5000	38 Workstations 8 Large Desks 2 Small Desks	1 Part Time Librarian 1 Full Time Assistant Librarian 40 Students Assistants Per Month

On average, the CCVC library sees about twenty-four students each day. The greatest number of students to visit in February in one day was sixty-nine and the least was five. Students took out a total of seventy five books from the library in January 2007. This is an average of nine books taken out by each class. With class sizes around forty students and a total student population of around five hundred, these are very low numbers.

CCVC Library Student Use
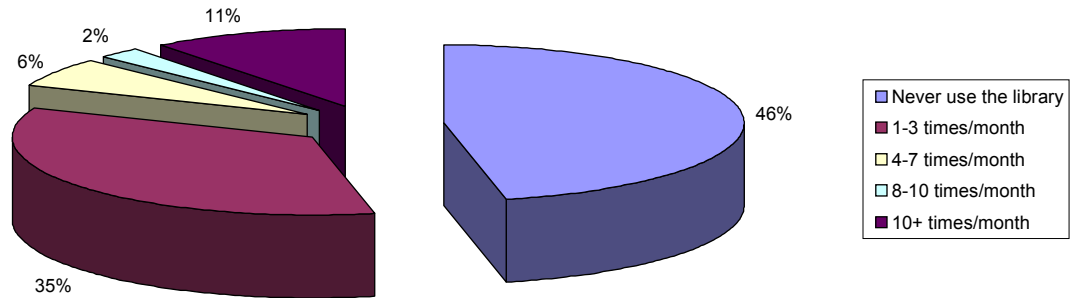
Figure 5

The library hours are limited to 10:20 to 10:50, 12:35 to 1:50, and 3:35 to 5:00. The reason the CCVC library is closed for so much of the day is because the librarians are also full time teachers. This problem was fixed when a full time assistant librarian was hired in February of 2007. The team does not currently know when she will begin work at the CCVC. This will allow the library to be open during the entire school day, and will also take some pressure and responsibilities off of the two current part-time librarians allowing for more necessary tasks to be completed.

4.2 The Reasons for Library Use

The survey the team distributed regarding library use was returned and the results compared well to those from interviews and library observations. Below is a chart from our survey regarding library use.

Reasons for Library Use
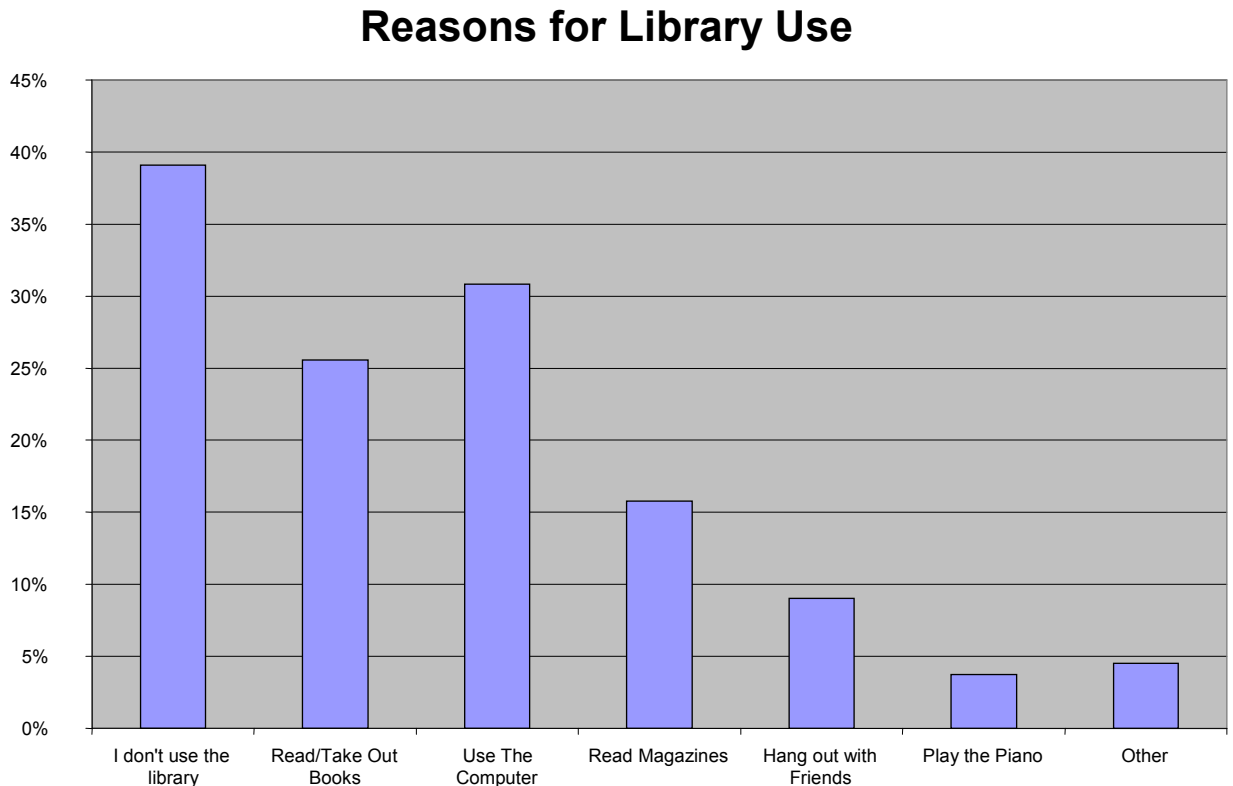
Percentage of Students

Figure 6

One specific reason that students use the library computers is to chat with friends on instant messaging software such as MSN or ICQ. Some students said they also use the computers for online games or to listen to music. The small number of more academically motivated students talked about going to the library to study for exams or work on a project. A few students were interested in reading and said they go to the

library during their lunch period. One student said he likes to read the Bible and many of the girls stated that they like to read love stories.

Interviews with teachers revealed that some classes will make trips to the library as a class to do assignments or class exercises. This is a good way to introduce students to the library. Some classes do not go to the library because it does not apply to the material being taught, and some do not go because the students do not like to walk to the seventh floor. Most teachers agree that it takes too long to get the students organized and move them up to the library. The team observed one class that took around 15 minutes for the students to make it up to the library and get organized. This shows that the teachers have a lot of difficulty in maintaining order in the classes.

Some teachers require the students to use the library for the research projects they assign to them. Unfortunately only $20 - 30$ percent of the students complete these assignments. Therefore the library's level of use will still remain relatively the same no matter what is assigned. There are even fewer students who do homework. On average about $10 - 20$ percent of students do homework. Both projects and homework assignments can be used as tools to encourage students to use the library, but not when the students have little desire to do them.

As we learned in the interviews and observations, students come to the library more often during exam weeks. While forms four and five were having exams we observed more students going to the library to get help from teachers or to study exam material. This

group of students seems to be the more motivated sector and their attitudes do not reflect that of the majority.

The chart below comparing schools the team visited shows that other schools have about four times the student visitors per day as the CCVC. One special column to take notice of is the hours of operation column. The other schools all have a library that is open all day and this directly correlates with increased use. All the other school libraries also open before 8:00 AM which compares to 10:00 AM at the CCVC. This means that students at the CCVC cannot use the library before school.

Table 2

	Reasons For use by Students	Amount of Use (avg/day)	Times of Use	Hours of Operation	Total Hours of Operation
High School Library Use Comparison Chart					
CCVC	Use Computers	24 students		10:20am to 10:50am	
	Read/Borrow Books			12:35pm to 1:50pm	Minutes
	Read Magazines		Mostly During Lunch	3:35pm to 5:00pm	
	Hang out with Friends		Varied Times		
	Play Piano				
YMCA	Use Computers	100 Students		apprx 7:45am to 5:00 pm	apprx. 9 Hours 45 Minutes
	Read/Borrow Books				
	Read Magazines		Lunch & After School		
	Do Research				
	Do Homework				
	Study				
Tung Chung	Study	100 - 200 Students		7:45am to 5:00pm	9 Hours 45 Minutes
	Do Research				
	Do Homework				
	Read/Borrow Books & Magazines		Mostly After School		
	Use Computers				
Wong Cho Bau	Study	100 - 200 Students		7:45am to 6:00pm	10 Hours 45 Minutes
	Do Research				
	Do Homework		Lunch & After School		
	Read/Borrow Books & Magazines				
	Use Computers				

4.3 Interests of the Students

Johnson (2006) and Wilson (2006) would both agree that if we made recommendations that aligned with student interests, students will have a higher chance of being successful with regards to increasing student use of the library. This is why student interests are extremely pertinent to the success of the library.

Classroom observations were a direct way for us to see exactly what students enjoyed doing. Classrooms at the CCVC can sometimes take on a hectic atmosphere, especially when students in the back of the room are being noisy. During these classroom observations, we noticed that only about 10-20% of students actively participate in academic lessons. The rest of the class either sleeps or does something else to entertain itself. We observed what students did outside of paying attention to the class and assumed these activities to be student interests.

Almost every student at the CCVC has a cell phone. Most of them are top of the line models with cameras, mp3 players, and other high tech devices. Students enjoy sending text messages, taking pictures, or listening to music during the lesson. Most students also have portable mp3 players such as IPODs, which they also listen to throughout the day and sometimes during classes. The most common activity during class besides listening to the teacher was socializing with friends in some form or another. We observed students playing card games, talking, pushing each other around, writing notes, as well as other forms of social interaction.

Teachers agreed that boys and girls usually have very different interests. Boys are generally interested in sports and play either basketball or football (soccer) during the entire recess. Girls will occasionally play sports too but are usually more interested in doing their makeup and talking about fashion or looking at magazines about entertainment or fashion. The interests that seemed to break the gender barrier were phones, mp3 players, art, and music.

Students were excited to see us in every class that we attended and were also quick to try out their English skills on us. This led us to believe that they are actually interested in learning as long as it is more interactive and fun for them. The whole team participated in an English assignment in the library where the teacher distributed worksheets to the students who had to ask us questions and fill in their worksheets in English.

One of the English classes we attended demonstrated to us that some students do have solid interests in useful academic topics. The classroom atmosphere eventually broke down and the teacher allowed us to freely converse with the students. When we got the chance to talk to the students, we asked them about the name of a band that seemed to be written on every desk in the room. A student stepped forward, telling us that it was the name of his band. We let him listen to some American bands on our IPOD which he enjoyed. He then invited us to come see his band play locally three weeks later. Another girl approached one of us during the observation and asked about what kind of education she would have to get to be a fashion designer. She really liked fashion but was afraid

that she was not creative enough to consistently come up with new designs. In only a half hour class we had two students come to us with interests that could turn into career paths.

Few or no people have informed them of the work and necessary skills needed to obtain their desired careers. There is only a small bulletin board in the library listing possible career opportunities but there is no literature or material that shows them what is required to get these jobs. One teacher specifically explained an organized trip the school did to the fire station to learn the job of being a fireman. She said that students responded to that well and seemed to be "much more mature" afterwards.

Figure 7 shows student interest results from our survey is shown below.
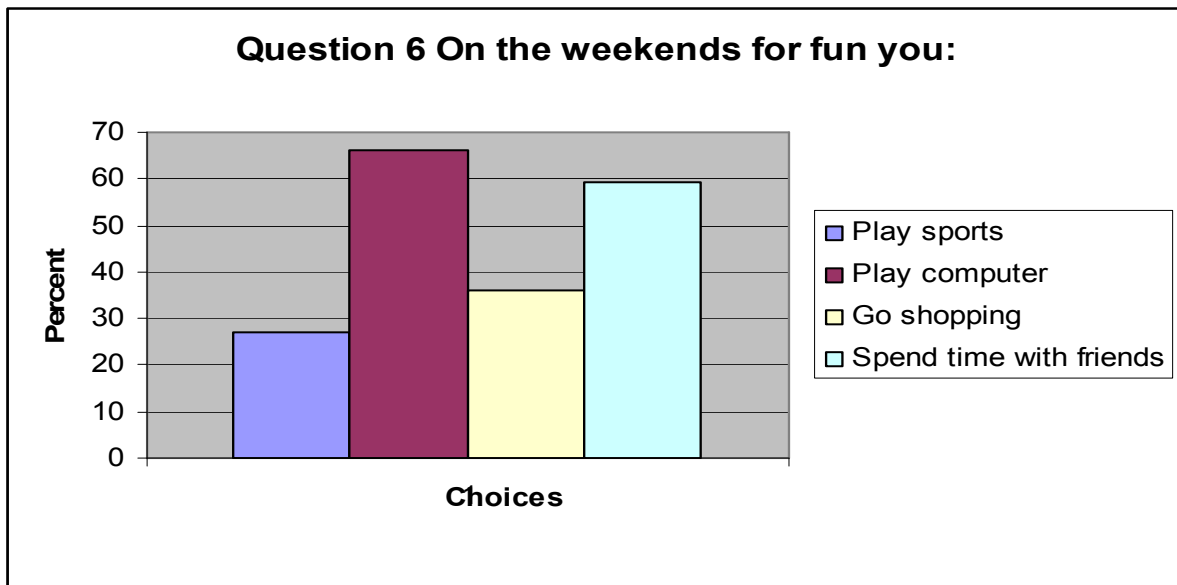
Figure 7

To supplement the data in the chart most students said in interviews that when they spend time with friends they usually participate in activities such as going out to eat, watching movies, and simply just hanging out with each other.

The team also used the survey to determine student opinions on how the library could be improved. Figure 8 shows the responses:
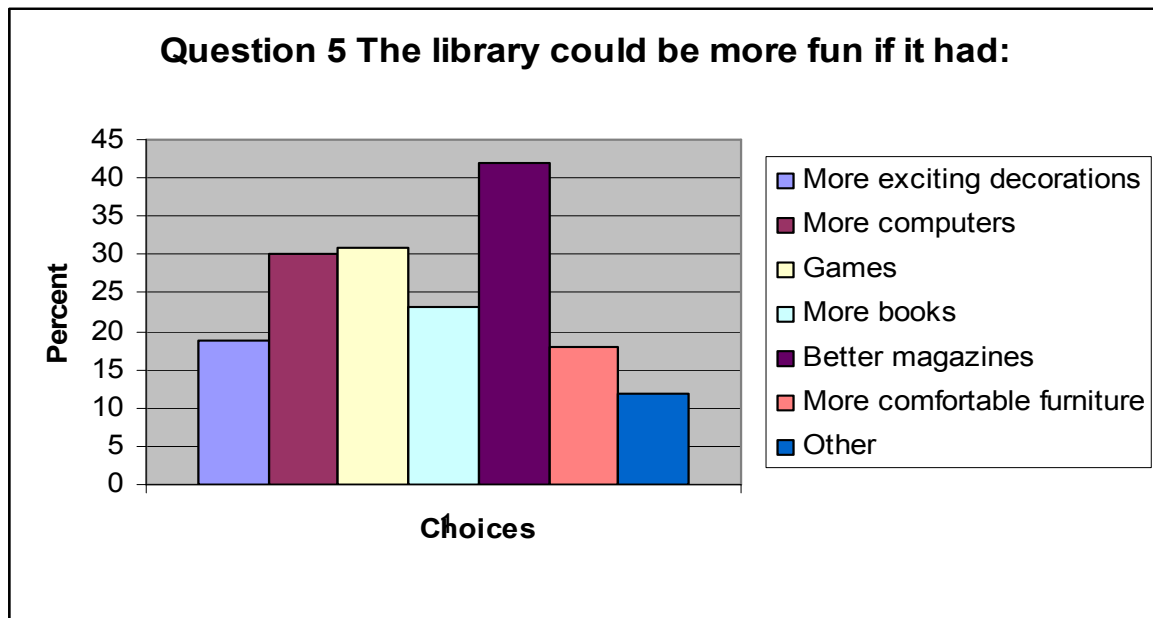
Figure 8

The chart shows that the students would like more games, magazines, and more computers in the library and this is not surprising. Students are constantly reading magazines during lessons and games and computers have already been listed as student interests. Perhaps the one surprising result is that only 10 percent of students listed more comfortable furniture as a suggestion even though a lot of students have been observed using the bean bags that are currently in the library.

4.4 Information Literacy

Figure 9 shows a copy of the information literacy test we distributed, and figure 10

shows the results of the test.

1) The <u>most</u> important reason to select a subject as the topic of your research paper is:

    a) The Discovery Channel just did a recent program on it
    b) The <u>South China Morning Post</u> had an article on it this week
    c) The topic interests you and is related to the course you are taking
    d) The topic is of interest to your teacher

2) In doing a research paper on Hong Kong history, it would be best to start your research with:

    a) WWW
    b) Newspaper
    c) Encyclopedia article
    d) Asking a friend

3) Select the BEST answer. In evaluating books or periodical articles you should consider

    a) Author credentials, publisher, currency, relevance
    b) Title, city of publication, date
    c) Currency, availability in full-text database
    d) Title, intended audience

4) Plagiarism means using a textbook or encyclopedia article as a source of information in writing a research paper. True or false?

        True   False

Figure 9

Figure 10

The students answered question four the best with just under 70% of students answering

correctly, however this was a true or false question. The third question was regarding

validity of sources and about 25% of students got this questions correct. The students had

the toughest time with question 2. Although the answer that most students chose which

was the world wide web as the most reliable source, not one student out of thirty chose to

use an encyclopedia article, which was the correct answer.

Although only thirty students took this test, these results further supported our idea that

most students at the CCVC are not very information literate.

5. Conclusions

The goal of this project was to provide a plan that may be used to improve library use at Caritas Charles Vath College to help students be more academically successful through increased levels of information literacy. The team developed a plan that consists of a set of recommendations explaining how the library use at the CCVC can be improved.

5.1 Library Resources

The resources in the CCVC library are not currently adequate and do not serve the needs of the students. The following is a list of recommendations regarding library resources:

- ✓ Increase the number of books
- ✓ Add more relevant magazines and make sure they are up-to-date
- ✓ Install a media center with DVDs and CDs
- ✓ Add more computers (at least 8, for a total of 14)
- ✓ Create more workspace that would accommodate entire classes
- ✓ Create a section of the library dedicated to vocational opportunities
- ✓ Add board games like Monopoly or Scrabble and educational computer games
- ✓ Research publishers that might pertain more to student interests

The most important thing to consider when adding any of the above resources to the CCVC library is the interests of the students. If library development is geared toward student interests, then new resources will be more likely to increase library use. Currently the shelves in the library are fairly empty. Adding more books will help increase the

libraries physical attractiveness. (Other recommendations regarding library atmosphere are located in Section 5.2) We believe there should be seventy percent Chinese books and thirty percent English books because it is a Chinese medium school. Any English books added to the library must be of the appropriate reading and interest level of CCVC students. The team recommends that the English department in the school collaborate with the librarian to ensure that any books bought are close to the student's reading levels.

Magazines that are added to the library must not only be of student interest, but must also be up-to-date. Some magazines that CCVC students read may not be appropriate for school so the team recommends that administrators re-evaluate popular teen reading material to ensure that magazine selection in the library is as close to the students' interests as possible while still maintaining the school's ethical responsibilities.

The school could place more computers in the library without spending a lot of money by simply transferring them from the IT room. We suggest that for now the library should add eight more computers to make a total of fourteen.

Workspace is also an issue for the CCVC library. Currently the CCVC library has five tables, each with four seats for students to work at. This is sufficient for the current level of use, however if the library wants to have more students or if it wants to accommodate classes for library lessons, there needs to be more work areas for the students. The

number of work spaces can be decided based upon the future levels of student use, by the librarians. This will prevent wasteful spending of the library's budget.

A media center, where students could watch DVDs and listen to music would help attract students to the library. Many students are interested in music and like to watch movies in their free time. The library should have popular movies, educational movies and English movies. Having movies and music in English will help students to learn English in a way that is fun for them. Students can use the library media center to learn about interesting topics that are not covered in the normal curriculum. Some popular movies could be the Harry Potter series or Lord of the Rings. Some examples of educational movies are Discovery Channel documentaries or Myth Busters which is a popular science show on Discovery.

A vocational section of the library where students can search for and learn about jobs with the guidance of a teacher or library assistant would help students develop a plan for their life after the CCVC. The area would require a computer to search for jobs and some books, magazines, and materials on possible jobs for students. Students seem to respond to more tangible types of learning, such as when some of the students visited a fire station and learned about the occupation of being a firefighter. If the school could set up guest speakers in the library from occupations that students are interested in, this would help develop their interests in different career paths. More field trips to specific job sites should also be considered to stimulate student interest in certain occupations.

Any games added to the library must benefit the students academically. Students enjoy playing computer games, so if there were educational games on the computers they would be likely to use them. Students also enjoy board games, and if the library had some popular games in English they would have fun while practicing their oral English.

5.2 Atmosphere

The CCVC library is plain and non-decorated. Librarians at other nearby schools, whose libraries were more frequently used, felt that decorations and an inviting atmosphere made the library a more comfortable place to visit. We recommend the following items be considered to improve library atmosphere:

- ✓ Display student artwork
- ✓ Display professional artwork
- ✓ Hold student artwork competitions
- ✓ Display seasonal and/or themed decorations
- ✓ Add plants
- ✓ Add more comfortable seating

Another way to make the library more inviting is by creating an environment students usually spend a lot of time in. Students like to hang out in cafés, clubs, and night life type settings. An interior designer could be hired to transform the library into something similar to these settings. To save money, a design competition could be held within the

school and then remodeling can be done based off of that. This would ensure that the

library would have a setting comfortable and appealing to the students.

Current CCVC Library Floor Plan
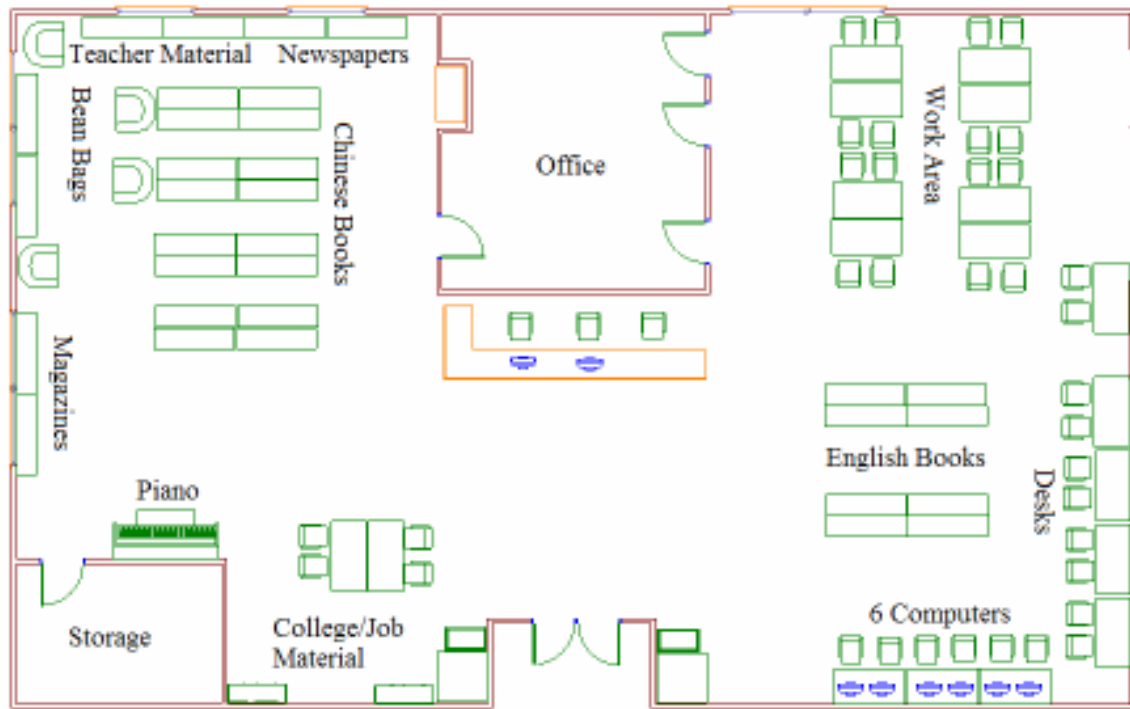
Figure 11

Proposed CCVC Library Floor Plan
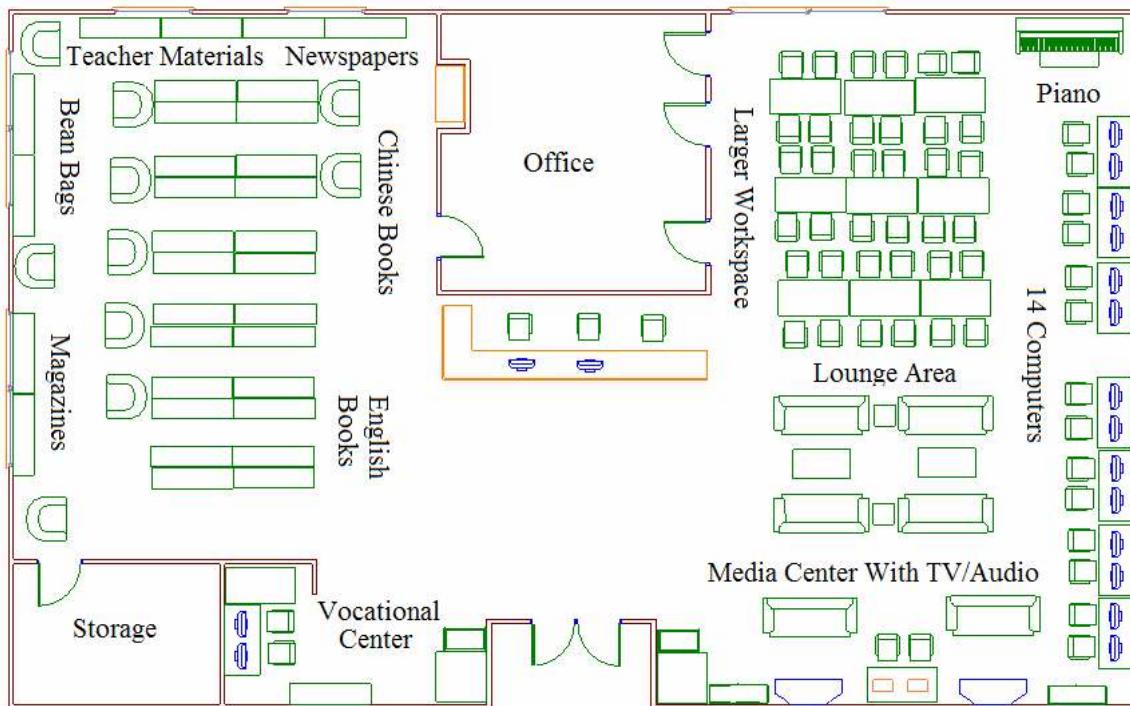
Figure 12

These pictures reflect our recommendations that have been previously made about the changes in atmosphere and resources in the library. The Left side of the library now contains all of the books, newspapers, magazines, and teacher materials. The right side is dedicated to computers, technology, and student work space. There is also a new vocational center in its own confined area.

5.3 Library Accessibility

The seventh floor location of the library is a major problem. The majority of the students were not willing to walk up the seven flights of stairs required to get to the library. After talking with the administration, the team learned that moving the library would not be a simple task and would require money that was not currently in the school budget. A long term plan for the CCVC library should be to move it to a lower floor where it is more accessible to students.

For a short term plan, the group recommends the following:

- ✓ Distribute lift passes to library bound students
- ✓ Install a first floor book-drop
- ✓ Allow students to use seventh floor bathroom
- ✓ Install food and drink vending machines in or near the library

The library is open during lunch, before school, and after school, and these are popular times for students to eat or snack. If a vending machine were to be installed near the

library then students who wanted to take a break could enjoy a snack or beverage as long as they did not actually bring it into the library.

5.4 Student, Librarian, Teacher, and Administration Communication

The team recommends the following solution to improve communication issues:

- ✓ Form a student council
- ✓ Relocate teacher's offices to a lower floor to be closer to administration
- ✓ Create a library newsletter
- ✓ Organize and require library instruction classes
- ✓ Hold a book fair
- ✓ Involve students in library decisions

The CCVC can increase communication by forming a student council that would work similar to the focus groups we conducted during our research. The students can convey their ideas and concerns to teachers and administrators during scheduled weekly meetings. If all of the CCVC staff is in-tune with the students, there is a better chance that decisions made regarding the school, and more specifically the library, will appeal more to student interests.

One thing that would increase communication between students, teachers, and librarians would be a library newsletter. Some of the students have never been to the library and do not know anything about what the library has to offer. If the library could publish a newsletter every week, the librarians could inform the students of any new books and library materials they may receive. Students could be allowed to write reviews of books or movies and publish them in the newsletter every week even if the articles are not specifically academic in nature. It would be more effective to have students write articles of interest in order to capture an audience, while at the same time helping the library and developing reading skills.

Another way to raise awareness about the library would be to require incoming students to take an introductory library class. One of the possible reasons that students do not use the library is because they may not know how to effectively use one. Lack of self confidence is a serious problem at the CCVC, and if students learn to use the library in an efficient manner, then they might gain the self confidence they need to use it more often.

Another way to promote reading and increase student interest in the library would be to have a book fair at the school. Holding a book fair at the school would expose students to a lot more books, and would give them a chance to buy them at a discounted rate. If there is room in the budget, the school could have students choose the books that they like at the book fair and then the school could purchase them for the library. The librarians could also use the information accumulated by the fair to see what students are currently interested in.

5.5 Motivation

Having a book reading competition would motivate students to use the library more often. Each classroom would have book forms for the students to fill out when they finish reading a book. The form would have students report on basic information such as the name of the book, the author, a paragraph describing the content of the book, and whether or not they liked the book and why.

The library might give out rewards to students as an incentive to read more. Other libraries the team researched used book report programs. In such a program students receive small rewards for reading a certain number of books. For example, book reading contracts are given out by the Wah Yan College where students who read over ten books get a $100HK gift certificate to a book store. If the CCVC library used a program similar to this, students would have something more to look forward to and would be more motivated to read.

5.6 Staff and Hours

Currently the library is closed for about three and a half hours a day. This does not encourage library use. It is important that the library is open the whole school day because it gives teachers more opportunities to do their lessons in the library. Students would also be able to go into the library to work and do whatever else interests them, at any time during the day. It has been said that this problem will be alleviated when the recently hired full time assistant librarian begins to work at the CCVC. If this does not

happen then measures should be taken to make sure that the library stays open the entire school day.

The library should also have student aides. There are many tasks both small and large, which need to be done daily in the library. Some tasks are cataloguing, shelving and setting up displays. Student aides can do many of the smaller tasks if they are present. Students working in the library would help lighten the work load for the librarians. It would let the librarians focus on the more difficult aspects of their job without worrying about the elementary tasks.

A very important necessity of maintaining a library is having a university trained full-time librarian. Library assistants and student aides can help with the details of the library, but a trained librarian should always be there to oversee library operations.

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Appendix A: Sponsor Description

Caritas Charles Vath College is a Senior Secondary School in Hong Kong that was created for students who have motivational and behavioral issues. These students saw little or no success in the traditional Chinese educational system, and the CCVC has taken on the unique and challenging task of educating these students. The majority of CCVC students come from low income families (Gilbreath et al., 2005) and is generally disinterested in school (Josephs et al., 2006).

The CCVC is one of the many educational institutions of Caritas Hong Kong. Caritas Hong Kong was founded in July of 1953 by the Catholic Diocese of Hong Kong to rectify social inequalities and to rehabilitate the poor and distressed after the Second World War (Caritas-Hong Kong, 2004). Caritas Hong Kong is just one member of 154 Caritas Internationalists from 196 countries around the world. The Caritas Internationalist motto is "Love in the Service of Hope" and from this motto spawned their mission statement:

"We are committed to serving the society at large, in particular, the disadvantaged and the vulnerable. We strive to foster social cohesion and the spirit of positive contribution to society by means of a holistic system of human services grounded in the principle of integral human development" (Caritas-Hong Kong, 2004, "Core Beliefs, Vision, Mission).

The CCVC is funded by Caritas Hong Kong, which is a private non-profit organization and is funded by a large pool of donors and fundraisers (Caritas-Hong Kong, 2004). Caritas Hong Kong receives some of its annual budget of HK$1.5 billion from the government, the majority of the money that funds its services comes from fees, donations, and fund raising campaigns. Another main component that fuels Caritas is the 10,000 volunteers, who outnumber the 4,900 full-time employees by more than 2:1.

The Council of Caritas Hong Kong has full power to implement the purpose of the institution and to supervise all other parts (Caritas-Hong Kong, 2004). The Board of Management is below the Council and is divided into committees that basically run the entire institution. The Board derives most of its power from the Council but also makes sure the Council's decisions are consistent with the mission statement and objectives.

Our project deals specifically with the education services portion of Caritas Hong Kong. The first figure below is an organizational chart of the whole institution, and the second figure is a chart of the education services division.
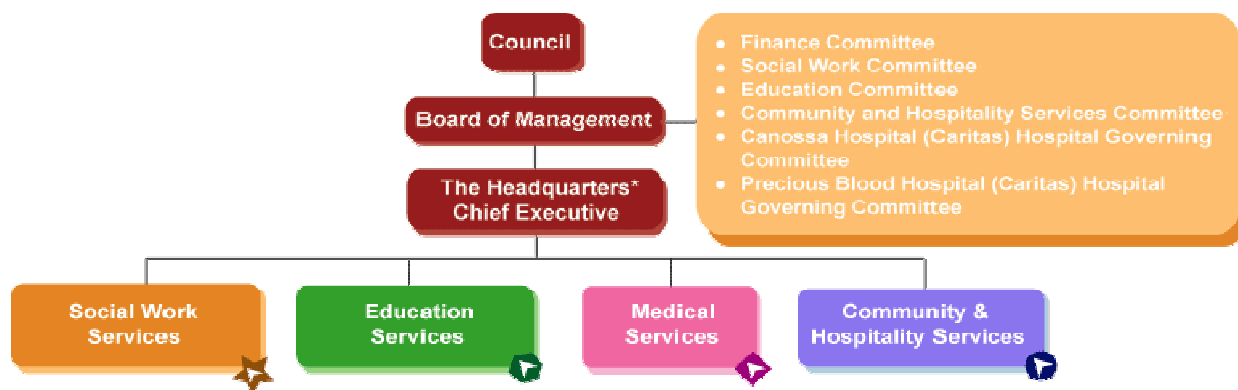
Figure 13
Organizational Structure of Caritas Hong Kong
(www.caritas.org.hk 2004)
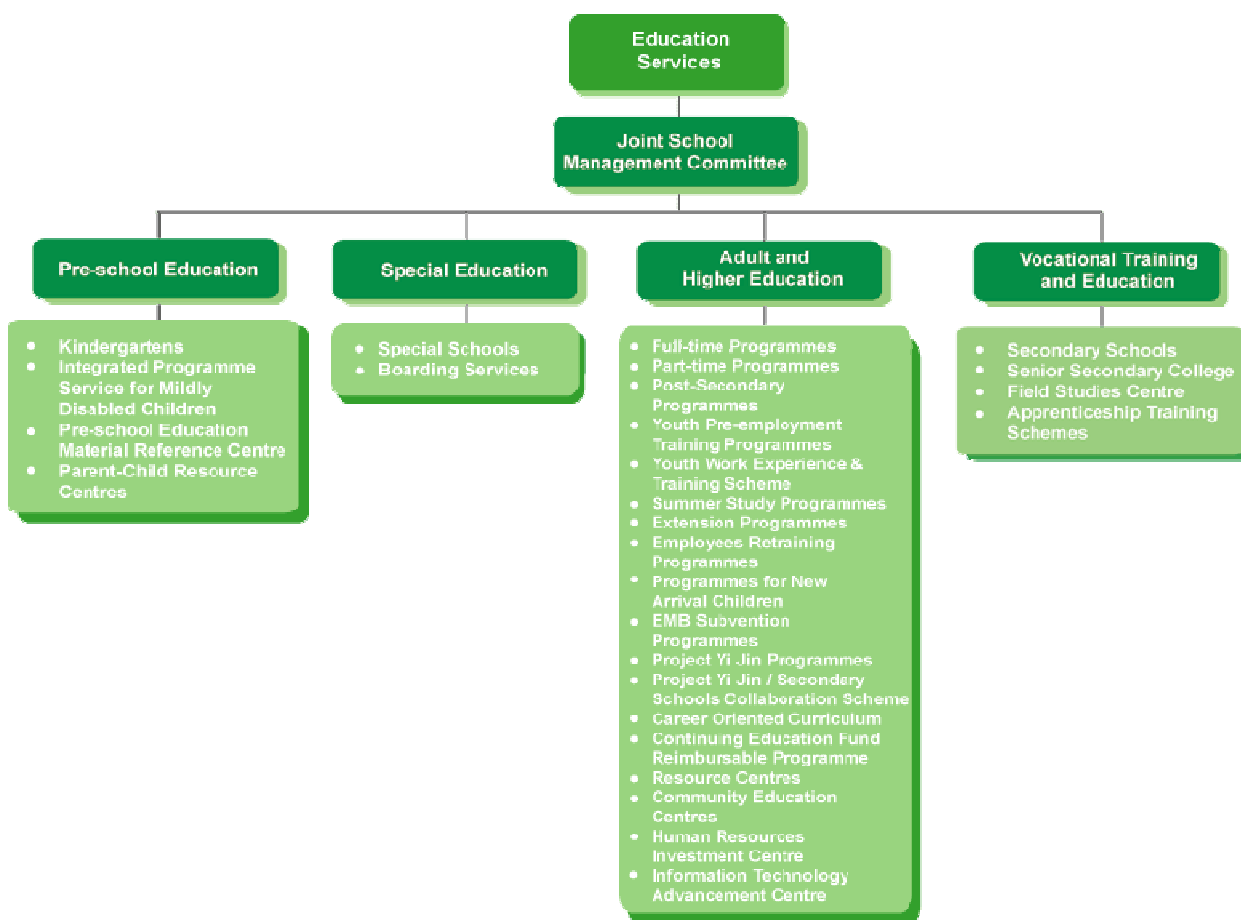
Figure 14
Organizational Structure of Caritas Hong Kong Educational Division
(www.caritas.org.hk 2004)

This project, which revolves around increasing library use and improving information literacy at the CCVC, is an issue for them because libraries are not currently being used to their potential, if at all. The CCVC recognizes that a good library and IT resource center is conducive to effective learning, especially in this digital information age. The fact that students are not utilizing these types of resources and new technological research methods will almost definitely translate into information illiteracy issues when and if they graduate.

The goals of the curriculum at the CCVC are "to develop students' life-long learning abilities", "to give them power as they advance themselves through life", and "mold them into mature independent young adults who can positively contribute to society" (Gilbreath et al. 2005).

Students at the school take core subjects such as Chinese, English, Mathematics, Putonghua, Word Processing and Business Communication, and Computer and Information Technology. After these core classes in forms four and five, CCVC students are given a more flexible set of option than at other Chinese schools. They are allowed to continue to forms six and seven, obtain a one year certificate toward an associate degree, or get a higher education certificate toward a higher diploma. In addition to core classes students can take electives in commerce, travel and tourism, and graphical communication and visual art (Gilbreath et al., 2005).

Appendix B:
Current Hong Kong Educational System

Since Hong Kong is historically tied with Great Britain, it has an educational system that is modeled after the British. Students begin with six years of primary school, followed by three years of junior-secondary schooling, two years of senior secondary schooling, and finally a two year matriculation course that precedes university education (Gilbreath, 2005).

The CCVC is responsible for teaching Forms Four and Five which are the last two years of secondary schooling before the matriculation course. In the United States this would be equivalent to around the ninth and tenth years of schooling. In total this is the tenth and eleventh year of schooling for Hong Kong students. This is generally the time when students prepare for the Hong Kong Certificate of Education Exam (HKCEE), which is a standardized test that all students must pass before moving on to Form Six or exploring other post-secondary options.

According to the Education and Manpower Bureau (2006), the average class size for secondary schools in Hong Kong is 38.1 students. Classes at the CCVC very close to the average according to a report done by WPI in 2006 that reported most classes are conducted with one teacher and approximately forty students (Josephs, 2006).

Appendix C: Interview Protocol for Mrs. Ellen Wilson

- How has the new facility been working out so far?
- How long have you worked at Worcester Vocational High School?
- What are the library's hours?
- Is theft and/or vandalism a problem in the library?
- What kind of noise level is common or acceptable?
- Besides books, what can students borrow from the library?
- Is the library online?
- What kinds of websites are blocked by your computers?
- Does the library offer non-scholastic information for entertainment?
- Does your library subscribe to any online journals or databases?
- If so, to what extent are these resources used by students?
- How many computers do you have in your library?
- How accessible are they to the students?
- What are some of the most popular features at your library?
- What are some of the least popular features at your library?
- How has this changed in the last 5 years? 10 years?
- Do you see library utilization increasing or decreasing?
- What steps do you think the library could take to make it more appealing to students?
- Can you give any examples of things that have increased library usage?
- How can the library better serve the teachers and students eg. better coordination between teachers and librarians about support for subjects being taught?
- How do you see the library evolving as more and more information is available electronically instead of in hard copy?
- What skills will students and teachers need to take advantage of library resources?
- How can libraries motivate students to want to learn more and study hard?

Appendix D: Interview with Worcester Vocational School Librarian

11/30/06

Attendance Ellen Wilson, Collin Weingarten, Karl Wiegand

Chair: Collin Weingarten

Secretary: Karl Wiegand

Worcester Vocational High School – inner city school, reading level lower than grade level for most students, information literacy is a big problem, similar to the CCVC

Lexile.com – gives books a "reading level"

Standardized tests determine reading level, M.A.P.

No mandatory library time- students go to library for research projects with their classes, 6 classes a day on average to the library

There are no study periods, if students want to go the library outside of when their class goes they must either go during lunch or be let out of the class they are in to go. The library is also not open after school. Still 40-50 kids go to the library every day on their own time.

Library is 60/40 books/computers they have access to 20-25 databases from the state. Between classes and students coming in on their own time several hundred students visit the library per day

With the new school many more kids are taking out books, because of the atmosphere of the library, larger size cleaner, new looking, up to date books, students also like to read books that have to do with current culture i.e. forensics because of CSI

Student schedule- 1 week of academics 1 week of trade work, Students in the school to learn a trade they are not strong academically no AP's or foreign languages offered not geared for kids to be in the library all the time.

50 percent of library on trades there are around 35 trades offered at the school. There are book and magazine sources both of which the library tries to keep as up to date as possible. Computer sources are easier to keep up to date.

Out of date books pose a problem sometimes for students sometimes because of their low information literacy i.e. Student looks up information on a country in an encyclopedia from the 1980s and writes down the president from the 1980s as the current president. Students also don't know how to find the difference between a good and bad source. The English department does try to teach students how to use the library properly.
A big reason why students are having so much trouble in the library is there were no libraries for the kids in elementary school.

The best way to get students interested in the library is to talk to them about what they like to do and what they want to know about. The librarian sets up special sections of the library with books that a lot of students want. Therefore when future students come into

the library and don't know what they want they have a selection of books they can choose from.

Magazines are lent out on a trust system. Since they aren't loaded out like normal books if a student wants to take a magazine the librarian trusts that they will bring it back and they usually do. The librarian keeps the library user friendly and doesn't impose fines on late books.

The library system is fully automated and students each have their own email which makes it easier to communicate with the students, thus allowing the librarian to talk more directly to them and figuring out what more can be done to improve the library in the eyes of each student.

There is an interlibrary loan system, but the high schools hardly use it and it is too slow to be that effective for them.

Parents are not that involved with students going to the library, it is very school based. High school librarians teach reference research skills and act as a teach working with the student. College librarians are more centered on academic research. Grants are gotten from the principal and spread out over the course of the year. They are given to the library based on what the library needs to buy; some schools have an exact yearly budget.

A lack of librarians present in libraries for younger students, replaced by volunteering parents or teachers, and lack of libraries in general for younger students is a major factor in lowering information literacy.

A librarian doesn't just lend out books they work with students and faculty and are involved in other departments. Volunteer librarians aren't given the proper training to run a library.

Worcester Voc library could be improved by having extra programs run in the library, free periods for students to visit the library, having after school programs in the library Getting students into the library even if it isn't to actually use the library at first will help improve library usage.

Suggested other places to visit:

Comprehensive skills center – for juniors and seniors 799-3476

Alternative High School – 4 year academics vocational high school 799-3245 ask for Ruth Berringer

Not that many problems in the library, if there are any send student back to class.

The best way to get kids to use the library is to get kids into them through programs and school, and to find what kids want to learn about and put it in the library.

Appendix E: Interview Protocol for Mrs. Penelope Johnson

- What are the library's hours?
- Is theft and/or vandalism a problem in the library?
- What kind of noise level is common or acceptable?
- Besides books, what can students borrow from the library?
- Is the library online?
- What kinds of websites are blocked by your computers?
- Does the library offer non-scholastic information for entertainment?
- Does your library subscribe to any online journals or databases?
- If so, to what extent are these resources used?
- How many computers do you have in your library?
- How accessible are they?
- What are some of the most popular features at your library?
- What are some of the least popular features at your library?
- How has this changed in the last 5 years? 10 years?
- Do you see library utilization increasing or decreasing?
- What steps is Worcester Public taking take to make itself more appealing?
- Can you give any examples of things that have increased library use?
- How do you see the library evolving as more and more information is available electronically instead of in hard copy?
- What is the most popular material among people ages 14-19?
- How has this changed?

Appendix F: Interview with Penelope Johnson

12/05/06
Attendance Penelope Johnson, Jamie Levenseler
Chair: Jamie Levenseler
Secretary: Jamie Levenseler

Penelope Johnson is the Head Librarian at Worcester Public Library. The interview began with me explaining our project, why I chose interview her and how I thought her expertise could help us.

She defined information literacy as the ability to distinguish between reliable and non reliable sources. The advancement of the internet has made it possible for much more non-reliable sources to become available. Books are usually more reliable, but obviously more time consuming and not efficient. Books, DVDs, CDs, Books on tape can all be taken out of Worcester Public.

The most popular things at the library with people in the 14-19 age group is use of the internet. They use it for things such as e-mail and a new online role playing website called Second Life where people can make online versions of themselves. Myspace, however, is by far the most popular site. Also popular with this age group is magazines and computer games. Graphic novels are also a very popular feature. They are anime style comic books. They have a fairly large selection and have 5 copies of the most popular ones.

Mrs. Johnson has been asked to give recommendations to school libraries before on how to improve them. She said her ideal school library is one where students can come and go throughout the day, not just at scheduled times. She thinks students who are working in class should be able to freely leave and come to the library if they need to do research on a topic. Flexible lunch periods and study halls are also ways to create time for students to come to the library. If students can only come before and after school they are much less likely to do it.

She thinks that volunteers are not helpful in libraries. Librarians that have not been trained with technology are usually only helpful for checking out books and demanding late fees. This drags down the environment of the library.

The most common problem that Mrs. Johnson sees in academic libraries is that they are bogged down with too many books. She thinks that schools tend to fill their library jam packed with books and think that this makes their library better, when in fact it just becomes more overwhelming and less appealing.

Displays are a very important part of encouraging students to come to the library. These displays must be attractive and must also change often. Students won't come to an ugly library.

IT resources and the library separate is a big mistake. This may be the situation at the CCVC and it is not good because it separates two resources that should be in the same place.

Some of the changes in recent years is that, small libraries can now keep up with large libraries since things don't have to be in hard copy. A libraries technological base makes it bigger when years ago its space for actual book storage made it bigger.

Worcester Public is installing small hand held monitors throughout the library in order to cut down on card catalog computers and make it easier for people to find books more quickly.

Worcester Public still keeps encyclopedias up to date but she doesn't see this happening much longer. The library subscribes to many databases, some of which are available off-site with a library card.

When asked how you get students in this age group excited about the library, Mrs. Johnson emphatically stated that "Any effort you make has to be relevant to these kids." She feels we should investigate what they want to learn about, what television they watch, what books they read etc…anything that they would enjoy is relevant and without this, the library will suffer.

She said that the majority of the people who use computers in the library don't have computers at home.

She recommended not going to South to do an interview but instead going to Burncoat because they have a really good librarian who tried unique techniques in order to get students excited about the library.

She mentioned that the library is gathering place and that they very much support this. There are lots of chairs and movies are shown every Saturday. She thinks that most people don't even come for the movie but come for the camaraderie. All sorts of age groups use the library for a meeting place.

There are no filters or censoring whatsoever on Worcester Public Library computers.

Appendix G: Interview Protocol for CCVC Librarians

- How long have you worked at the CCVC?
- What are the libraries hours?
- How many staff members are there working in the library?
- Are there volunteers such as students, parents, or seniors that help out?
- Can you outline the libraries resources for us?
- Is theft or vandalism a problem in the library?
- Is there any security in the library?
- What kind of noise level is common or acceptable in the library?
- Do after school programs take place in the library?
- Besides books what can students borrow from or use in the library?
- Is the library catalog online?
- What kind of websites are blocked form computers?
- Does the library offer non-scholastic information for entertainment?
- Does your library subscribe to any online databases or journals?
- If so, to what extent are these resources used by the students?
- How many computers do you have in the library?
- How accessible are the computers to students?
- What are some of the most popular features in the library?
- What are some of the least popular features in the library?
- Do you see library utilization increasing or decreasing?
- What steps do you think that the library could take to make the library more appealing to students?
- Can you give any examples of things that have increased library usage?
- How can the library better serve the teachers and students, e.g., Better coordination between teachers and librarians about support for subjects being taught?
- How do you see the library evolving as more information is available electronically instead of hard copy?
- What skills will students and teachers need to take advantage of library resources?
- How can libraries motivate students to learn more and study hard?

Appendix H: First Interview with Tracey

Interviewers: Joe Frascotti, Collin Weingarten

She has worked at the CCVC for two years and has been the librarian for one year. She teaches 2 Chinese classes and the morning reading on Tuesday and Thursday. She talked about how the library supports teaching and studying. The library also promotes reading among students and teaches them to be life long readers. The library teaches information seeking, reading, thinking, sharing, and discussing. The students at the school have low motivation about the library because it has only been here for four years and there is not enough stuff. In September they introduced form 4 to the libraries in a course on how to borrow books. They are trying to have the library open more times. The library tries to create knowledge, promote life long learning, and encourage students to help in society. Reading is a key for life. They hope to create a comfortable library and want to get opinions using a suggestions box. There are magazines, computers, an English area, an activities area, and a section for teachers' materials. We hope to promote more activities with classes and have teachers promote reading more. The school sends students e-mails about the library and introduces them to it in September. There are some activities run in the library with classes.

Appendix I: Interview Protocol for Principal and Vice Principals

- What are your day to day responsibilities/activities?
- How do you interact/communicate with the students?
- Do you ever sit in on classes or observe them?
- What problems or general affairs are you informed of regarding the students?
- What do you believe are the general interests of the students?
- How do you interact/communicate with the teachers?
- How do you interact/communicate with the other administrative personnel?
- What do you feel are the biggest problems that the school is currently facing?
- What has the management done to overcome these problems?
- What does the management plan to do?
- What limitations are present in solving these matters?
- How does the curriculum compare to other schools in Hong Kong?
- Does the curriculum promote library use?
- Does the management encourage correspondence between the library and other staff?
- Have there been any problems you have been informed of involving the library?
- Other than what you know of, what are some problems you personally see with the library?
- When are students allowed to visit the library?
- What additional resources do you believe should be provided by the library?
- What programs/activities do you believe should be run by the library?
- Has there been any vandalism and theft in the library, if so what could be done to prevent this?
- What do you believe would help promote library use by the students?
- What steps would need to be made and what would be necessary to get more funding for the library if it is possible to do so?
- Bruce mentioned something about an area in the library with a computer where students could search for jobs with the guidance of a teacher. Has anything been done with this idea?
- Is there anything else not mentioned here that you think would be helpful to us?

Appendix J: Interview with Erika

Interviewers: Collin Weingarten, Jamie Levenseler

Erika has been the Vice Principle for two years. She deals with student assessment and curriculum evaluation. She maintains contact with the students sometimes talks with students and sits in on classes. She meets with other teachers during meetings and speaks with them Class performance, exam performance, and behavior of the students are not that great at the CCVC because of a low motivation to learn. Students care much more about computer games, sports, board games, relationships, singing, and music than what is being taught in school. The biggest problems the school faces are the not so well behaved students and the inexperienced staff. Also the fact that the school is one a half hours away from where many of the students are coming from causes a big problem for this school. This year, in order to improve teacher and student performance, training camps were set up for both teachers and students.

The CCVC follows the syllabus of the public exams however it is simplified to better fit the needs of the students. The school is trying to encourage more reading both in English and Chinese. Erika believes there are not enough books in the library and that the library is in a poor location. Also last year books were stolen so something needs to be done to prevent that. The students mostly read romance and fiction. The library is open to the students after school and during recess. Most just go online to surf the web. A reading club might improve the library, but most likely there would not be enough student interest. The library could attract more people if it was also used as a common room.

Moving the library to the first floor was considered in the past. Also maybe a "learning

corner" might be good. More money could be gotten from the quality education fund but

it might not be easy to get.

Appendix K: Interview with Roger

Roger is the VP of Student Affairs at the CCVC. Roger controls discipline, comes up with activities, deals with social welfare surveys, school sports teams, and teaches three form four classes. He is a liberal studies teacher. He interacts with students in a classroom setting, speaks with students in the corridor, and on the playground during break to make friends with the students.

The Biggest problem that Roger has with the students is their behavioral problems. They also for the most part have a lot of emotional problems as well, but this year they seem to be having fewer emotional problems. Also though when compared to previous years the behavioral problems existent in the school currently are less than they have been, though not as low as desired. Roger believes this has come about because the new students coming into the school are better behaved. The older students are getting use to their environment and have made friends. Therefore they are as poorly behaved as they use to be.

Even though the students are now better behaved they are not very involved in the school. Some of them like sports and are good at sports; they did well in the interschool sports completions. Some like to play instruments and would like to play in a band. Some like tie kwon doe. Some students like to sing. They have had Christmas parties with singing competitions and Halloween parties with costume competitions.

Roger has a lot of contact with the teachers to deal with problems they may be facing. He has both formal and informal meetings with the teachers. The curriculum at the CCVC is very different than that of a mainstream secondary school. CCVC tries to explore the students' talents and apply those talents to a career path that the student can follow. Some students are taught entertainment skills, tourism, and some were even thought to be beauty designers.

Though the school seems to be more vocationally oriented the library is not very vocationally oriented. The students are interested in vocational books. The library tries to buy books it thinks the students would like to read such as fiction books and magazines. The library is more for students to relax. Manpower is an important need in the library. This year the librarian is fulltime. Some of what was said in this section conflicts with previous statements of other teachers and faculty.

It was once again pointed out that the library is physically in a poor location for the students, being on the seventh floor. Students will not go to the library unless they are very interested. Roger also pointed out that the library of course needs more books and more funding and that it was hard to come by finances in general for the school. Many of the students that do go to the library go to it to go online not to read the books. And it is the only place they can go online unless there is a teacher supervising the IT room.

The school has soccer, basketball, and tie kwon doe programs. They want to have a guitar program and a lion dancing program. Both of which they are trying to get money

for. Once again money is an issue with most programs at the school some of them the

students have to pay for to be involved in. Snack making is a popular program.

Vandalism has gone down in the school, but is not as low as they want it to be.

Appendix L: Interview Protocol for Administration

- What is your current position in the school?
- What are your responsibilities?
- What do you usually do on a daily basis?
- How much interaction do you have with the students?
- How much interaction do you have with the teachers?
- How much interaction do you have with the other administrative personnel?
- What do you believe are some of the major problems the school is currently facing?
- Could you express your views of the behavior of the students?
- Could you express your views of the environment the students are learning in?
- What do you think the interests of the students are?
- How important is it for the students to become proficient in the English language?
- How important do you think the library is for the educational success of these students?
- What are your views of the physical condition of the library?
- What do you believe are some problems the library is currently facing?
- What do you think could be done to improve or fix these problems?
- Are there any programs/activities you believe should be implemented in the library to increase interest and use?
- How can the administration help with implementing programs and improving the library in general?
- How do you believe students can be motivated to use the library and its resources more often?
- What kind of resources do you think should be provided by the library?
- Could more staff be hired and or rotated to work in the library?
- What do you believe could be done to prevent vandalism or theft in the library?
- Do you believe an increased use of the library will improve the students standardized testing scores?
- Can the library possibly get any more funding if only for one year to achieve short term or even long term goals if possible?
- Is there anything that you would like to add or say?
- Do you have any questions for us?

Appendix M: Interview with Choi

Choi is the discipline master at the CCVC. He patrols the CCVC and deals with disciplinary problems. He makes sure that students get to school on time and behave in class. When students misbehave he tries to discipline them by talking to them and helping them sort out issues they have, but if problems continue he gives out demerits. He is also a teacher of liberal studies. In his classes students misbehave and act out much less than in other classes because he is the discipline master. Many classrooms in this school get treated like playgrounds rather than class rooms. He says this school is different from other secondary schools in Hong Kong because the students are outcasts from other schools. This school is sort of a "last chance" for the students to learn in school because no other schools want them. The academic levels in this school are very low and because of that students do not like to use the library much. They would much rather play sports such as basketball, soccer, and volleyball. Students are allowed to go to the library pretty much any time of the day, but they do not go there often and when they do it is often to play on computers and not to read. Many of the students complain that the library is too far away from their classrooms to go to it. Also going to the library is not something students the students have the habit of doing. If the library were to have something that attracted them they would put it into their routine. In his job Choi deals most with the students. He also deals with the teachers so he can better know how to deal with the students. He deals with the administration much less than the teachers and the students. He thinks it would be a good idea to have a section in the library for to students to look for jobs. He thinks that students would not like to be kept in for lunch.

Appendix N: Interview with Lily

Lily is the administrative assistant for the CCVC. She is in charge of the general office at the school. She is also the secretary to the principle. She schedules meets, prepares paperwork, does accounting, and makes everyday decisions for the school. She interacts often with both the teachers and the administration. She does not have as much direct contact with the students as her colleagues though.

She sees the current biggest problems in the school to be students' attitude, teacher commitment, and understanding between the staff, teachers, and students. This is not caused by a lack of communication, but by a large difference in the views of each of the three parties. They have different standards with which they hold themselves to and that they feel necessary within the scope of the school. She feels the students are somewhat misbehaved but not that bad compared to other schools. The family backgrounds of the students are what have caused them to be the way they are. As they go through the school she believes the students grow to be better people

The students of the CCVC are interested in gossip, friends, and ICQ. The students sometimes go to the library, but the majority of the time the reason they go there is to play on the computers and not to do work or read books. Sports are very important to the students, mostly basketball and soccer. Otherwise the students are very diverse in their choices of activities other than that of basketball and soccer.

She believes it is very important for the students to learn English, however before coming

to the CCVC many of them had not been introduced to the language as much as they

should have been. Because of this it is harder for the teachers at the CCVC to teach them

it to the level they should be at. She believes that the CCVC is currently giving the

students a good amount of English practice despite the students' previous shortcoming in

the language.

Lily also believes the library is very important to student success as well. She believes

the library will allow the students to improve their skills in both Chinese and English.

She believes the library should get more computers and more books. She also thinks the

library needs more manpower because it is not fully staffed. She also believes that some

of the current books may not be appropriate for the library due to a lack of student

interest due to their difficulty to read and their lack of relevance to topics students would

be interested in. The existence of these unwanted books is due to the fact that many

books were donated to the library. The library could also use more activities to

encourage students to go to it. The fact that the library is on the seventh floor is also a

problem as it is far away from the students. She says if the library asks for something

that it wants for the students the administration will buy it. That the library currently has

a budget of around fifty thousand a year but if necessary the administration can give the

library more money. She thinks the library also needs more comfortable places to sit and

possibly a security system if security were to become an issue with new materials being

put there. She thinks improvements in the library will improve standardized testing for

the students. The girls at the CCVC like to read love stories and the boys like to read

game and sport magazines. Possibly sports games on the computer would bring more

boys into the library. Maybe keeping students in during lunch would work. Also there

should be more exercises and assignments that require the use of the library by the

students.

Appendix O: Interview with Fanny, Teresa, and Lillian

All three are critical assistants and they work in the administrative area on the ground floor of the building. Fanny does the book keeping for the school, deals with school fees, health services, and school notices. Teresa deals with student attendance and photocopying. Lillian works with the discipline master to keep track of data for disobedient students and records merits and demerits.

They have a lot of contact with the administration. They are a supporting team for the teachers. They are a go between for the teachers and administration. They have some contact with the students when the students come to the office to talk to them. The main problems they see with the school are teacher effort and funding. Funding is a problem because the school does not receive enough money from the government. The government wants the school to run like a business so the school has to suffer the losses. Caritas will give some money for approved activities but the funding for the school is fairly set in stone. The library gets 100 thousand a year in funds.

They believe the students are capable of doing better than they do, they just need the chance. The education of the students is catered to their life style because they only do work that they think is interesting. Things like cooking, and sports. "They are interested in most things except learning".

They think that is important that the students learn something though it they don't think they necessarily need to learn English well. They think the library should remain Chinese, but the students pry won't use it that much because they don't like to read. They think it needs more computers because students are more likely to use them and also it is in a poor position on the seventh floor. They think the appearance of the library is ok for the students because it would cost most to change it and it most likely would not be worth it to do so. Games or competitions in the library would be something they think would raise to students level of interest in the library.

Teresa mentioned that in her school there were library lessons once a week in which students could either borrow a book to read it or stay in the library to read a book.

They didn't think theft had been that big a problem in the library, but student monitors could be used to prevent it if necessary. They said that when students were late to school they either had to write a report or write why they were late. There are several levels of penalties at the school. The first is a black mark, the second is a demerit the, the third they didn't know how to say in English.

If the students get merits it looks very good and if they keep them the whole year the merits will go on their record. However there are not many students that fall into this category. The majority of the students getting merits are doing it for their other purpose; that is to erase demerits. The punishments for demerits are decided by the discipline master Choi.

Appendix P: Interview Protocol for CCVC Teachers

- What subjects do you teach?
- What other responsibilities do you have at the school besides teaching?
- How many students typically attend your class?
- What are some of the interests of the students?
- What kind of attitude do students have about learning?
- What percentages of students contribute to the class?
- How do you keep order in the classroom?
- What kind of exercises do students do in class?
- What kind of homework do you assign?
- How many students do the homework?
- Do you assign projects in your class?
- How much time are you available outside of class for the students needs?
- Have you ever brought your students to the library or used it to teach your class?
- Do your students ever go to the library?
- Do you think students would learn more if they spent time in the library?
- Have you ever brought your class to the library?
- Do you encourage students to spend time in the library?
- What do you think would motivate students to use the library?
- How could the school improve the CCVC library?
- Do the students ever use computers at school?
- Is there anything that's not on the list that you think we should know about the students or the school library?

Appendix Q: Interview with Andy

Andy teaches tourism class. He teaches skills of tourism. He does magic, performing arts, and communication. His courses require extra preparation because there is no specific syllabus for them so he must make up the classes he plans to teach as he goes.

The majority of the students who are supposed to be in his classes come to them however most of them go to sleep. The students are very passive in their attitude toward learning. They lack the motivation to do work for themselves and the desire to learn. They must be pushed to learn otherwise they will not do it. The students misbehave often mostly by reading magazines or talking. They will listen when they are told to stop though. The students have to do a project every five weeks where they will make a presentation doing magic tricks or something of the sort usually only one or two will actually make the presentation. Andy is not available much outside of class to work with the students because he isn't in the school all the time.

Currently two to three of his students go to the library on a regular basis. He thinks more would go if there were activities, clubs, lessons, and games in the library. He says the students are interested in magazines with movie stars and singers, entertainment magazines. They are also interested in cars, fashion, videogames, and makeup. They are not interested in books and learning. They need to be shown that libraries aren't just for "book worms" as is the stereotype. That "cool teens" also go to the library. The students also are not educated on how to find information or how to use books. And the fact that

the library is on the seventh floor is continues to be a problem. The students use

computers a lot but mostly for msn, games, and ICQ; not school work.

Appendix R: Interview with Ariel

Ariel teaches Chinese. She teaches two form four classes and one form five class. Aside from teaching she also does administrative work, is on the promotional team, and does hall patrol. Her classes have about thirty-six kids each in them of that between twenty-two and twenty-five show up and about five to six participate. The students enjoy playing basketball and European football. They also enjoy makeup and talking to friends. Most of the students don't really want to learn and will get a job directly after form five. When no one is listening in the lesson Ariel will stop the lesson and try to get the students back on task talking with the students who still seem to be paying attention and asking them questions. Homework doesn't work the majority of students lose it or don't do it, maybe ten or fifteen would turn it in. The students have to do book reports so Ariel invited the library staff to come to her class and talk about the library. She is going to take the students to the library soon. Going to the library more will improve students' comprehension and composition. The library needs more interesting books and novels. The library needs to be relocated, because the students are far from the library. Many of the students' reading levels are not where they should be. Some of them are one to two years behind. She does not believe the students would like to not be allowed out for lunch. The students like to read things like fashion magazine such as L and Maria Carey. They like love stories, psychology books, and comic books. They don't like to have to read too many words and they don't like the library location.

Appendix S: Interview with Chili

Chili teaches commerce and liberal studies. The classes she teaches are very difficult for the students because they don't pay attention and don't do homework; thus they don't do well. The students' behavior is ok, but it changes on a daily basis. When students decide to sleep they are hard to wake up. Chili maintains order in the class by making rules. She gives out candies to the students when they are paying attention, do homework, have their text book, and answer questions. If the students misbehave in her class she talks to them to tell them to stop if they misbehave too much she keeps them after school.

The students are interested in games, psp, basketball, and other sports. Some of the girls like going to the after school cooking class which is held once a week. The students for the most part do not like to attend after school classes. Chili does not bring her students to the library. The library is too far away on the seventh floor. When kids go to the library they go to play on the internet, not to work or read. Students might use the library more if there were some sort of reading competition or game. If there was a reward for borrowing books maybe students would borrow them. The library has trips for form four students.

Chili thinks the library should be mostly Chinese because the students don't like English. She believes the library is comfortable enough and there is enough technology, but it should have more books, newspapers, and maybe some travel books.

Appendix T: Interview with Hinny

JL: What subjects do you teach at the school?

Hinny: Actually I teach two subjects at the school, one is travel and tourism and the other is commerce.

JL: How many classes a day are you responsible for?

Hinny: How many classes? I teach six classes.

JL: Six classes wow. Are there any other responsibilities you have besides teaching your classes? Any extra duties?

Hinny: Maybe sometimes I need to arrange some extra curricular activities for students and I'm responsible for the dance club and I arrange some hip hop for the students.

JL: How many students are usually supposed to be in your classes?

Hinny: Usually between 35-40.

JL: And how many are actually there?

Hinny: [laughs] It depends on the classes maybe some classes students are more active, usually there will be more than 20 but if it's a class where students are not really willing to learn there may be more like 15, in the worst case maybe 10.

JL: Can you give a rough percentage of students who actively participate in your class when you are doing those types of lessons?

Hinny: [blank stare]

JL: Are students attentive and eager to learn when you teach?

Hinny: So you mean are they willing to learn and active during my lesson?

JL: Yes.

Hinny: Yes for some classes for students that are willing to learn. They like to ask questions and they pay attention but for some classes students many they are always sleepy and they sleep for the whole lesson and do nothing.

JL: What are the student's interests in general?

Hinny: Interests…..

JL: School or not school related, either one. What do they like to do? I know phones are popular and mp3 players

Hinny: They like to listen to music. Or playing cards…during lessons. [laughs]

JL: [laughs] That's a good time for it. When a student not paying attention or causing problems in the class ,how do you keep order and maintain a classroom atmosphere?

Hinny: Sometimes I will try to think of games and then play with them. Maybe I will play videos to draw the attention first and then keep going teaching.

JL: Do you ever do exercises in class where students are interacting with each other?

Hinny: I usually distribute some worksheets for them.

JL: Is that usually successful?

Hinny: Ummm no. [laughs]

JL: What is the most successful?

Hinny: Actually then enjoy some games for teaching that is related to the topics, they like games better than writing.

JL: Do you bother to assign homework?

Hinny: For the travel and tourism classes I didn't assign homework. All their work they do during lessons. For the commerce class I try to assign homework for them to do but it was not successful. Only about 20% of the students hand in their assignment.

JL: Do you ever assign projects where students would have to do research or use the library?

Hinny: Umm projects, actually not too many. I brought the students to some outing for the travel and tourism class and let them see some places to introduce the teaching material.

JL: How do they respond to that?

Hinny: I think it's more exciting than in class?

JL: Do you ever bring your class to the library?

Hinny: No.

JL: That's not effective? Why doesn't it work?

Hinny: Students in the school do not like to read and I don't think it is a good way to teach in the library or something. I think the other problem that the library in the school is on the 7th floor and they always say they don't like to walk all the way up to use it.

JL: Would you say that students ever go to the library on their own?

Hinny: Seldom. Some of the students, especially during the examination period they go to the library and study and have some tutorial classes to prepare for the examination but just a little of them go.

JL: So only a few of them, I understand. Do you use your classes to encourage more library use? Would you give incentives for work done in the library?

Hinny: I don't understand.

JL: Do you ever encourage students to go to the library?

Hinny: I remember once because every month there would be a list to show the statistic to show the number of students that borrow from the library and because I am the class

mistress I would try to print out that paper and then try to tell them their class borrows the most books or that they are the first this month and more of this is good for you.

JL: What do you think the administration could do to improve the library?

Hinny: Actually I have no idea. [laughs]

JL: [laughs] Okay. When students have time to use the computer, what do they use it for?

Hinny: They like to do online diaries like Sanga. They look at others diaries, edit their own and maybe ummm search for mp3s. [laughs]

JL: Is there anything else we didn't already discuss that you think could improve the library?

Hinny: I think maybe the students like music so maybe if the library can decorate something like playing some music and then maybe it can encourage them to go to the library more.

KW: Are there any types of books or magazines that the students would like?

Hinny: Books or magazines? I mainly teach travel and tourism and I encourage the students to read some magazines to introduce the places and countries.

KW: So like National Geographic?

Hinny: Yes National Geographic.

KW: Are there any books or magazines that students enjoy reading on their own?

Hinny: I don't think they like reading on their own just maybe copy some materials for them to read.

JL: I know you are busy but are you ever available outside of classes for extra help?

Hinny: Yes, after school.

JL: Do students take advantage of this?

Hinny: Yes they do

JL: It seems like you teach a lot of classes. Do you think you could teach better if you had more time to prepare?

Hinny: Sure.

JL: Do you feel like you are busy?

Hinny: I am pretty busy but I think if I have more time then I could do better.

KW: We visited the YMCA school today and we noticed that students are required to stay on campus for lunch. This leads to more students going to the library or getting extra help during lunch periods. Do you think this would work at the CCVC?

Hinny: Yes that would help.

KW: How do you think students would respond if you kept students here for lunch? If it was phased in over a period of years, would students get angry?

Hinny: I think maybe some of them would get angry.

JL: No time to smoke?

Hinny: [laughs] Yes, yes. But sometimes they also smoke inside of school so I don't think all students would be angry but maybe some of them. Sometimes some of the students eat at school during lunch time and don't leave.

KW: This would also allow for better food since more students would be buying it.

Hinny: Yes I think if the food was better than more students would stay and also the price is important.

JL: I think that's all we have for you. Thank you very much, we really appreciate it.

KW: Yes thank you.

Hinny: You are welcome.

Appendix U: Interview with Ison

Interviewers: Collin Weingarten and Joe Frascotti

Collin: What is your position in school? What do you do?

Ison: I do teach computers and maintain the IT department in the school.

Collin: So you're the computer guy?

Ison: Yes

Collin: How many classes do you teach?

Ison: I teach six classes and an average of five a day.

Collin: Typically how many students attend class?

Ison: One day on average I teach five lessons.

Collin: Typically how many students attend the classes?

Ison: For my lesson I think about 50.

Collin: Is that what it should be?

Ison: Yes.

Collin: Do you have lessons in the computer lab?

Ison: Four lessons are in the computer lab and two are in the classrooms.

Collin: Do the students seem interested in the subject?

Ison: I think they are only interested on weather they can go on the internet.

Collin: So when you are teaching are the students surfing the web?

Ison: Yes

Collin: When they are in the classroom how well behaved are the students?

Ison: Usually I have the class do objectives first then they can go on the internet.

Collin: Do you typically find that the students will do work so that they can use the computer?

Ison: Yes

Collin: When there is a problem with the students and they are being disruptive how do you usually deal with it?

Ison: I will stop my lesson until the students respond.

Collin: Is that from the teachers' manual?

Ison: No that is my own method.

Collin: What about the kids who are sleeping? Do you usually wake them up?

Ison: Usually if I wake them up during a lesson then they will be upset.

Collin: So if you wake them up then they will not be happy?

Ison: Yes

Collin: Since your classes really involve computers I'm assuming that you don't bring them to the library.

Ison: Yes.

Collin: Do you think there is any way that you could incorporate the library into your lessons?

Ison: I think it is not the problem of difficulty but I think that the form 5 students have to finish the IT project and I think they have to propose a report with writing skills. I want them to cooperate with the library and have them do a summary of the report. I want them to improve their writing skills.

Collin: What type of IT resources do you think should be in the library?

Ison: I think multimedia work stations with headsets.

Collin: So do you think there are not enough computers?

Ison: I think there is enough because during the lunch period and after school the computer lab is open.

Ison: If the students want to use the computers they can go to the computer labs.

Collin: What do you think about the library right now?

Ison: I don't know about the library, but I think it provides enough information for teachers.

Collin: We see emptiness in the library with very few books and it is not visually attractive. It does not look like a good place to study. What do you think is the biggest problem with the library?

Ison: I think the students are weak in their academics. They really don't like to read the book or do their homework so I think they don't like the library.

Collin: So how would you say that we could motivate them to learn more and go to the library?

Ison: I think the library can get some books say the comics and interesting books for the students that are not only for academics. They have to attract more students to come to the library.

Collin: So you think that we should first focus on the library or focus on the students motivation in general?

Ison: I think we can stimulate the students' motivation and focus on the library too.

Collin: How much interaction do you have with administration?

Ison: Usually I talk to the administration for my duties and for maintenance of IT resources.

Collin: What kind of funding does your department have and how much money do you get per year?

Ison: There is not s fixed budget but it is a small number per year.

Collin: Do you know how much they give you?

Ison: It is not an exact amount each year.

Collin: If you needed more computers or resources how hard would it be to go to management and get it?

Ison: I can ask for it but if there is not enough budgets then I will not get it.

Collin: so you can usually get more funding.

Ison: Yes for IT we can get some more funding.

Collin: You said you have funding outside of school? Are there businesses or peopel that donate to the school?

Ison: No

Collin: ok. What are the general interests of the students? What do you think they like to do outside of school?

Ison: I think the majority of the students like to get a job after school. They don't care about their academics.

Collin: But in terms of hobbies and sports and general interests what do they like?

Ison: They like Karaoke and window shopping.

Collin: What type of books or magazines do you think should be available in the library for students?

Ison: I think that comics should be available

Collin: What type of technology should be available?

Ison: I think it's essential to put some form of technology in the library.

Collin: Do you think there could be any activities or programs that the library could run to attract more students?

Ison: No

Collin: On average how busy are teachers at the school?

Ison: We spend about ten to thirteen hours a day.

Collin: Would you say that teachers are generally stressed from the amount of work during the day?

Ison: Yes

Collin: Do teachers fall behind because they have so much work to do? Do you think they fall behind in the school? What do you think about student involvement in the school? Like getting them to do teachers work in the school or the library? Is a student council or student librarians helpful?

Ison: I think its good but not many students are interested.

Collin: Do you think if the school gave the students more power do you think it would help the students?

Ison: I think that it can help the students out.

Collin: Do you think that the students have a problem being heard. Do you think that they are not being listened to by the teachers or administration?

Ison: I feel like the teachers will listen to the administration

Collin: So the students' needs are not listened to by administration? Do you think that's a problem for the students? Will administration or teachers listen to students?

Joe: Do you think a multimedia center would be a good idea and do you think that students would use it in the library?

Ison: Yes.

Joe: Are the computer labs open after school and how many students use them?

Ison: around ten to twenty students use them mostly during lunch.

Collin: Is that for the book report project?

Ison: Yes they have to do a book report and put it on a web site.

Collin: So these are the better students.

Ison: After school about ten kids come in.

Collin: Are the other students not interested or do they have other priorities?

Ison: The students do not care about their numbers.

Collin: Do the other students come in to have fun or surf the web?

Ison: Yes they like the computers.

Collin: What kind of stuff is blocked by the computers here?

Ison: Students are blocked from sex and violence but online games provide relaxation for them.

Collin: What percentage of students are interested in gaming?

Ison: I would say about 40% of students.

Joe: Do you think if students were allowed to play games they would go to the library?

Ison: I think that students would not be attracted because they could get their own games.

Collin: do you have any questions for us, or is there anything that we did not cover that you think would help us out?

Ison: No. thanks a lot I need to get to my class. Sorry.

Appendix V: Interview with Joe

Interviewers: Collin Weingarten and Joe Frascotti

Collin: So first off could you just say what you do here at the school.

Joe: I'm a teacher and I teach the animation subject, and communications, and computer subjects.

Collin: About how many students are in your class?

Joe: In form five class only 19.

Collin: And how many classes do you have a day?

Joe: Around three classes.

Collin: Do you have any other responsibilities other than the classes.

Joe: I'm a class teacher in 5B and some extra activities. I run the hip hop dance club.

Joe F: Is that a class or an activity?

Joe: Not a class but just an extra club.

Collin: How many students are in the hip hop club with you?

Joe: Ten students do it.

Collin: Are there any other students that are interested and just don't do it? Other than those ten students are there others that just don't want to go to the class?

Joe: Because it's a club the students need to pay a charge. Some students no money so they can't join the club. Another dance instructor comes to the school to teach them.

Collin: So the school doesn't pay for clubs and activities like that?

Joe: No not many.

Collin: How busy do you find yourself during the day? Are you very busy?

Joe: Yes very busy.

Collin: How much time do you have to work after school ends? How much time do you put into work after school ends?

Joe: Five more hours to manage the class or do teaching materials.

Collin: Do you usually find yourself in a rush to get things done?

Joe: Yes.

Collin: So how much do you know about the library?

Joe: Nothing.

Collin: Have you ever been in it?

Joe: No.

Collin: Well that's what our project is so because you don't know too much about it I won't ask you questions about it. I'll ask you questions more about the students. How well behaved are the students?

Joe: They like anything in the class and because I teach the computer they always use the internet to play games. After I walk around I still see them play games.

Collin: Do you think that the kids are really into games and the internet? Will they do this outside of class and other places?

Joe: They like to play anywhere. I think they just don't want to learn something.

Collin: What would you say are the interests of the students in general?

Joe: I don't know.

Collin: How much interaction do you have with management? How often do you communicate with management and administration?

Joe: Just talk to them and they introduce the job to us?

Collin: How long have you worked here at the CCVC?

Joe: It's my second year.

Collin: Are you in charge of any of the financial stuff with your classes or anything dealing with technology? Do you do anything with the budget for computers and IT?

Joe: No I am just a teacher.

Collin: Ok

Joe F: Did you say that you teach animation?

Joe: Yes I do all types of animation on computers

Joe F: One of the things that we are going to change in the library is to make it more visually appealing because right now it's really boring with nothing on the walls. Do you know where we could go to get some ideas on interior design to make it more exciting?

Collin: Do you now if any students are interested in animation?

Joe: Yes they have an interest.

Collin: About how many students do you think are interested?

Joe: About half of the classes.

Collin: Are they mostly into Japanese Animation?

Joe: Yes

Collin: Do you think there should be more computers in the library? How much technology do you think should be in the library?

Joe: Maybe some musical instruments because some activity is good but it would not be silent.

Joe F: Is there anything else that yo0u think could help us out with the library?

Joe: No sorry.

Collin: Do you have any questions for us?

Joe: No thanks.

Collin: Thank you for your time.

Appendix W: Interview with Johnny

Johnny has worked at the CCVC for four years. He teaches travel tourism and geography. He has seen that his form four classes seem to be more eager to learn, though he still has trouble teaching both. Many students sleep in his class, it seems to get worse after lunch. In the best of his classes he will have an eighty to ninety percent attendance rate, whereas in his worse classes he will only have around a fifteen percent attendance rate. Johnny spends a lot of time outside of class to help his students. He will talk to the students at lunch and teach supplementary lessons. He also has taken the kids to dinner and played basketball with them. He finds the students are most willing to learn if they are in small groups and really like the teacher.

Other that sports Johnny finds that the majority of the students are interested in videogames and smoking. When he students misbehave Johnny deals with them first by staring at them, if they continue he will point at them, if they still continue he will walk near them, and if none of this works he will yell at them. If more students were in the library he believes they could be controlled if there was an increase in staff in the library or a camera system. Even telling the students there was a camera system would make them much less likely to do anything they shouldn't for fear of getting caught.

Johnny brings his students to the library once per year to do research on a project. The students have to search in the library to do the project. Sadly only about twenty percent of the students do the project. He also gives the students homework because it is necessary to reinforce the concepts the students learn in school. He finds though that if

he sends the homework home with the students they often lose it and don't do it. So instead he spends class time doing the homework, unfortunately still only about twenty percent of the students will do it. When the class gets out of hand Johnny will control it by talking to the students about an even that is happening in the area or something interesting that will grab the class' attention and try to move them back to the lesson. This type of even happens often in his classes.

Johnny said between twenty and thirty percent of his students use the library. Some of them use it on their own; some have to be brought there. He believes there should be videos in the library because students pay more attention to videos than with teaching and reading. He believes drama and comedy videos should be added to the library. He also thinks maybe book exhibitions might attract students to the library. And that of course the location of the library should be changed, he suggested the third floor would be ideal.

Appendix X: Interview with Mary

JL: What subjects do you teach?

Mary: I teach English at the CCVC I teach form four and form five, both of which are facing their exams.

JL: How many classes are you responsible for?

Mary: Three classes and there is supposed to be forty students in every class, but the problem is most of them will come and go from school and they are absent quite frequently.

JL: What other responsibilities do you have at the school besides teaching?

Mary: I am on the discipline team to help keep the students disciplined because at this school there was more male teachers than female teachers so when then the male teachers have to deal with the girls discipline problems, they are usually in trouble. This year there are two female teachers including me.

JL: So the discipline team is a group that enforces the discipline rules at the school?

Mary: Yes and we also have to check their uniforms and check their time to school and also they have quite a lot of behavioral problems such as smoking, usually they will smoke in the toilet, we have to pick out this problem and have to try to do counseling, because our team is a discipline and counseling team. We will give the student a punishment but after that we also talk to them to find out the cause of the problem.

JL: Say you caught a student smoking or a student being habitually late to school. What would be the punishment?

Mary: For the punctual problem there is a new system where they will sit in the tuck shop and the teacher will give them something to copy with and they will have to copy 400

words or something like that in Chinese or English. After that they will be allowed to return to class. In the old system we tried to ask the students who were late to stay after school but the problem was that they would escape or there would be too many students in the classroom. It seems they are not really aware of the timing problem and now we have changed to the new system. If we find a student smoking then we use a different approach with different students. In some cases we can use demerits, but if they smoke for another reason then we can talk to them and try to set up some ways of helping them to quit. For robbery we try to search the student at school and recover things but if we can't do that then we call the police. Last year there were policemen at this school everyday and some policemen actually posed as students to find out who was buying and selling drugs at this school. [laughs] You look shocked?

KW: At this school they did that?

Mary: Yes this had policemen disguised as students last year. They are getting better and better. Even though this is my first year here the students are much better than the teachers described them.

JL: In your classrooms you said that there is supposed to be 40 students, but how many actually attend?

Mary: I will give you a rough percentage but that depends on which classes. For example Form 5A the students really like to go to school. They can play at school and they know that if they want to graduate then they have to attend a certain percentage of classes. Attendance for 5A is usually about 80%. I have two Form 4 classes. One of them is 4D and they are supposed to be a good class in this school and I would say attendance is about 75%. A class called 4L is a streaming class for English ability and includes 4F and

4G students. I think this is the worst class because they don't usually attend class, they usually go outside to play and attend other students classrooms. For that class attendance is quite horrible, sometimes the class looks very empty. I would say average is about 50%.

JL: What are some of the interests of the students? They don't necessarily have to be school related. I know phones and mp3 players are popular. Anything else?

Mary: PSPs. [laughs] And they enjoying playing sports, and they like music so they are very happy in the singing context. They also enjoy fashion and brand names. They are also interested in making money because for they like to do a lot of shopping.

JL: What kind of attitude do students have in academics? It seems like they are not incredibly interested in school.

Mary: For academics I think the most interesting is arts and things related to computers. Also these past few years the school tried to have different programs like going to the fireman training school. After this they show to be much more mature.

JL: So you find they are more mature when they are doing something that is more career oriented or that they are directly participating in?

Mary: Yes. Mainly this kind of student is having lots of family problems and their ability is also a kind of problem. When they are Form 4 we sometimes find out that they can't hear very well and also other kinds of ability problem and also their family so they are used to having low self esteem. When they are having an unhappy family life they spend more time with their friends and their friends teach them not very good things. They will easily get bad habits to try to protect themselves and they can't find a value of themselves.

JL: We already discussed attendance but could you give a rough estimate of a percentage of students who actively participate?

Mary: Maybe about 5 students in each class. They take turns, they are so funny! One day some will of them answer my questions and the next day they go to the back of the classroom and others more come up to answer questions. It seems like they are entertaining me! Sometimes even though they are good friends but sometimes they say Monday you can go to school and Tuesday I will go to school.

JL: [laughs] So they go in shifts?

Mary: [laughs] Yes, they go in shifts. That really depends on their relationship with teachers, if they think you are a nice teacher then they will pay more attention to you.

JL: So when things start to get out of control in the classroom, not necessarily out of control, but when students become loud and disruptive, what do you do?

Mary: After teaching so many years I have found that it really depends on each situation. Sometimes if the students are fighting, I will call support from the school, because we used to have workers on duty on every floor. If I find that I really can't control them I will call the discipline master up and generally first I will ask them to stop first and also it is very important that you have some good students in your class who can co-operate with you and stop the accidents.

JL: Do you ever assign homework?

Mary: I try to but usually they seldom hand in their homework but that depends on the kind of student, some students will do their homework. At this school we decide to have optional homework. We will assign and then students can decide whether to do it or not but usually we can do class work.

JL: What types of class work are usually the most effective?

Mary: Worksheets, but they must be funny and easy to do. We find out that if we use shorter size of paper the students are more likely to do the worksheets. We think this is because students are afraid of learning in regular school and they are unhappy in school.

JL: I know that you are busy with classes but are you available outside of classes for extra help?

Mary: Yes I am a lot. They can come up to me after school to chat and I also will chat with them on MSN because I find that some of the students, especially in school hours they will pretend to cover themselves more but if they really ask me I will also give them my mobile phone number because at my old school a girl had a teachers number and she called her and told her she was going to commit suicide. If that ever happened then someone could call us and we could call the school and stop that from happening. Their families tend to be not so supportive and they don't know how to deal with emotional problems.

JL: Wow that's incredible. As a teacher how do you use the library?

Mary: Sometimes when I have to teach substitute lesson I bring students to the library, but the problem is that the library is so far away on the 7th floor. I do this so they can lie down, play the piano, play the computer, and read magazines, but they don't usually read books. For English teaching we have a school based assessment where students have to do book reports and I make my students borrow some books from the library to do this.

JL: Do students ever go to the library on their own?

Mary: Some of them do. I talked to Collin about some students who are not very good at sports, sometimes they will come up to the top floor of the library and read magazines and use the computer for playing on MSN. Also some of the students work in the library.

JL: Do you encourage students to spend time in the library?

Mary: Yes I think it's better than being in a classroom doing nothing.

JL: It seems like the library isn't being used much, what do you think could be done to increase its use?

Mary: Maybe a reading scheme where students can hand in a certain number of book reports if they could do it written or orally and just do some report or summary so they could get some points or get a pin, it could be quite encouraging. Now we are doing a praising system where if they do something good then they will get a signature in their handbook so at the end of they year they can count how many teacher signatures that they have and they can get some prize and also we will write it in their exam reports. I think that would be quite encouraging.

JL: Are there any physical improvements that you would like to see in the library, such as more comfortable chairs or something like that?

Mary: I think music like some soft classical music would be good. Another suggestion would be a room for discussion. More books are also needed, it seems like the library is empty.

KW: What about the types of books? Do you feel that the books that are in the library are the kinds of books that kids would read for the most part?

Mary: I don't really think so because most of the books are chosen by the library teachers and it would be nice if she could ask teacher and student opinion. It would also be nice if

they had e-books on cd-rom that they could put into the computer. That would also be interesting for our students.

JL: What do students do with any free time they have in the library?

Mary: They play with MSN. [laughs] They use it for playing online games, not usually related to books or the library. Also I think there should be some self study corner, there is no single desk for students to study at.

JL: That's a great point.

KW: We've come up with a few questions since we made the interview protocol. After looking at the YMCA school, we noticed that they are not allowed to leave during lunch. The librarian at the school said that more students went to the library during this time. If this was phased in at the CCVC do you think it would work?

Mary: I'm not sure because I don't think the cafeteria would provide enough food for them to eat. The quality is also a problem.

KW: They would have to improve it if they kept students in.

Mary: I would also suggest that for each new student, they have an orientation to the library because some of them probably don't know that there is a library and even more have never been there so this year I brought my class to the library and it was quite new to them even though they were second year students so I think a kind of orientation to the library should be given. Or maybe a few lessons for the students in the library or maybe lessons where they had time to study there with books.

KW: Do you know of any books off the top of our head that they might actually be more interested in?

Mary: I think books about music, fashion, and graphics.

JL: Graphic novels?

Mary: Graphic novels yes, or books about graphic design and some movie related topics like Harry Potter.

JL: Thanks for all your suggestions. Is there anything else you would like to add about the library that we didn't ask you about?

Mary: I think the library is quite comfortable when compared with local schools because it is a new style and has a piano. I think lots of students are good with music and they have a chance to show themselves. It would also be great to get more grants for buying books. Asking student opinions should also be essential because our target is our student. Now it is much better that we have library assistant so that the library is open for longer hours.

JL: I think that's all we have. Thank for your time, you have been very helpful.

Appendix Y: Interview with Shui

Shui teaches physical education and economics. He is also the coordinator of extra curricular activities. He trains the soccer, badminton, and volleyball teams. More than twenty students attend each of his classes; the students seem more interested in physical education than other classes. Shui said his students seem to be interested in karaoke, shopping, videogames, and ballgames.

The attitude of Shui's students is ok but some are talkative and some sleep in class. About fifty percent of his students contribute in class. When they get off topic he talks about interesting things, games, or competitions to regain their attention. In his classes Shui does ballgames, weigh training, gymnastics, and field and track. He doesn't take his students to the library.

Some of Shui's students use the library. Most do not use it much because it is on the seventh floor. He thinks the books in the library are ok for the students. He believes that if there was some sort of competition about reading books. The students are much more motivated to do things that involve competition than things that don't.

Appendix Z: Interview with Wong Y

He teaches IT and computer classes. He has 5 classes per day and teaches 4a, 4b, 5a, 5b, 5c, and 5d. 50 people are in each class. Two of the classes are in the computer lab and the other ones are in classrooms. Most of the students are only interested in going on the internet when they sit in front of a computer. To deal with this he will require them to finish a task before they are allowed to use the internet. This is an incentive and will motivate them to complete the task. The best way to manage the class is to stop the lesson if kids start to misbehave. If students are sleeping and you wake them, they get mad.

Students are not brought to the library in his class because it would not apply. Students need to do a report for a news and IT class. They are required to write a summary that helps them improve their writing skills.

The library should have multimedia stations with headsets so students can watch movies and listen to music. The number of computers is good because the students can use the computer lab after school and during their lunch period. The library provides enough literature for teachers. The students probably don't use the library because they are weak in school and do not like to read or do homework. The library should get interesting books like comics that will attract students to the library.

He deals with management when he has to perform maintenance duties or duties related to IT resources. The IT budget is fairly small but there is no fixed number for how much

they get. If someone is to ask for more funding there is outside funding for the schools IT department.

Most of the students are interested in getting jobs but don't really care about academics. They are interested in karaoke, window shopping, and sports. There are no activities run in the library that he knows of. If the school offered programs like a student council to let them make decisions the students would not be interested because they do not care about helping the school. The teachers listen to the students but there is not a good relationship between the students and administration. Teachers at this school are very busy and put in 10 hours a day. They are stressed and sometimes fall behind because of the heavy work load.

During lunch time about 10-20 students use the computer labs. They have a project where they have to build a website and make a report. About 10 students on average will come in after school to use the computers. Some students care about their marks but others are just too lazy. The school blocks web sites related to sex and gambling. The school allows sites with games because it can provide relaxation to the students. About 40% of boys are interested in gaming. A lot of students do not use computers at school because they have their own at home.

Appendix AA: Interview Protocol for Social Workers

- What are your responsibilities?
- Describe the interactions you have with your students
- How much interaction do you have with the teachers?
- How much interaction do you have with the administration?
- What do you think are the biggest problems the school is facing today?
- What actions do you think must be taken to help fix these problems?
- Could you express your views of the behavior of the students?
- Discuss what you believe the reasons are for the students motivational problems
- What do you believe can be done to overcome these problems?
- Could you express your views of the environment the students are learning in?
- What do you think the interests of the students are?
- How important do you think the library is for the educational success of these students?
- What are your views of the status of the library?
- What do you believe are some of the problems the library is currently facing?
- What do you think could be done to improve or fix these problems?
- Are there any programs/activities you believe should be implemented in the library to increase interest and use?
- How do you believe students can be motivated to use the library and its resources more often?
- What kind of resources do you think should be provided by the library?
- What do you believe could be done to prevent vandalism or theft in the library?

Appendix BB: Interview with Calvin and Heidi

They are the social workers at the school. They help the students to develop their potentials and to solve their problems. They use developmental and remedial methods to help the students. They also provide consultation services for teachers and parents. The social workers council parents on how to parent the students. They help students with both social and emotional development.

Many students come from families with poor relationships and a lack of student support. Many of the families are single parent families and many parents either have too tight or too lose a style of parenting. Family income is generally low, parents don't spend enough time with the students, and the students and parents do not talk a lot because the students don't want to talk to the parents and the parents are too busy. These things greatly affect the students because many of them do not want to spend time at home and stay out late. Some students have got themselves into trouble by engaging in illegal activities or experimenting with drugs.

When it comes to needing counseling some students will approach the councilors and some need to be approached. The councilors need to know the students so they tell if students need to be counseled. The councilors familiarize themselves with the students and get along with them better than the teachers because of their role. They are not forcing students to do anything and in order to help the students they need the students to be able to rely on them.

The social workers have a lot of contact with teachers. Teachers help them know who needs to see the councilors also they sometimes help with the counseling sessions when there are too many students for the social workers to handle. The social workers also have a lot of contact with the administration. They have to fill out reports for them this year because they are using out of school sources to help them council the students. Also all activities done by the social workers need to be approved by the administration for class size and rooms required.

The biggest problem in the school currently according to the social workers is the rate of student drop out. Students are not motivated to study. Also there is parental pressure to drop out because the students are needed at home to work. Also many of the students had done poorly at their previous school. This school is also far away from many students and they do not want to have to travel the distance to get here everyday. To try and combat the drop out rates the social workers work with the teachers to talk to the students to show them the positives and negatives of dropping out and staying in school. Another problem that can occur with some students is having unprotected sex. Some students have engaged in unsafe sex resulting in girls having abortions. The social workers have tried to talk to both female and male students about using birth control. These types of problems don't involve the administration too much.

The students here like to draw a lot. They like going on trips to places like Ocean Park and Adventure Activity. They want band equipment, music, dancing (mostly hip hop

and break dancing), clothing design classes, make up, and beauty classes. They haven't been interested in organized sports or activities though.

The library's location on the seventh floor is a big problem. The students would also like comic books, cosmetic books, magazines, and fashion books in the library. Some students expressed interest in Japanese courses maybe they could be given in the library. Clubs would be difficult in the library because there are only two staff members working in the. Student aids are hard to come by because only the most well behaved and disciplined students usually want to become them. Music and movie playing equipment would also make the library more attractive to the students. Also maybe games like sudoku and foosball would bring more students to the library. The students at this school aren't very interested in academic pursuits. If the students were kept in instead of let out at lunch the social workers believe they would hide in the bathroom and smoke and not make good use of the time. Several years ago during orientation they kept the students in and the first day that they did it the students complained.

Appendix CC: Student Interview Protocol

- What form are you in?
- How old are you?
- What is your favorite subject? English, Math, Chinese, Science, PE
- What do you like to do?
- What do you do on the weekend?
- Do you like to read books?
- What kind of books do you like?
- What kind of books should the library buy?
- Do you read magazines?
- What magazines do you read?
- Have you ever been to the library?
- Why did you go to the library?
- How long were you at the library?
- Do you read the newspaper?
- Do you listen to music? What kind of music?
- Do you think the library is too far away?
- Do you think the library is boring?
- Do you think the library should be more fun?
- Do you think there should be games in the library?
- Do you think there are enough computers in the library?
- Is the library a comfortable place to study?
- Would you go to the library if it was on a lower floor?
- Do you use the internet?
- How many hours a week do you go online?
- Do you use the computers at school to go online?
- What do you use the internet for?
- What would you like to see in the library in the future?
- What types of programs would you like to see on the computers?

Appendix DD: Student Interview #1

Student Present: Carmen, Ting Ting, Keiko, Keith, Hung

Carmen likes art design, drawing, and basketball even though she doesn't know how to play. She doesn't like the library though. Carmen likes to shop and eat dinner with friends on the weekends. When she goes shopping she gets buys clothes and cartoon things. She works and McDonalds. In Carmen's old school the classes went to the library sometimes, but not here.

Ting Ting also like art design and drawing. She also likes eating. Ting Ting likes to shop for clothes and makeup on the weekends.

Keiko likes English, sleeping, cooking, and shopping. She has been cooking since she was twelve and her favorite thing to make is chicken wings. She doesn't like to read though. Keiko likes shopping for accessories, likes earrings and watches.

Keith likes computer information technology and computers. He doesn't like to go to the library and if he wants a book he goes out and buys it. Keith likes to do things with computers on the weekends. Keith likes to read about magic and computers.

Hung likes English and soccer. Hung likes to play soccer and go shopping on the weekend. He goes to the library sometimes; he mostly just likes to read the Bible and poetry. The students believe the library would be nicer if there were some pictures and posters as well as some soft music in it. They also think the library teacher is boring.

Appendix EE: Student Interview #2

Student Present: Chow Ching Hin, Lee San Chau, Cheng Yut Tin, Lee Shan Shan

Chow Ching Hin (5D) likes to play music but there is no program in the school. Outside of the school he plays the drums. He also likes being fashionable. He visits the library once a month and he likes the library because of the piano music that students play there sometimes.

Chow Ching Hin (5D) likes art and design. He visits the library fairly often, but he likes to visit the library to sleep. He thinks the library should be bigger

Cheng Yut Tin (5C) likes badminton and computers. He visits the library every now and then to go on the computer.

Lee Shan Shan (5C) likes Chinese, classic music, and shopping. She visits the library once a month to read. She likes the library because it is quiet, but there are not enough books there for her to read. She also thinks the library and the teachers are too far away from the students.

On the weekend the students like to hang out with friends, eat, go to the movies, go shopping, drink beer, and go to Lang Kwai Fong.   They use the computer to play music, go on ICQ, and go on MSN.

They will read books if the books are interesting. They like books such as Harry Potter, Lord of the Rings, books on philosophy, and psychology. They like reading about movie stars and films in magazines. They like the public library better than the school library because it is bigger and you can return a public library book to any of the public libraries. They think the library should remain mostly in Chinese. They would like Japanese animation movies in the library. They also think the library needs music and drawing and that currently the library is boring.

Appendix FF: Student Interview #3

Students Present: Li Nim Yan, Chan Sam Weng, Kwok King To, and Choi King Shing

Li's favorite subject is geography. Li doesn't go to the library. Li also likes to play computer games and go bike riding. Li likes Chinese books better than English books though because they are easier.

Chan's favorite subject is English. Chan likes sleeping and swimming. The last time Chan went to the library was last week to use the computer for the internet, ICQ, and MSN.

Kwok's nick name is Martin. Kwok's favorite subject is English. He also likes badminton and reading.

Choi's nick name is Gap Gap. His favorite subject is English. He likes shopping, computer games, and reading English books like Harry Potter.

The students like to read magazines, specifically milk and Monday. This is because of the pictures in the magazines. They also like magazines about cars, TV, movies, and English movies. They like action and comedy movies. They also like music a lot. But they said they wouldn't go to the library to listen to music because the library is boring. They said the library is a good place to sleep. They said they might go more if it was on the second floor because they wouldn't have to walk and they might go more if it was more interesting.

Appendix GG: Focus Group Number 1

Participants: Ms. Erika Ng, Choi Sir, Lilian, Cynthia, Bruce, Two Students

The focus group began by having Students act as teachers, teachers act as administration, and administration act as students.

We then asked what each group thought the schools problems were.

The students "teachers" said students smoking in school, being naughty, using fowl language, and being absent were some of the problems. They also said that as teachers they were always busy preparing lessons and speaking to students about problems. They also thought that students were unhappy, because they were bored in school or might not have any friends.

The teachers "administration" said there was too big a space between offices which causes communication difficulties. Teachers don't understand all the work that the administration has to do. They are trying to help students and teachers enjoy school life.

The administration "students" said that the school was too noisy and there were too many rules. They as students weren't interested in school and the school was too difficult for them. They live too far away and it is expensive to travel to school. They don't have any interest in the activities the school provides. It is also hard for them to stay awake and concentrate in class because they have night time jobs.

After this each person present was told they were no longer the rolls and were now themselves once again. We then asked them what they thought was wrong with the library and asked for suggestions to improve it.

The students said no one knows of the existence of the library. They also said it is not good enough. It is missing things that are available in most other libraries, like a photocopier.

The teachers said students don't use the library because the material is not helpful. They also said that the English material is too hard and there isn't enough to help students for exams and jobs.

The administration said the library was in a poor location, being on the seventh floor. They also said it needed more books, magazines, and newspapers. The library also needs to have a fun environment.

To solve these problems they suggested a survey to find out what books students want. They suggested that the library be moved to the second floor. They also suggested a reading competition and a book competition. They suggested that students help design the library as well as have art competitions in the library. They also suggested that students be brought up to the library in the morning to read as well as bring books to the class rooms to be read. They also suggested that the library be more decorated. They suggested a movie corner, music albums, and a vocational corner. They also suggested fashion magazines.

Appendix HH: Focus Group Number 2

Participants: Mr. Stephen Lee, Tracy, Mary, Bruce, Two Students: Cinderella, Bau Bau

The focus group began by having Students act as teachers, teachers act as administration, and administration act as students.
We then asked what each group thought the schools problems were

The students 'teachers" said students are too noisy. They like to play soccer, basketball, and volleyball. The students like to sleep in class, leave class, and smoke in the bathroom. The teachers try to get the students to listen by giving the students candies but the students don't answer because they are playing. They can't mark all their papers either because students don't hand in their work.

The teachers "administration" said the teachers are always coming to the office to get extra test books and paper, but they have to stay on their budget. They need to have better communication with the teachers. They think the teacher's office is too far away from the administrative office.

The administration "students" said that there are no problems for the most part. They do not realize they are causing problems. The teachers are always bothering them with questions they don't have the answer to though.

After this each person present was told they were no longer the rolls and were now themselves once again. We then asked them what they thought was wrong with the library and asked for suggestions to improve it.

The library is too cold. The students only go to it for the computer and the piano. The newspapers are ok to read, but the students don't like reading. Most things have too many words and aren't interesting. Also a lot of the magazines in the library are old. The library is also very far away and would be better on the first or second floor.

They think the library could be improved by having a survey of the students to see what they want in the library. They suggested reading lessons to bring the library to the class room. They suggested that the librarian come talk to the classes, a design competition for the library, and soft music in the library. They also suggested DVDs and e-books.

They suggested bringing students to bookshops to pick out books for the library. There was also a suggestion of a student council to meet with the teachers and administration. They also suggested that there be learning activities and projects in the library. They also suggested having a fashion project since so many students seem interested in fashion. As well as a card system that would allow students to use the elevator to go to the library if they had one of the cards. They want to promote English books as well. They suggest that the library will need to be less traditional.

Appendix II: Focus Group Number 3

Participants: Roger, Peony, Fanny, Bruce, Teacher, Two Students

The focus group began by having Students act as teachers, teachers act as administration, and administration act as students.
We then asked what each group thought the schools problems were

The students "teachers" said the students stay in the bathroom too much and break rules. The classes are too noisy, students don't behave, and students don't respect the teachers. Teachers also give students bad marks and punishments even if they aren't doing anything wrong.

The teachers "administration" said they don't have enough money. There are not enough teachers to hold functions, there is not enough administration, and there is not enough communication between the teachers and the administration.

The administration "students" said that school is boring. They can go anywhere during the lessons. If they were good students this would be bad because it destroys the class structure. As a bad student it is good because they have a lot of freedom. The students are the bosses of the school. They do what they want to do; they go to the bathroom when they want. The teachers are afraid to enforce rules too much because they are protected by their parents. They don't think about life after graduation. They think they

will figure things out later when they need to. They take everything for granted and they think they deserve to get whatever they want.

After this each person present was told they were no longer the rolls and were now themselves once again. We then asked them what they thought was wrong with the library and asked for suggestions to improve it.

The environment is too much like a library, boring. Students come to the library to use the computer, play the piano, or to sleep. Students don't like to read too much because they think it is boring. There is also no class to teach students how to use the library. It would be hard to move the library from the seventh floor because they must first get the ok from the Education Manpower Bureau and the Department of Building. There are not enough books in the library. It looks big and empty. The books are too difficult and boring. The magazines are old, the piano isn't that good, and there is no toilet on the seventh floor for the students to use.

They suggest having a career center in the library that will help students find jobs and write resumes. They also thought there should be information about traveling abroad. Also a TV, DVDs, and audio visual equipment should be brought to the library. They also suggested comic books. Another thing would be to have students who graduated the previous year come back and talk to the current students.

Appendix JJ: Student Survey

1. Which form are you in?

Form 4   Form 5

2. What is your sex?

Male   Female

3. How often do you use the library?

Never   1-3 times a month   4-7 times a month   7-10 times a month

10+ times a month

4. When you go to the library you usually: (Please circle all that apply)

I don't go to the library   Read/take out books Use the computer

Read magazines   Hang out with friends   Play the piano

Other_____

5. The library could be more fun if it had: (Please circle all that apply)

More exciting decorations   More computers   Games   More books

Better magazines   More comfortable furniture   Other_____

6. On the weekends for fun you: (Please circle all that apply)

Play sports   Play computer   Go shopping

Spend time with friends

7. Write the name of a magazine or book you have read lately.

_____

8. What are two careers you would like to have?

Appendix KK: Information Literacy Test

1) The <u>most</u> important reason to select a subject as the topic of your research paper is:

   a) The Discovery Channel just did a recent program on it
   b) The <u>South China Morning Post</u> had an article on it this week
   c) The topic interests you and is related to the course you are taking
   d) The topic is of interest to your teacher

2) In doing a research paper on Hong Kong history, it would be best to your research with:

   a) WWW
   b) Newspaper
   c) Encyclopedia article
   d) Asking a friend

3) Select the BEST answer. In evaluating books or periodical articles you should consider

   a) Author credentials, publisher, currency, relevance
   b) Title, city of publication, date
   c) Currency, availability in full-text database
   d) Title, intended audience

4) Plagiarism means using a textbook or encyclopedia article as a source of information in writing a research paper. True or false?

         True   False

Appendix LL: YMCA Catholic School Librarian Visit

- Librarian for CCVC for one year
- Chose some books for library and inherited the majority
- 70% English books
- 30% Chinese books
- Ratio opposite at the CCVC
- Based choices on books on student level and interests
- 5000 books
- Students have to stay during lunch and some go to the library
- Library on the 7th floor poses problem at both schools
- Suggested moving library to 3rd or 4th floor
- Almost same budget as CCVC (50,000)
- Bilingual librarian is necessary
- Students take a diff. Language (Cantonese, French, Mandarin)
- Boy to girl ratio 50/50
- Projects are assigned to utilize library
- Project learning lesson where students have to do research
- Interlibrary loan with public libraries
- Magazines – Nat'l Geographic, sports illustrated
- No teen magazines cause of profanity and other questionable material
- Students bring their own movies and c.d.'s to watch and listen in library
- Movies and music are offered in the library as well
- Have system to monitor what the students are doing
- Cameras
- Students can borrow books for 2 weeks
- 50 cents per day penalty for overdue books
- Library web page
- Terminals are used frequently – a lot of research and internet (msn) use
- Stereos not frequently used
- A class was being held in the library while we were interviewing
- Large gap between admin. and students
- Reading scheme – system to encourage students to use library and write reports. Rewarded for number of reports
- They inform parents of library matters through the PTA
- No parents came to PTA when the CCVC attempted it
- CCVC students have very little parent involvement
- YMCA library has morning reading period before classes
- Outdoor activity (library field trips to other libraries and other places)
- Surveys to get info on what material students want in the library
- Jeremiah has 4 lessons per day along with library duties
- There is 1 full time library assistant and student assistants

- Students are required to bring in one newspaper clipping per week
- South China Morning Post – students have to clip out the article and do an assignment on it as homework
- Teachers encourage library reading scheme
- Sometimes over 100 students in the library at a time
- After school programs
- Most of the funding goes to books, c.d.'s, magazines, etc.
- Newsletter to let students know about changes
- Students at YMCA have to walk to 7th floor to get to library
- No elevator use for students

The YMCA school was built at the same time as the CCVC and is almost identical in architectural design (open floor plan, same elevators, same windows, same seven floors, etc.). The school was very cautious about letting us in and the principal of the CCVC had to only talk to their principal as that is they only kind of communication that is allowed between the two schools. Bruce came to the tour with us because he had never been in the school himself and he wanted to see what it was like. An interesting twist to this visit was that Jeremiah, who is the librarian at the YMCA school, is the former librarian of the CCVC, so he knew both libraries quite well.

As we walked into the school we immediately noticed that the students were much better behaved and the facilities were much nicer. Maybe this is because the students come from a much better background and lead privileged lives with regards to monetary and parental factors. We were amazed with the difference between their library and the library at the CCVC. There were fewer shelves but they were all filled with books unlike the empty shelves at the CCVC. There were more computers and there were c.d. players as well. Overall their library was far more appealing to the eye. There was a class being held during out time their and the students were being very well behaved. We only saw one student sleeping who was outside of the class group. Overall the library over at the YMCA College was more appealing, endowed, and successful.

The tour of the school was helpful as well. We saw one classroom with students cooking which is something Bruce mentioned would be extremely popular and helpful for the students. The cafeteria was also something to consider. The meals were around 5 to 8 dollars and all the students are required to eat in the school. They are not allowed to leave the school for lunch like the CCVC students. Because of this some students will go up to the library because they are bored. This is something that might be successful for the CCVC if they implemented it at the beginning of a school year.

Appendix MM: Tung Chung Catholic School Visit

Kathy Fung is the Teacher Librarian and Michelle Lee is the assistant librarian. The school is a band three Chinese medium institution. Tung Chung Catholic School is seven years old. It has students from kindergarten, primary, and secondary school. The primary school deals with students who are between six and eleven and secondary school deals with students whos ages range from eleven to as old as twenty. The students in secondary school are allowed to leave the school if they earned the card to do so. None of the other students are allowed to leave for lunch.

We interviewed a form seven student who had no English name. He goes to the school everyday to read books and magazines. He reads sports magazines, culture magazines, and novels. There is music in the library, but it is what the teachers choose. His friends go to the library to use the computer; they come from the fifth floor. If he was not that close to the library he would not come so often, only when he had to come for projects. A penalty system just started for the school. Students can now take five books for two weeks which they can renew twice.

Many students come to the library during lunch. They come to find references, find books, find computer information, and play games. Like at the CCVC the internet is blocked to prevent the viewing of inappropriate sites. Most of the students read Chinese books, some of them read English books, mostly the foreign students from India and the Philippines. The library is about seventy to thirty percent Chinese to English books.

School ends at 3:45 and the library is open until 5:00. During this time after school closes many students will come to the library to work on homework, find references, find books, find computer information, and play games. Each day between one and two hundred students come to the library. The library has around thirteen thousand books.

Teachers and librarians decide what books will be put in the library, but students are allowed to suggest books and student suggestions are often added to the library as long as they are reasonable. The book sellers also come to the library after Chinese New Year and show off their books at the school. The school will buy books from the book sellers if the students want them. The library gets a yearly budget of ten thousand dollars if they need more they can ask the principle. The principle and the parents of the students also donate books. They can also ask for money from the Hong Kong Institute of Education.

Some of the popular magazines in the library are U+, Kdurt, and XXL. The students like to go to the library and borrow information to help them study for exams. Younger students like to read comic books. The students at the school don't really need to be drawn into the library, they come on their own. Usually the same group of kids will go to the library. Classes are also held in the library. Book reports require students to go to the library. There are also reading activities in which students get stamps for reading books and when they get enough stamps they get a reward. There are also reading sessions in the morning in the library.

When the students are young they are brought to the library to show them what it is and what it does. They do things like storytelling with the younger students. This type of thing makes students want to come themselves. There are videos for the students to watch as well as games that can be played. There is a job resources room with teachers on hand that are knowledgeable in many careers. There are around 90 teachers in the secondary school and over 100 teachers overall. These teachers have a range of experience. Some are new, some are old.

Appendix NN: Wong Cho Bau Library Visit

- Student artwork
- 10 kinds of magazines English and Chinese
- Chinese and English catalogue
- Dewy decimal system
- Audio books
- Teacher ref books
- Automation system, database
- Student use is over 100 per day almost 200
- Afternoon lunch is just an hour they can come here for class 4 to 6 per day
- Overt 200 students visit from classes
- 43 students per class
- 700 students in school
- Students like to come to the library to volunteer
- 40 student librarian volunteers
- They have to apply for it every month
- Students like the environment, it is warm and peaceful
- They like decorations and they change the decorations regularly
- Students can ask library to buy books
- The students use the books most especially for the English program each student has to read an English book each week
- In Chinese subject there are also book reports
- Students use books most for project, based learning
- Students use the computers for researching
- Work and fun is about fifty fifty
- They also have to ready novels
- Math teacher and librarian teaches 12 classes per week
- Assistant is a full time librarian and student assistants
- Each student assistant works 1 day per week
- Hours are 7:45-6:00
- Ten to twenty students come to use the library after school
- There is a reading club, but it does not meet here, it meets in reading room
- No clubs meet in library, sometimes they come to the library to talk
- More than 20 clubs in school
- Reading program is run by library
- If they borrow a book they earn a mark if they borrow an English book they earn 2 marks
- Turn in a report get 3 marks
- The 10 students who have the highest mark get a certificate
- Students are motivated to try and get the certificate
- Students are well behaved and motivated to learn, most are fairly smart
- Some not as academic come to chat quietly or read newspaper

- Some motivated by program and teachers but most of them are motivated by personality
- Some come during lunch some stay until 6 pm students just like to stay in the library
- Students can't leave the school during lunch
- Displays on walls are changed once a month; they are changed part by part
- The students like the displays
- Student artwork contest winners are put on wall
- Student projects are on the wall as well
- New books are on a special shelf so they can be seen
- Librarian decides what to buy but consults all the other teachers
- Every year a statistic is used to decide how many books for each subject are purchased
- Each subject is allowed to get their share of books
- Money is given to library based on how much it is needed by the different teachers
- Usually around 10-20k
- School started in 2003
- The library has only been up and running for 2 years 5k books
- The library in secondary school should have 15k books
- The library is for form 1-4
- The library is new though so just starting to collect books
- Students suggest by giving the librarian a paper
- Chinese books to English books 50-50
- Students are allowed to use the computer after school not during the day only for searching information or doing assignments
- If students want to work during the day on a computer they can use the computer lab that is right next door
- Library is on the third floor and students are on the fourth and fifth have to walk down to it anyway
- Students like to read fashion magazines, cooking magazines, computer magazines, Love stories, and Ghost stories
- Students are not encouraged to read comics; they are encouraged to read more educational books
- Students have to do "paper cutting" every week
- Library has an open website that students can access. Every student can have an account and password
- On their account there is are news boxes about what new things are happening in the school
- Students can also search the catalogue from the website to find books in the library They can search by keywords or titles
- Emails can be sent through the system so that everyone on it gets them
- There are also book recommendation pages on the website
- OPEK system used regularly in Hong Kong

- Information for student projects is also on the school website
- There is a class for every student every year on how to use the OPEC system so that they can all use it well
- No discipline problems in the classes
- Students shelve the books
- They like the library more because they do more for it
- Book fairs are in February
- Parents also involved there is a parents day for reading
- Try to get parents to buy books and to encourage students to read books in the home
- Most important thing is to get parents to encourage reading in the home
- Try to make the library have a family feeling
- The librarian had prior experience working in two different high school libraries

Appendix OO: Classroom Observations

January 05, 2007

Bruce allowed us to go into his class and encouraged them to ask us questions in English. About 20% of the class was sleeping and probably another 60% were talking or playing with their phones, completely oblivious to what was going on. The three or four students that actually responded to Bruce were excited to see us and asked us many questions, although most were not appropriate school topics. The rest of the class only paid attention when a student said something funny to us and then the room filled with laughter.

January 09, 2007

We sat in on Chinese lesson that was taught by Tracy to 5A. As soon as we walked in the door, kids jumped out of their seats to meet us and talk to us in English. It was obvious that we were a big distraction. We tried to sit down and minimize our interruption and at that point most of the kids settled down. We all sat next to a different girl who was excited to talk to us in English and give us food that they had in their desks. A few of the girls read us love poems in English. There were only three kids sleeping in this class of about 30 and only a couple listening to music which was better than in the other class that we attended. After a while the kids settled down but Tracy still had to use a microphone to talk over all the kids that were yelling.

January 09, 2007

We were invited to the library with class 5B and they were given sheets and were instructed us to fill in the blanks on these sheets in English. They asked us questions like our name, our university, our phone number, our e-mail address, where we were from, why we were in Hong Kong, etc. Participation in this activity was almost 100% and most kids were eager to converse with us and to do their assigned project. Some students had much better English than others and they translated for those who did not understand us.

January 09, 2007

We split up and observed Forms 5C/5D for a gym class. The classes split up into two groups of boys and girls. Karl and Collin went with the boys and Jamie and Joe went with the girls. The boy's class dealt with weightlifting. A couple students in the class were off to the side doing their own thing but the class was mostly paying attention to what the teacher was saying. The girl's class was definitely different from most classes that we have observed. Everybody participated 100% in what was a mix between an aerobic workout and dancing. The kids in the front were especially happy and smiling the entire time while they interacted with the teacher. Everybody seemed to like the class and seemed to recognize the enthusiasm of the teacher and respond with enthusiasm of their own. The teacher seemed very connected with the students. Overall, 90-100% of students participated with enthusiasm which was different from about 10-20% in classroom situations.

January 10, 2007

At 9:25 Collin, Joe, and Karl attended a class. Around 8 students were participating in the class. The other students were either sleeping or talking with each other and not paying attention. When the teacher was doing her lesson plan even fewer students were paying attention. The teacher used candy as an incentive to participate and answer questions. This strategy did not work for the most part. The students who were answering questions were the students that usually participate in class. Collin got up in front of the class and answered any questions the students had. They asked many of the basic questions such as what is your name, how old are you, where are you from, etc. The students seem to enjoy having us sit in on their classes. A few of them came up to us and had us sign their merit books. The books are used as an incentive to behave well in classes and participate often. If they get 10 signatures from teachers the get one merit point.

January 22, 2007

Seventeen students were present in the class. Two of them arrived late. Six of them on the right side of the room were paying attention. Four were sitting in the corner talking and playing games. Two were sleeping. Five were talking. One was listening to music out loud.

January 25, 2007   9:30 am

We all observed a double session of Mary's English class at 9:30 AM. The class was mostly absent with only about 15 out of 40 students in attendance. Mary used the microphone to talk over the students who were talking amongst themselves. A core group

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of about eight students were sitting in the middle of the classroom and responding to about half of what Mary said. Mary explained to us that most of these students were interested in art. One girl in the core group that was somewhat paying attention was drawing in a book. She let us see and her drawings were really very good. Mary handed back a test and an English essay that was graded. Some of the students did alright but a few didn't even attempt to write the essay, just taking a zero.

After the class atmosphere broke down, Mary came and sat with us and we talked to some students. We noticed that "C'est la vie" was written on all the desks in the classroom and when we asked about that we met one student who said it was a band that he was in. He was very excited to tell us about it and we let him listen to some American music on our ipods which he really liked. He said he liked Green Day and Metallica and he listened to both. We were very interested that he was so enthusiastic about his band and we are planning to go see him play on February 10th in Yat Tung.

Karl continued a conversation with a girl named Carmen who speaks very good English. She was interested in what we wanted to do after we graduated which is an unusual interest for a CCVC student to have. Karl told her in a roundabout way what our majors were and she responded with that she wanted to be a fashion designer because she was good a drawing but she wasn't sure if she had enough creativity to come up with new designs consistently.

Appendix PP: Interview with Bruce

Bruce: Ask me easy questions.

Collin: Ok easy questions. Just talk.

Bruce: Ok what do I talk about?

Collin: You're the man.

Bruce: No I'm not. You ask me questions. You must not have any. Oh teachers protocol that's funny.

Collin: Ok heres a fun question. Describe your relationship with the students.

Bruce: Ok good question Collin. As the token foreigner in the school it is difficult because of communication. The students as a majority obviously don't have a good grasp of English. I'm a novelty to them. I'm a fun factor but over the years I've tried to build up a rapport and not be too academic with them and be more fun oriented. Sometimes it works and sometimes it doesn't but to answer your question. What's my relationship and rapport? I think that regardless of communication in any language I try to smile a lot during the day and that helps with our students because this is a school where discipline is the main priority and helping our students to become motivated if you become overly strict I think that it doesn't work with them. If you are always shouting with them it is hard to gain there respect. I think that if you work with them and gain some sort of respect but not a true respect. If you are shouting at them then they don't respect you. This takes time and respect takes time to build up a rapport with our students is extremely difficult. So in terms of my relationships with the students it depends on their individual willingness to connect with me.

Collin: Around that same topic you kind of have an unorthodox style of teaching, how would you describe that?

Bruce: Ok, I don't know about teaching. I think you have been in one of my classes before. I don't know if you are referring to that. I think I have an unorthodox style of communicating with the students. I guess I haven't had that many years as being a teacher in the traditional education system. My background is in communications and I worked in the advertising industry for many years in the UK, Singapore, and Hong Kong. All and all I bring that experience here and that helps me in my teaching because I don't take a purely academic rout. I take what I think is an honest rout to help the student not just pass exams but to become better people, to understand what it means to be courteous, and how to show respect to people. These are typically things that our students don't understand. In general many of their backgrounds have not shown them the right course to be good members of society. They misbehave because nobody tells them that they should not be doing these things. In terms of teaching because I am a native English teacher I have to speak English and not Cantonese the students look at me as something different. In terms of the words unorthodox, yes I try to do things differently because different usually helps the students in the fact that they will pay more attention. I speak English and they find it fun and different. Did I answer the question?

Collin: Yes

Bruce: Not really

Collin: It seams that your style of teaching is kind of different than the mission statement.

Bruce: I think that my style of teaching is correct according to the mission of the school. I think that we as a group of teachers may be going in the direction. I have to be careful

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here. Going in the direction of being too academic. Our students are only here for form four and form five and if I assess the situation I don't think that academically we can improve them much in two years. Basically because they come into the school at form four and mess around and do nothing and they create a lot of tension for the teachers and when they come to form five and get halfway through they will become more serious about studying. In terms of academics I think that our teachers are very serious about teaching them academically. For two reasons, one because of they feel that they are helping the students by steering them in the direction that academics can help their future life, to get a good job. Two years or one year by the time they get to form five. It's difficult. How much can you teach students about several different subjects in such a short timeframe? To me it's not logical but I think that things are changing but I think this may be the communication gap that I personally feel lies between the teachers and the management of the school. I think that management is doing a good job and teachers are doing a good job but the two good jobs are not meeting anywhere. So at the end of the day we are doing two separate jobs but at the end of the day doing two different jobs. That doesn't benefit the students it says that we are good at academics and procedures, and have teachers that care for the students. What are we in reality actually doing for the students? That's a question that again takes time.

Collin: So how does your style of teaching effect your relationship with the other teachers and the administration? Some of the teachers and administration are more academic than they are catering to the students needs in terms of how they should be taught.

Bruce: Good question. I think that teaching in the school is very difficult. To be a teacher in a teachers teaching fraternity is often very difficult. It would take you a good

many years before you could really integrate into the school. It would take a long time and a lot of effort on your behalf than the other members of staff. I think it is a lot easier but more importantly that's a question of character. To be a good teacher it's not what you know and your academic skills. Let me correct that but a good teacher in the CCVC is in every subject to teach a low level. Especially for example in English in one class of 42 students maybe four will be able to understand you clearly and give you a response. My level of teaching as an English teacher is very low. Even in Puthongua or Chinese our students are not motivated to learn. Our out level of teaching is also a low level. So.… I forgot the question.

Collin: I was asking about your relations between administration and teachers.

Bruce: What it boils down to is individual character. I think that even if I was a different person my ability to interact with other teachers would depend almost solely on my character or personality. With teaching at CCVC I think you have to be very genuine with everything that you do. That is hard to do because it is a personal trait but I have a different motivation from perhaps other teachers. In the three years that I have worked here the turnover of teaching staff has been quite high. Every year we lose teachers and have to employ new teachers but I have managed to get along with all of the teachers not because of my character only, because of theirs as well. Generally you have to get out there and make friends. This may not make sense but with the Asian culture they are not so forward and outgoing. Our staff has been fairly green in terms of their years of experience in teaching so many of them may be scared or hesitant to make friends or truly say what they want to say. If you bring that to the classroom and say not truly what you mean then I don't think that you can impart knowledge and experience to your

students. If you are not going to be open for your reasons. Joe is falling asleep. My wife always tells me that when I talk that she falls asleep.

Collin: Joe can fall asleep through anything.

Bruce: Anything. Well don't Joe.

Joe: Sorry

Bruce: I'm joking. It's the lunch. Good questions so far Collin. I'm sorry did I answer that. I'm not sure if I did.

Collin: Well you didn't get to the administration part of it.

Bruce: With CCVC I think that we have a distinct disadvantage. We have seven or eight floors in the school. Teachers are on the 7th floor and administration or management is on the first floor. That's a physical burrier to fast communication. Perhaps more importantly I don't think that. This is my view as a person not the NET teacher. I think that if teachers and management could communicate in a more authentic and open manner with the end result being a benefit for our students then I think that this would be a more enjoyable and successful school. Successful for the students and enjoyable for the students. I find that we are doing a lot of things for the wrong reasons. Especially in terms of our administrative work and what's important is that the communication between administration and teachers were better in terms of communications it would be a fun school to teach at. You have been here a while and you must know that it is a great place. It's unique in Hong Kong.

Collin: So this is kind of a risky question.

Bruce: Ok I need to go.

Collin: From a lot of the interviews with administration they have said that the some teachers may not committed to the students

Bruce: Administration meaning management or the administrative section. It's very easy to be biased because I am a teacher but I also have the experience of being here three years. That's three years longer than most teachers but I disagree with it and think that the teachers are very committed. I think that administration, management, and people on the ground floor are doing their own job very well but in a vacuum how often have you seen administrative people on the seventh floor? How often have you seen teachers on the ground floor? In terms of commitment I would say without question that every teacher here is committed firstly to the students. Secondly to the school we have a camaraderie that I think is very authentic. Very unique and genuine. We have certain problems sometimes but that's due to human nature. At the end of the day for example if there are feelings such as you have put across right now like that then I would say that their is a poor understanding of two things. One. The duties and the amount of the work that the teachers have to do. I think that a lot of people assume things that are happening or not happening on the seventh floor. To know the facts you have to ask the facts and In terms of Asian culture you don't ask things like that. This is something that people do in western culture because they are more upfront in your face and direct with people. At the end of the day it is quite harmful because something is not said but assumed. Not assumed but people assume that they are the only people working, but they don't know what other people are doing. You have been on the 7th floor for a long time I think you know and understand what teachers do while they are there. For example I've been in exams all week. Every session morning and afternoon, yet on my desk I have things

waiting for me to do. They can't be done because I have so many different duties. I think that teachers don't express when they have problems. Maybe not because they don't want to, but maybe because they don't know how too. We are told that teachers in CCVC are sorry green, but then why does management employ green teachers. It's so contradictory but then at the end of the day I think that the communication is there so there is a better understanding of what people do. Let me just make the last point. Teachers teach and during a normal week teachers are front liners in the face of the students. This is the first or the second worst school to teach at in terms of discipline, motivation, and behavior in Hong Kong. Teachers teach form 8:45 in the morning to 3:45 in the afternoon and when they finish there is no break. There is administrative work to do and marking of papers to do. There are endless meetings to go to. In terms of teachers I can guarantee you that everyone is dedicated to the job, they are firmly in the school to benefit the students. Their loyalty is to the students. I can guarantee you that. What administration or management forgets is that we are front liners and face the students day in and day out. There is threats, if it is verbal or mental from the students and after the 3:45 bell goes off we have to do the work that is set by management so that takes us into the latter part of the day. I think if they can understand that if we have to do that every single day than I think that there would be a better benefit for the students here. Everyone could pitch in at the same level and quantity if you like.

Collin: What specific steps should be taken to close the gap between teachers and administration? As of this point I see that the big problem is a disconnect between the administration staff and the students. If this gap is fixed would be a better chance of improving the students' use of the library.

Bruce: Good question. I think that when I first started here the two things that drew me to the school was the location and the mission of the school. The mission of the school is, was and always should be to look after the three l's the last the least and the lost. That's the students but it's also becoming the teachers as well. They re getting lost in a lot this because there is a lot of frustration and anguish and there is a lot of indirect talking that is not healthy. So when I came here the mission was very good and what we did was focus on the students in terms of helping them to not be so lost. To helping them to academically improve so that they are no the last. To help them to understand that if they try to do a subject than they can raise their abilities and hopefully raiser their outlook on life and give them hope. That was the mission of the school and it currently is now. In terms of administration I don't think that they are in tune with that mission. Because the school is partly owned and governed by the education manpower borough the focus of the school has shifted to one that is more academic. If we look academics for the two years the students are here form four and form five, there is not much hope in raising their standards so much greater in the two years. Although that is the expectation of the management of the school I think that they are starting to understand and change their way of thinking. Because there is not a constant communication between management and teachers that's not put across. And if you like I can almost say that I am one of the few teachers that speaks up and says something about it because that's my character. At the end of the day we have gone away from our mission and that's not benefiting our students. All it does is frustrates them because they can not reach the academic expectations of our management and teachers try to do the best that they can. Again I'm not sure if I answered your question. I talk too much.

Collin: I'm trying to figure out what are the steps that need to be taken in terms of the teachers and administration to fix the gap between them.

Bruce: Very difficult. That was your original question. Honest upfront dialog. I think that is the best thing but I think it is the most difficult thing because for example in our staff meetings the principal will ask the teachers for feedback and they don't. The principal will quite rightly think that nothing is wrong and there is no opinion or different feelings about what he said. I think that communication is very important and the teachers have to be brave enough to stand up and say they don't agree. There is nothing wrong with that. Again because of Asian culture many people are afraid to do that. They call it the rice bowl. The rice bowl basically says lets keep everything harmonious because if someone id angry with you they break your rice bowl and think they don't want you working here any more. I don't think that that's something to be scared of because our management here understands if you talk to them. If you don't talk to them it will achieve nothing at all. Teachers need to be a lot braver in bridging that gap. I don't know who does it first but somebody has to do it to make that understanding. The one good thing that has happened here lately that I know from talking to the new EMB officer for our area he did mention to me and with the principal present that the EMB understands our situation. They understand the types of students we have and the problems our teachers have with the students. That is almost like a blessing to say, hey guys don't worry about the academic standards that your students may or may not achieve. Go ahead and do what you are supposed to be doing, this to me means our real mission. If that can be understood with the administration or management in the school than I think that it would make life so much better for teachers because there isn't the

pressure from management, or so much pressure from the management in terms of the things that teachers do. Management can also take it easy as well because they know that there is not the pressure from the EMB to get the results such as band one or band two would get. I think that's the main thing.

Collin: In terms of getting the teachers to speak up do you think there is any strategies to help them with this?

Bruce: Suggestion boxes.

Collin: Something that could motivate them more to say what they thing is wrong and what should be changed.

Bruce: Maybe anonymous suggestion boxes would be good. People would say that if I write it by hand they will know who it was. That's probably silly. Suggestion boxes work very well in many different countries.

Collin: Mostly businesses really.

Bruce: Yes that's right. I don't think that teachers want to weather directly or anonymously give their opinions. Some teachers do but many don't. For example if administration were to ask a teacher to perform a function or duty that they do not want to do, they would say yes ok I'll do it but not really want to. That creates unhappiness and unhappiness over time just festers and at the end of the day it's not a healthy thing. I think we might need something a little bit more creative than a suggestion box here. People aren't going to speak out as openly, that's for sure. I'm not sure have you guys got any suggestions. Wow Joe is asleep.

Collin: No not yet

Bruce: Well maybe you will. But that's a tough one. I think that me alone questioning things because I always question things but if I go against something hopefully I do it for good reasons. Our teachers are quite worried about their positions and don't want to risk their rice bowl and future. But then if you don't raise these things, and it's not something where you are saying something really bad it's just saying I don't agree with you. Not agreeing doesn't mean to say that you hate a person it just means that you disagree and there should always be different points of view for the same problem.

Collin: Ok to steer this more in the direction of the library. Since you have a closer relationship with the students what do you see that their interests are?

Bruce: I think I have a different relationship with the students because our teachers are very good and have different relationships, some are strict, some are gentle, and some are sweet. What is right and wrong is debatable but I certainly have a different relationship so. What was the second part of the question?

Collin: There interests.

Bruce: There interests in terms of? Prompt me here.

Joe: Interests out of school.

Bruce: What do I think about it?

Collin: What do you think they are? What have you noticed that they are interested in?

Bruce: There interests both inside and outside of school are mostly with girls in fashion, makeup, talking to their boyfriends on the phone all the time, and the latest fashion. That's just the girls. The boys maybe the same. I think there interest is anything but studying. In most cases we have a lot of students that are very studious and they understand that when they leave school witch is like an umbrella they are really going to

be stuck for money. I don't know what you guys know about Asian culture but usually for example in England you turn 16, 17, or 18 and you leave home and that's it. In Asia it's expected that, especially a son will give a large percentage of their income when they start working to mom and dad for life. That's not done in England and probably not in America so at the end of the day even for teachers you can talk and ask them about this. A large portion of their salary goes to mom and dad. This is a very Asian thing and it's very Cantonese and that's why the emphasis on having sons if very important to Cantonese. One that they can carry on the family name and the other that hopefully that they can get a good salary and give mom and dad money. It's not a question of can you help us and give us some money, its you must give us some money. So getting back to your question even if they get a good job and earn money the majority of it in many cases goes to the parents so their interests are limited to the simple things that they can do. We like going karaoke, I like shopping but I have no money. One of the other girls said that her boyfriend had enough money to get by. Getting by means lowered interests. Barbeque is affordable, fashion, going out and buying simple things from Mong Kok. What are their interests? They like karaoke very much but generally if they hang out at a little coffee shop and drink a cup of coffee or a glass of coke for hours. It's the company that they have with each other that's more important. Obviously if there is someone there who has money they would love to have all of the things that a normal teenager would have. In terms of interests our students outside of school music, dancing they like very much, fashion is important but boyfriend and girlfriend and groups of friends are very important. Outside of that, not much else because they limit themselves to these things. If for example you ask them who the president of the United States is. If you put ten of

them there maybe one or two of them might know who it is. Only one of them would know. I've tested them with this and even maybe you could do it. Ask them who the number one man in Hong Kong is. They won't know. There interests aren't in that area. The number one man in Hong Kong is the one who is going to a certain extent influence your future. Are you interested? No, of course not. Does he wear nice fashion cloths and sing karaoke. Of course not. So their interests are very small I think.

Collin: So when making recommendations to the library we can't think in a way that will get one student to go up there but we have to think group oriented. What kind of programs and activities can we do that will have them go up in groups?

Bruce: Yes again good question. Academically we subject by subject try to do that to try to get the students to use the library. I just wonder if we are going through the motions for having to get them up there in order to satisfy both our academic side and our own feelings that we are doing something to help students better themselves academically. For example of we have projects go up and find out what job you would like to do in the future. Much of it is very manipulated in the sense that we have prepared material in advance. We know what questions we want to ask them. We know what information we want to give them to help them to finish the project. So the project is really if they finish it and only a percentage of students will finish it. It's a manipulated project. Is it something that the students really enjoy doing? Mostly no, it's just to satisfy the fact that were an academic organization. We have to do these things but at the end of the day were driving the students to infuse themselves to want to complete the project. We will tell them that if they finish the project than they will get so many marks and you get a little prize at the end of it but is it what the students really want to do? I doubt that very

much so anything that's done in the library really has to be genuine authentic, creative and to a certain extent unexpected. I think that we were sitting up here for a little while with the students in an interview with 5B and you give them 15 minutes and they start getting bored. They said it in Cantonese. We need to find things that they really are genuinely interested in and that's hard to do. Why because teachers are people who go through an institution that is fairly regimented. The academic side they're not by nature creative but were looking at a project that you guys are doing that needs to be very creative. Very creative in the sense that we have to come up with things that have not been done before maybe. Not things that are expected. That's hard to do. Who's going to think of them? I don't think our teachers can do that. One because there green and two because they may not have the world experience to do it. They're Hong Kong people and lived in Hong Kong all of their years and some of them have traveled but it's difficult for them to do that. That's partly the reason why we have this joint project with WPI because you may have a fresh view on it and be able to push it in a certain direction.

Collin: So it kind of seems like that one of the biggest problems with the library might be a communication burrier between the librarian, her assistant and the administration. We have done interviews and heard different things about funding and what the library can be supplied with in terms of resources. You mentioned that there was a lot of hesitation from teachers about talking to administration about one of the biggest problems that the library is facing.

Bruce: Yes I think so. Again I think I mentioned earlier that the communication has to be two ways or more than two ways. I can't point a finger at management or administration and say you haven't tried to communicate with teachers and on the other hand I can't say

that the teachers have to communicate with management because that isn't going to happen in the way that for example you would understand it. I talk to you and you talk to me. We get things sorted out. No hard feelings as long as we get a solution to it at the end of the day but that's not really how it works here. I think that there are a lot of things that are naturally hidden for many different reasons. Your right if we can bridge that communication gap, and if on the basis that our school is here to teach in a different way that is unique amongst other schools. If that gap can be closed and though those areas that you mentioned resolved then of course that going to benefit both teachers and students. Is it for example the problem of the fact that these students can't get along with the librarian or the librarian assistant. I don't know. Have we briefed the librarian and librarian assistant to do certain things to make the situation better? I don't know. Even if we did are they capable of doing that. The girls said jokingly that they would go to the library if Bruce were there. I'm not about to give my job up to become a librarian but it does say one thing. It says that weather on the camera or not the students have fun with me. The librarian weather it's in CCVC, the YMCA, or the school down the road is normally trained to be fairly serious. Silence in the library, don't make too much noise, don't scream, and don't shout that's the way that libraries have always been. The project that were working on is basically to try to come up with ideas that are on the cutting edge, that think out of the box, and that do and suggest different things. If you for example put up great crazy ideas for the library but maintain the librarian or library assistant you're still going to have problems. It has to be one whole package that if your going to change things and suggest things that goes with that package has to be working and thinking in the same direction. I mean our students are very honest about things.

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They will tell you honestly without you having to read between the lines. I don't like this person and I hate this person. It's not necessarily the fault of that particular person. It's the person that the school chose but I think it's the schools duty to be able to do something about how that person thinks about for example you have this amount of budget. We want you to not be so serious. Try to do something creative. Your telling someone that and them actually fulfilling that and actually carrying out that neither here not there. It's really got to be a whole package.

Collin: What do you see are some of the other problems that the library is facing?

Bruce: I can only look at it from the outside and say that generally our library has a lot of. IT doesn't have much in it but it does have a lot of books that are totally irrelevant tour student body. What the 5B girls said earlier is if these particular magazines like Monday and Sunday, whatever the magazines were. If they were in the library would you read them? Initially the answer was no because they didn't understand but eventually when they understood they said yes of course. The magazines are only a small part of what we should be doing in the library. Our library is generally quite boring. There are English books in there that nobody has touched. Perhaps only to pick up and clean. To actually read of course not. So I see no point in having a big floor space students are going into to work on as they said projects. If that's all they are going to do in the library then the library is not functioning in the way that it should be or what it to function. To answer your question Collin I just think that it's a very boring library. If you compare our library to the YMCA library we both started at the same time. All though I still feel that there library is quite boring because it is a very traditional library. Ours is so empty there is

just nothing in it. It's not the fault of the current librarian I think she has done a wonderful job but we need to do something totally different.

Collin: So now finally were getting to questions on the paper. My creativity is running out.

Bruce: I wonder why.

Collin: Now I'm getting tired. You can see it in my eyes. So what do you think should be available in the library other than what you already mentioned? The magazines and the books, what else should be provided?

Bruce: I don't know if I can be specific but I think that whatever resources we have should be relevant to our students. There is a problem with for example magazines because x rated content. It's similar to smoking all teachers say don't smoke your going to get a penalty, your going to get demerits but does it stop them from smoking. Of course not. By telling someone not to smoke it doesn't mean they're going to stop. By telling someone we're not going to put the magazines in the library doesn't mean that it will stop them from reading the magazine on their own time. They're going to read it in any case but it's just that thing that says oh were respectable, were part of the educational authority, we can not be seen to be showing you that material. I think that is something that has to be thought about very carefully. Maybe perhaps not gotten rid of but to set a good example I think in terms of resources I think that we should have more visual things. Things that they can perhaps interact with. It sounds a bit silly because I can't be specific about anything at the moment. It should be something where we promote the library easily through things that students are really interested in playing with and doing. Those things if we are a responsible school should be something that will help them

academically or socially. Perhaps socially should be a good idea first and one thing that I would really like our school to do that I have said three years running now is not to wait for me to do something about it because I am only the NET teacher but to actually say were going to set up a vocational corner in the school. The vocational corner consists of one or two computers, one desk, two or three chairs, a cubical type are with some files and books on jobs and vocations that you can get after school. Cheap, simple, easy to do, were not doing it. I'm not going to say anything more. Someone needs to get up and say lets do it. It's very easy to do and it's crucial to form five that they know what options they have when they leave school after there HKCEE. It's such a simple concept yet it hasn't been done. That's the main thing but in terms of resources what I would like to see is I would like to see lots and lots of interesting books that are to the level of our students chosen not by one person but by a committee of people from the different subjects with the view not to being academic but more social. I'm not sure how you do this.

Collin: Maybe a student council or something?

Bruce: Yes. Brilliant idea. Not from teachers from students. That's a great idea Collin just to sit around the table and say I want this and this but prepare it well or have brochures and leaflets to show them what their choices are. If you just ask them what they would like then you will only get one or two answers because they don't know. That's a good way of doing it. Have a library student council and let them decide because in the past students have very little to do with it. It's decided that we should get Harry Potter, the ABC dictionary, etc. It's chosen for them and we assume that is there interest. Obviously it isn't.

Collin: Do you think that they would have more motivation to do things if they had more power like if they were in a student council.

Bruce: Yes we have done a few things similar to this in the past. I think that if they have autonomy in general then yes. Because they have ownership of it then so it's then their responsibility to get things moving. I think our students can, we have students who would really be motivated to be doing things like that. I've seen it happen many times here. If we put our trust in our students, I think it's a good thing. So that's a great idea.

Collin: So back to your vocational idea. When we talked to the principal he mentioned that he did not actually think it's a good idea in the library but he would actually have it in the meeting room that is in the teacher's area. He said that he would like it in there and that he would actually do it. This is the schools 5th year right?

Bruce: This is the fourth.

Collin: 4th, then it sounds like he may be doing it in three more years because the 7th year is when he said that government will start giving more funding to the school.

Bruce: Yes, I can understand what he is saying but I think we should do it now because all it takes physically is a desk, a few chairs which we already have, two computer terminals, one if we have to negotiate, a few files, and any teacher who can go in. If a student says Mr. Bruce Mr. Bruce I want to be a police man. OK 3:30 come up and see me, let me put you on the computer. I can show you what you need to become a police man. Take English you need a grade of A, B, C, you need to be 163 cm high. Then they know it and can go on. As I am the NET teacher it doesn't matter lets go into the Chinese side and go through it. So three years. Why three years? Do it now. It doesn't cost anything and if we put it in the library now it's going to benefit our current students.

Theirs no need to wait. If for example we want to do it in a really great way and have great big speakers and woofers all over the place with a multimedia center then fine lets wait for funding but my feeling is lets benefit the students that we currently have. Do it simply it doesn't cost anything.

Collin: With your classes specifically how much do you have your students going to the library? How much of your class work would be oriented towards it or your projects.

Bruce: Guilty as charged. I'm in an unusual situation. I'm a NET teacher who is being utilized as a traditional English teacher. A NET teacher in other schools will be like a specialist in coming up with different things like different projects like debates, speaking projects, special projects in the library but unfortunately I'm a human being treated as a normal teacher who has two to three times more in terms of actual lessons during the week than my counterparts in other schools. The school knows this but isn't doing anything about it. As a NET teacher I should be a specialist. I should be in the library I should be taking small groups up to the library during the time when I am currently teaching in lessons. And those small groups of students could be students for example like Pinkey, Ellie, and Cinderella. The students who are interested and are motivated to learn, and who really enjoy English lessons. Those are the students who are going to benefit because we can't help all of the students and some of them don't want to help themselves. To get back to your question I think that if my role as NET teacher really was to become NET teacher then my answer to you would be then Collin I do three projects a week in the library and I do two in the English corner but that's not. Basically because the system says that I am a traditional English teacher and I must have a certain number of lessons every week I don't have time to do that.

Collin: I guess the better question would be how much do you think should be oriented to the library? How much of the class work and the projects?

Bruce: For me as an individual or in general?

Collin: In general

Bruce: Currently with the library as it is I don't think that many because of the time it takes for students to physically move from the classrooms to the library. If they were moving from the classroom to the library for something unique, something different, something that would really motivate them except for the draw to get on a computer. That's the only thing that would draw me to the library. I don't think that there should be that many classes because it's not much different than sitting there than in their own classroom. If we were to change the library to make it more exciting and more creative than I think that we should hold at least 2 classes a week for the different classes. Basically because it's a change of environment. If that environment is something that can help the students to change their opinions and their motivation towards education in the different subjects than it would be a good thing.

Collin: So as of now the level of classes involved with the library is pretty much sufficient? In terms of all the circumstances.

Bruce: I think that out of a whole compliment of teachers probably only two or three teachers use the library during class time for specific projects. The library is currently more used for supplementary lessons because it is a place where you can sit down and it is different from a classroom. It's quite a nice environment to currently teach in on a one teacher six student basis but that's about it I guess.

Collin: In that case I'm pretty much dried out. Do you have anything else you want to add?

Bruce: No I think that it's a difficult subject for you guys to work on but a very interesting one. Difficult in the sense that in order to… Hopefully whatever you suggest and I think you guys will suggest some very good things for the project and the benefit of the school. I just think that the library should be somewhere that is an additional place of learning to the classroom much as the multi media learning center is. The library has a lot of potential but it's totally underutilized at the moment. I think it could be a great place. In order to change It, I think that maybe the principal could channel funds more to the library as a whole as opposed to just the vocational area. The vocational area is something that does not cost a lot of money. I don't think it takes a lot of time either to do that. I'm really not answering your questions.

Collin: I think that over an hours worth of interview and 4 pages of notes is more than enough.

Bruce: No he's writing a letter home. Darling I miss you. Where's the beef?

Collin: Ya we have been here for over an hour.

Bruce: Ok well done. That was interesting. Thank you guys. Sorry because we're all tired after that.

Collin: Thank you Bruce.

Appendix QQ: Interview with Principal Lee

Principle Lee: Hi everybody, I am the principle of the CCVC my name is Steven and my sir name is Lee

Collin: We want to figure out everything you do, everything

Principle Lee: Everything?

Collin: All your responsibilities, everything you do everything on a daily basis.

Principle Lee: I am responsible for 10 o clock interviews. Actually whatever happens in the school I am in charge of and I will also guide my teachers to do things. Most of my job is to design the curriculum and see that the school policy sticks to the government's requirements making reviews and advisement meaningful. So my main duty is to look after the school for its wealth, development, smoothing everyday business. Also, what is important is there will be a change in curriculum in Hong Kong in 2009, a year off.

Collin: Yeah we heard about that

Principle Lee: They call it the new senior secondary school curriculum, the NSS.

Collin: They are adding another form, is that what it is?

Principle Lee: In the past Hong Kong education has been too academic. Every subject is very general mathematics, language, physics, geography, but now because of the globalization we are competing in the world. The students can be so generic. Their minds must be open, be creative so everything should be career based and career related so the NSS won't be called a new senior secondary school curriculum must be very tightly related to prospects so our school is one of the new senior secondary schools so that is why in these few years we are thinking of any possible new curriculum for our

students especially what the documented applied learning curriculum so deciding for some of these courses.

Collin: What specifically, daily do you usually do? When you come into work what activities are you specifically doing?

Principle Lee: You mean everyday? When I am here?

Collin: Yes

Principle Lee: Call for meetings, walk around the to see the students; what they are learning and check on their behavior to see any counseling that is needed or required. I also contact the parents for anything that happened, maybe demerits. Then I have to ask my colleagues why they are punished and if there is anything we can do to follow up and also to sign the documents. So my main duty is walking around.

Jamie: Can you explain the merit and demerit system?

Principle Lee: Yeah you can see the student handbook is a very fat one.

Collin: Yeah, we've actually signed a couple of them.

Principle Lee: Every citizen knows there is a law book in society we have a law book in school that is for the students. What they should do and they should not do. If they infringe or violate that they will be punished. For the less severe things they will be given a minor demerit or something like that. For something serious like smoking, fighting, or cheating on an examination they will be given a major demerit. We have to look at these incidents and see if there is anything we can do to do the follow up counseling.

Jamie: What would happen to a student that got too many demerits?

Principle Lee: Actually what we have written down is if they get three major demerits they will be expelled out of the school. That's why we struggle. It's a little bit different, in Hong Kong it's the law to keep everybody in school when they are below the age of fifteen so we have compulsory education up to secondary three, but now when they are promoted to secondary four it is totally based on their volunteering. There is no law for compulsory education or need for them to study in the school so they must be very cooperative and motivated. But because we are a catholic school we have a mission to give our love and care to the teenagers. We try to retain them, but it is difficult to make a balance between trouble makers from not to disturbing to disturbing the school or to discourage the teachers. On the other hand we have the mission of loving these teenagers so the school is trying to make a good balance and persuade the teachers, can you withdraw the punishment and ask the students can you cooperate with your teachers. For some extreme cases then we have nothing to do but follow strictly to the school regulation.

Collin: Now a little while ago you were talking about how you meet with government standards. What are some of the main standards that you have to follow by? You don't have to go through all of them because I am sure there are tons of them, but what are some of the big ones?

Principle Lee: We receive circulars on which there are many policies which we are asked to follow, to do according to their plans or objectives. Everyday we have to check on the circulars we receive just like the reports we receive and then we have to study and then our school must comply to what the government is planning to do.

Collin: So how difficult is it to balance the government standards with the students?

Principle Lee: Many times this is a matter of politics because you have to negotiate, talk with them, share with them, and help them to understand your situations. If they put the standards too high we cannot achieve them so we have to talk with them to tell them the reasons why. My role is a mediator.

Collin: It must be difficult trying to balance the academic part with the caring part with these students because they not that academic.

Principle Lee: Yes. Some teachers complain that most of the students are only primary school equivalent. Especially their language studies are very low. We must teach them and guide them in a different way. If the government says "how are your students' exam results compared to the average in Hong Kong", I can't answer them.

Jamie: You have a different situation because you are taking on a challenge by having a non-typical student body. When you talk to the government do they compare your school to ones with a less changing body of students? How does that work?

Principle Lee: It is ok because the government understands, because many students are allocated to this school by the government because the student's original school did not want the student. They already know the situation.

Collin: Now when it comes to the teachers do you prefer them to teach by the government standards or towards the students' needs?

Principle Lee: There is a term we call it school based curriculum. I tell my teachers you don't have to look at the public examinations, but look at the requirements and needs of your students so you teach them anything that they want to teach them if it is appropriate. Three steps I always ask of my teachers, first observe the standards and requirements of your students, and then fix a time table for yourself, say for example a three months time

table. What do you want them to learn after three months? You focus on what you are

going to teach them for three months and the tools you are going to use and the methods.

Finally, the third step is how you evaluate the results, the learning outcome of your

students. Maybe taking an interview with them, maybe three months ago they would say

"I hate learning English". After three months you play with them, you bring them on

outings, maybe a picnic but with the objectives of learning English and at the end of the

three months they say "English is good for me, I would like to learn more" then those are

good results. For secondary four we focus on individual needs, but eventually we hope

that when they are promoted to secondary five the standard can be lifted up a little bit, not

going backward. That is the most the most important not that the teachers follow strictly

to the curriculum. Unfortunately there is one issue it is raised by the parents, not the

government. Many parents call us and say "my son or my daughter, they never have

homework. How do I know they are learning?" Also in Hong Kong the educational

system has one special topic called ESR external school review. A team will be

appointed by the government to visit the school and to inspect the school for to weeks to

observe how the school is doing. The team tends to be very academic the first time they

come to the school they will ask to see a principle presentation on how well the school is

running. They test to see whether or not you understand the situation of the school. Then

they will check your papers, examination standard, your homework, your class work,

your teaching plans, your meeting minutes, and see how well you are organizing your

learning activities at school. The team may concentrate very much on the academic side.

No school can escape. That is why I always mention there is a balance between

academics and student needs. Teachers might say, "I have difficulties collecting

homework from the students. It is better to avoid conflict with the students." The

students will sit back and say, "I can't do homework don't give me it." The teacher says,

"No you must give me at least one piece of work per week." If the student still responds,

"No, I will not do homework", then the teacher will eventually say, "I cannot collect

homework from this student." For the education side, the ESR team comes to our school

and says, "No homework at all?" The balance is a difficult task for us to accomplish.

Our teachers must learn to acquire the techniques and skills to persuade students to do

some work, to reflect on what they have been learning. It doesn't necessarily have to be

a written piece of work, they can do a power point presentation, they can do dramas to act

out what they have learned, and they can do an interview to ask how well they are

performing, anything that is factual, that can show evidence to our external reviewer than

our students are actually learning. That is significant. I'm trying to give this message to

my teachers to make them understand what our school really needs. Some of them

misunderstand the meaning of homework and class work. They say it is difficult to teach

the students already, how can I give them homework? What I mean is homework is only

one way of reflecting how much a student has learned.   You can negotiate with the

students; show me something that you have learned in class. Some teachers are very

successful they ask students to write storybooks about what they have learned. For

secondary four we give more autonomy to the teachers to decide what to give the

students to learn, but we still want to have some tangible or visible work to reflect a

learning outcome. For secondary five we hope to see more advancement in the students.

If the students come into the school to just use it as a playground or amusement park and

learn nothing at all then is it meaningful for us to continue our services? Otherwise we

send them to a youth center at the youth center you also have things to learn; career skills, languages, practical skills, and learning customer service. No homework is required in these centers. In school parents are expecting it, and the government has to explain to them this new idea of replacing homework by other learning measuring tools. To be the principle in a school with special students and parents we have to use special tools to handle our work.

Collin: How much interaction do you have with the parents?

Principle Lee: Occasionally about once every three months we have meetings with the parents, but unfortunately not many parents are willing to come to the school to see us or have contact with us because the social structure of our students is very low. Many of them are working class so both of their parents are working very long hours daily. They are tired or they live far away so many of them do not come to the school. We can only talk over the phone sometimes. This is one problem for our school. In many other schools they have a parent teacher association. Since the establishment of our school four years ago we tried to establish a PTA, but we were unsuccessful because they refuse to come here because it is too far away and they have no time. Also the parents sometimes say "my kids are not young kids anymore they can look after themselves." They can report to their parents how they do. That is really one of the drawbacks of this school.

Jamie: How do you organize the curriculum so it involves the library?

Principle Lee: For every curriculum we need to recommend a textbook and a teaching textbook. The librarian will help us to search for the right things for us. Also there are many recommended readings. The librarian will search for these materials for us. Also,

one of the librarian's duties is to find us suitable material for learning so every time Erica makes a new curriculum.

Collin: Do you have time to get out and really talk with the students or do you walk around and observe what is going on, quick walk arounds?

Principle Lee: I walk around the school. Sometimes they will stop me and they have their worries or complaints if something happened or they are overjoyed they may share it with me. I try to walk around and talk to them because they always think the principle is a very strange man so they never take an active roll to come here and see me. Even the teachers, not all of them are willing to come visit me often. Only two or three will come in have something to say.

Collin: Do you ever sit down in classes to observe the teachers and the students and how they interact?

Principle Lee: Yes.

Collin: Do you do that often?

Principle Lee: About once a term.

Jamie: They behave better when you are there?

Principle Lee: They behave perfectly.

Collin: How often do you have meetings or talks with the teachers?

Principle Lee: Once a month we have regular teacher meetings.

Collin: How often do they go down and talk to or you are you go up and talk to them, outside of meetings?

Principle Lee: It is an individual matter. Some teachers often walk through here and if

I'm here they talk with me very often, but not all the teachers do this. The formal

meetings are at least once a month.

Collin: So most of the interaction you have is with the rest of the administrators?

Principle Lee: Yes.

Collin: They are your mediators and your go betweens?

Principle Lee: Yes, but actually it depends on what has happened. If it is something

concerning academics they talk to Erica, if it is something about discipline they go to

Choi Sir, and something about student activities then they go to Roger.

Collin: Do they all go to you after that?

Principle Lee: If they can't find some sort of compromise to deal with what has happened

then they will ask me for my involvement. That is why I say I am sometimes a mediator

as well. When they have solved a problem they will send a report to me through email.

Collin: As of now what do you see as the biggest problems this school is facing today?

Principle Lee: The biggest problem is we do not have that much of a senior teaching staff

to mentor and guide the young and new teachers. Some teachers are very young in

working experience when they join us. Maybe theoretically they know and understand

students are difficult to handle, but the problems, behavior, and culture in our school are

theoretically in their minds, but they are practically doing things in their class wrong.

There are many problems they are facing. The biggest problem is we do not have enough

senior teachers. It is difficult because if you are a senior teacher you have status in a

school and you do not want to change schools. It takes a long time to be a senior teacher.

Also I've discovered that sometimes the degree of tolerance and acceptance of our

students differs among the teachers based on their cultural background and what they have experienced in their childhood. They may understand that students with this background will behave like this so they will have many personal methods to handle and deal with the students' problems. Some teachers are more upright and they don't have this kind of experience in their childhood some of the university graduates sometimes don't understand how a person cannot study hard to get good examination results. You can't change their minds and concepts unless they work and gain experience, then they can learn. Many of our teachers are young. That is the problem, we don't have enough mentors.

Collin: Now to get to the library. What do you think the problems are with the library?

Principle Lee: Location, seventh floor. The students aren't allowed to use the lift. So it is a punishment for them to walk up seven floors and down seven floors.

Collin: Do you feel there is anything else that should be changed in the library?

Principle Lee: After five or seven years of operation we can apply for some funding for school renovation. I hope that we can use the first floor to build another library and use the existing library to be an art workshop or that sort of thing. So in the next renovation it will be put in my agenda as one of the most important things, to change the location of the library.

Collin: Do you see it is hard to get funding for things like this?

Principle Lee: Yes.

Collin: Is it because of the government or is it because of Caritas?

Principle Lee: The government has their time table, five years or seven years then you can ask for more, but Caritas no money.

Collin: About how much funding does the library get a year?

Principle Lee: That is very generous; actually for buying books we do not have an upper limit. If the librarian says it is necessary we will consider it and then say it is ok if it is really worth it. For other operations we do not count it because it is for the school as a whole and also librarian salaries are not counted toward the budget. So if you ask me how much we pay for the library then I cannot give you an exact number. The librarian can talk to me for whatever he or she wants, say for example they say there is not enough computers for information searching then we will consider how many we want and we will get it for them, and also the software or anything. So in this aspect we are very generous.

Collin: What do you think about the physical condition of the library?

Principle Lee: I like it; you have the feeling that is it very cozy just like a family environment. The scenery is good and the lighting is bright enough. I think that in the Hong Kong situation the library is a good one, physically.

Collin: What ways do you think we can help to improve the library other than just relocating it?

Principle Lee: To improve the library other than relocating it we need people who are very proactive. Sometimes I think that our librarians are too quiet and silent. Also the way they manage the library is very traditional. I've said to them many times the library can be an outreaching unit. You can form different learning groups, you can hold different activities, and you can even organize a theme show inside the library for a particular topic. You can also ask students to go inside the library and have sketches, dramas, or any performance. Ask a company to bring in models for demonstration. I

always say the library is not only a quiet place for study, but also a place for organizing activities for knowledge building. They are lacking the power for knowledge building, they only provide a place where you can select books and you can do your studying there. Lack of activities is my complaint.

Collin: On that topic what kind of activities and programs do you think they should have?

Principle Lee: Well I already suggested they can form different interest groups. For instance some girls like cosmetology, they can form cosmetic groups. Some boys like buses, you can ask them to form a group about buses. They can build bus models they can write a book about the history of bus companies in Hong Kong, something like that. The librarian has to talk to the students to discover what interests they have, if they want to write their own book, help them.

Collin: Being as detailed as you can, what do you see as being the biggest interests of the students?

Principle Lee: They like drawing on the computer, animation. Also they like singing, but I don't think we can have singing in the library. From what I have talked to my students about most of them have reflected cosmetics and buses. We have to explore more; other schools in Hong Kong had the first Chinese astronaut come in. When he came to visit Hong Kong and the school libraries he displaced models of astronomy. They introduced this kind of organized workshops for the students and recommend them videotapes, books, and invite them to share their opinions. Maybe it can relate to conditions in Hong Kong to make it a hot topic to discuss and share. Also in the new NSS school curriculum there is one subject, liberal studies, it is something like general studies where you have to

get a different kind of knowledge to teach your students. I think the library is a good place to organize nice activities for that.

Jamie: How do you feel that we should balance student interests with something academically rewarding?

Principle Lee: One reason why our students are very weak academically is they do not like reading. So their language ability is weak. They cannot pickup what they have learned in school. They have a language barrier. Some of them cannot even write the alphabet. Reading is most important; if it becomes a habit they will acquire language proficiency. Reading can improve their language proficiency. That is why if they are interested in any particular subject then the library can help to promote it and then they cannot escape from reading. If they build this kind of habit it can improve their language proficiency.

Collin: How much of the library do you think should be oriented toward Chinese literature and how much should be oriented toward English literature?

Principle Lee: At this moment we give total autonomy for the librarian to choose her own books. At this moment I think we have around ninety percent Chinese books. Many of them are story books and only a few are English books. We have an English corner actually on the first floor. It's not actually functioning. If we could get more resources and more staff to be in charge of the corner we can put more English books in there.

Jamie: Bruce said something to us about having a small area of the library where students could go with a teacher to search for job opportunities since it seems students respond more toward a specific career they are interested in. Do you think that is practical or feasible?

Principle Lee: We encourage students to contact their teachers if they have any problem in choosing their future career or study problems. I think we do not restrict the place only to being a library. It can be a good place for providing these kinds of resources. You know that in the staff room there is a newly built conference room, the purpose is for teachers meeting with the students. Later on we will put some computers inside there and some reference books for career guiding. It is better than the library because the library can assign some special time to hold activities, but other times it should be very quiet. So if a teacher brings a student inside, even in the corner or an area blocked of with some partition their conversation may be heard outside. So it is not so convenient. I think this idea is good; to have a special room for career guidance, but the library may not be a good place. I have already targeted the room inside the staff room where we will put some computers and bookshelves with career guidance references.

Jamie: Is that a plan or do you have that in there right now?

Principle Lee: When we built the room we already had a plan. I want to do this, but I do not choose the library.

Jamie: When are students allowed to use the library? Before school, after school, and lunch? Is there any other time?

Principle Lee: The school library hours should be recess, lunch, and after school. Unfortunately sometimes the librarian is away and we cannot have a replacement and then we have to close the library. I sometimes get angry about this, but it is difficult to move other teachers to the library. We do not have plans for doing substitute work. It is better now because Ms. Wong will be appointed as assistant librarian, starting in February. She is newly appointed because I said how come the library is closed so often,

that is why we appointed extra help. When Tracey is away Ms. Wong can fill in her place and then the library can stay open.

Jamie: Is there anything else we didn't cover that you think would be helpful to us that you can think of?

Principle Lee: How we can make our teachers to be very proactive. Is there any way to stimulate them or an incentive to give them? We offer autonomy, support, and if there is anything they need to buy for school. The rest is their motivation. Staff management in Hong Kong is a problem, not for this school, but the whole society. We had an economic downturn a few years ago. Salaries were cut, there were no promotions, all the staff became contract staff. In the past we worked thirty-nine hours a week, we had plenty of time to be with our families, but after the downturn and recession we work sometimes fifty hours a week. They have less time to themselves, so even though they work for fifty hours the efficiency dropped and the motivation dropped. That is the general situation in Hong Kong. Also you may have heard the share prices are booming, this is only for the people involved in the share market, not for the general public. So the general public and working class are still experiencing salaries being kept as low as possible and no promotions. Also there is a polarization between the rich and the poor.

Collin: Do you have any questions you want to ask us?

Principle Lee: Do you have any insights about your report?

Collin: There are a lot of things we can talk about, too much.

Principle Lee: Challenging?

Collin: No, I'd say fun more than challenging.

Jamie: Thank you for giving us your time.