



The University of Sheffield

Application for the Upgrade of Candidature from the Degree of MPhil to the Degree of PhD, MD or DDS

To be completed by the student and Department:

Candidature Details:

Title Mr	Initials ZM	First Name Zapopan	Surname/Family Name Muela-Meza	
Correspondence Address 35 Roebuck Road, Crookesmoor, Sheffield S6 3GP				
Student Registration Number 030305010	Department Information Studies	Faculty Social Sciences	Date of Entry 1.10.03	
<input checked="" type="checkbox"/> Full-Time <input type="checkbox"/> Part-Time <input type="checkbox"/> University Staff Candidate <input type="checkbox"/> Joint Location <input type="checkbox"/> Remote Location				
<input checked="" type="checkbox"/> MPhil leading to PhD <input type="checkbox"/> MPhil leading to MD <input type="checkbox"/> MPhil leading to DDS				
Research Away from the University (please specify dates and locations)				
Title of proposed research: <i>Analysis of some barriers which obstructize the free, democratic and equal access to information resources in the public libraries</i>				
Name of Supervisor(s) (please print) <i>Nigel Ford</i> <small>If joint supervision is proposed, please indicate with an asterisk the supervisor with prime responsibility</small>		Signature of Head of Department Departmental Graduate Director/Postgraduate Tutor: <i>[Signature]</i>		
Signatures of Supervisor(s) <i>N. J. Ford</i>				

Supporting Statement (This should include a description of the assessment procedure that has been followed – please attach additional sheets if necessary and/or a copy of the recommendations of the Departmental upgrading panel).

Please note that this information will be released to students.

The student completed a 10,000 word report which was assessed by the Department's Research Committee and deemed to be satisfactory.

The student also made a presentation to the Department's Research Committee. The student has satisfied all the requirements of the Departmental Research Committee which approved the recommendation for his upgrade from MPhil to PhD at the Research Committee meeting on 24 May 2005.

COMPLETED FORMS SHOULD BE RETURNED TO: THE FACULTY REPRESENTATIVE, GRADUATE RESEARCH OFFICE, 267 GLOSSOP ROAD, SHEFFIELD, S10 2HB

Confirmation of Status – for Graduate Research Office Use Only:

Approved by the Faculty Signature (Faculty Officer) <i>M. Kinch</i>	Official Stamp of the Graduate Research Office 	RTP Regulations for the Upgrade of Candidature to PhD, MD or DDS Number of RTP Credits Completed: 40
Date 28.7.		Where relevant, the candidate has obtained: <input type="checkbox"/> Ethical approval granted by the appropriate Ethics Committee <input type="checkbox"/> An approved URMS record for research defined as a healthcare research project under the Department of Health's Research Governance Framework definition. URMS no: <input type="checkbox"/> Completion of the appropriate course of vaccinations
		Revised Candidature Details for the Degree of PhD, MD or DDS Period of Registration for Fee Paying Purposes: Time limit for the Submission of the thesis: 3yrs 30.9.06 4yrs 30.9.07



The University of Sheffield

Application to Read for a Research Degree

To be completed by the student and Department:

I am applying to read for the Degree of (✓ tick as appropriate):

- | | | |
|--|--|---------------------------------------|
| <input type="checkbox"/> MPhil | <input type="checkbox"/> PhD | <input type="checkbox"/> DMedSci |
| <input checked="" type="checkbox"/> MPhil leading to PhD | <input type="checkbox"/> PhD with Integrated Studies | <input type="checkbox"/> EdD |
| <input type="checkbox"/> MMus | <input type="checkbox"/> MD | <input type="checkbox"/> EdD Ed Psych |
| <input type="checkbox"/> LLM | <input type="checkbox"/> DDSc | <input type="checkbox"/> DBA |

Candidature Details:

Title <i>Mr.</i>	Initials <i>ZMMM</i>	First Name <i>Zapopan</i>	Surname/Family Name <i>Muela Meza</i>
Correspondence Address <i>259 Glossop Road, S10 2HB Sheffield, UK</i>			
Admissions Qualifications Degree <i>Masters</i>			
Subjects <i>Library Science</i>		Pass/Honours & Class	University <i>State University of NY, USA</i>
			Year of Award <i>2002</i>
I certify that I have seen the original/certified copy of the Degree certificate and where applicable, I confirm that the Degree is equivalent to a British Degree.			
Signature of Supervisor(s): 			

Student Registration Number <i>030305010</i>	Department <i>Information Studies Social Sciences</i>	Faculty <i>Social Sciences</i>	Date of Entry <i>29.9.03</i> 1.10.03
✓ tick as appropriate <input checked="" type="checkbox"/> Full-Time <input type="checkbox"/> Part-Time <input type="checkbox"/> University Staff Candidate <input type="checkbox"/> Joint Location <input type="checkbox"/> Remote Location			
Title of proposed research: <i>Analysis of some barriers which obstruct the Free, Democratic and Equal Access to Information Resources in the Public Libraries</i>			
Name of Sponsor <i>almost fully by Mexican CONACYT and partly by the University of Sheffield</i>		or ✓ tick as appropriate <input type="checkbox"/> Self financed <input type="checkbox"/> University Staff Candidate	
Research Away from the University (please specify dates and locations) <i>To be assigned by mid or late 2004</i>			
Ethical Approval Does the research require human or animal ethical approval? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, has approval been sought from the appropriate ethics committee(s)? <input type="checkbox"/> Yes* (please attach evidence) <input checked="" type="checkbox"/> No		For completion by Faculty of Medicine students only: Vaccinations Will the candidate be involved with any invasive procedures or handling of any unfixed human tissue? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, has the candidate had the necessary Hepatitis B 'e' Antigen tests, a heaf test for TB and a test for Rubella, Measles and Mumps antibodies? <input type="checkbox"/> Yes* (please attach evidence) <input type="checkbox"/> No	
Name of Supervisor(s) (please print) <i>Prof R.C. Bob Usherwood</i> If joint supervision is proposed, please indicate with an asterisk the supervisor with prime responsibility		Signature of Head of Department Departmental Graduate Director/Postgraduate Tutor: 	
Signatures of Supervisor(s) 			

COMPLETED FORMS SHOULD BE RETURNED TO: THE FACULTY REPRESENTATIVE, GRADUATE RESEARCH OFFICE, 267 GLOSSOP ROAD, SHEFFIELD, S10 2HB

Confirmation of Status – for Graduate Research Office Use Only:

Approved by the Faculty Signature (Faculty Officer) 	Official Stamp of the Graduate Research Office 	Approved subject to: <input checked="" type="checkbox"/> Ethical approval granted by the appropriate Ethics Committee <input type="checkbox"/> Completion of the appropriate course of vaccinations <input type="checkbox"/> Other (please specify)	Received by the GRO (initials of Faculty Rep. and date) _____ _____
Date <i>26/1/04</i>		Period of Registration for Fee Paying Purposes: <i>2yr</i> <i>30.9.05</i> Time limit for the Submission of the thesis: <i>3yr</i> <i>30.9.06</i>	



University of Sheffield
Graduate Research Office

**RESEARCH TRAINING PROGRAMME
CONFIRMATION OF UNIT CHOICE**

This CONFIRMATION OF UNIT CHOICE is issued to confirm your registration on the Research Training Programme (RTP); your choice of units (including any partial or full exemptions). Your units have been approved by the relevant Sub-Dean of Faculty.

If you have any problems or queries, please contact Miss Fozia Yasmin on Ext 21403 at the Graduate Research Office.

Name: **Mr ZM Muela Meza**

Registration Number: **030305010**

Department: **Department of Information Studies**

Faculty: **Faculty of Social Sciences**

RTP Unit Code	Title	Credit Value	Semester/Year
GSC6100	Library and Information Skills for Successful Research	10	GRAD YR 03-04
INF6180	Libraries, Information and Society I	15	AUT SEM 03-04
INF6190	Libraries, Information and Society II: Public and Voluntary Sector Services	15	SPR SEM 03-04

Notes:

(1) You are not formally required to complete the RTP if you are:

- (i) an MPhil student (target degree, not initial registration)
- (ii) a part-time student

It follows, therefore, that no formal approval is required in the above cases. MPhil students who decide to upgrade to a full-time PhD at a later date will be required to fulfill the requirements of the RTP; depending on circumstances, part-time students who change to full-time may be required to fulfill the requirements.

(2) If you are a cross-session student, some or all of your RTP units will be undertaken in the current and following academic session(s).

Mr ZM Muela Meza
Graduate Research Student
Department of Information Studies

12 November 2003

**The University of Sheffield
Faculty of Social Sciences
Department of Information Studies**

PhD Research Proposal

Title of the Thesis:

An Application of Community Profiling to Analyse the Information Needs and the Community Issues Affecting the People in Broomhall and Broomhill, Sheffield, and to Evaluate the Roles of Their Information Providers.

By: Zapopan Martín Muela-Meza
Research student

Submitted to:
Professor Bob Usherwood
Professor Nigel Ford
and
Ms. Briony Train, lecturer

Final approved version
11 May 2005
Sheffield, England, United Kingdom

Contents

An Application of Community Profiling to Analyse the Information Needs and the Community Issues Affecting the People in Broomhall and Broomhill, Sheffield, and to Evaluate the Roles of Their Information Providers.

Title of proposed thesis	3
Overall aim	3
Objectives	3
Background to research topic	3
Methods of research proposed	7
Analysis of the data	10
Timetable	12
Resources required	13
Bibliography	14

1. Title of proposed thesis

The proposed title of this thesis is:

An Application of Community Profiling to Analyse the Information Needs and the Community Issues Affecting the People in Broomhall and Broomhill, Sheffield, and to Evaluate the Roles of Their Information Providers.

2. Overall aim

The overall aim of this project is:

To analyse, through the application of community profiling, the information needs and the issues affecting the people in Broomhall and Broomhill, Sheffield, and to evaluate how information providers seek to meet those needs.

In order to achieve this overall aim, there are four specific research objectives which will be described in the next section and analysed in the sections four and five.

3. Objectives

The objectives of this project are:

A.To analyse the major information needs and community issues affecting the people in the communities of the catchment areas of this project.

B.To evaluate to what extent the information providers located inside the limits of catchment areas meet those needs.

C.To analyse the implications of this study for policy makers.

D.To analyse the overall effectiveness of community profiling.

4. Background to research topic

4.1. Analysis of information needs and issues affecting the people in the communities

For the Library and Information Studies (LIS) field members, regardless of any type of library or information organisation, it is their reason of being to serve their existing or potential users. Therefore, by having a comprehensive knowledge of the needs of the people who are meant to be served, libraries or information organizations, are better prepared to plan, develop and provide information services as needed by the people. By having this kind of a comprehensive knowledge, it can be expected that most or some of the normative, felt, expressed or comparative needs (Glampson, Scott, & Thomas, 1975: 12) might be satisfied, or if not at least they can be identified and recorded for future information provision plans as some LIS commentator suggest (Cooper, et al., 1993).

Another commentator from the LIS field elaborates this idea:

“A library cannot be a living, growing and changing force in any community -public, school, academic-unless it remains sensitive to the character and needs of the community it serves.” (Bone, 1976: 430).

However, people in the communities also face issues which affect their daily lives. These are broader community issues which affect people collectively or on an individual basis, for instance: politics, religions, sports, ethnic or national background, among others. This research project will also assess these community issues.

4.2. Community profiling

In order to analyse the needs of the people in their communities, and the issues they face, and to evaluate their information providers, LIS researchers need to employ a tool appropriate to the purpose of this type of research. The community profiling is considered here the most appropriate tool.

Some researchers from the social sciences other than the LIS field observe that needs assessments, social audits, community consultations and community profiles, while they share certain features in common, can be distinguished from each other in terms of the agencies which are typically involved, the purpose of the exercise, the extent of community involvement and the scope of the exercise. They argue that a community profiling is probably the broadest of these terms. (Hawtin, Hughes, and Percy-Smith, 1994: 12-13). They suggest that the community profiling tool should be an exercise which can help to improve the quality of life of the people in the communities being researched. According to these commentators, community profiling, unlike the other tools mentioned above, is the most suitable tool seeking to improve the quality of life of the people in the communities.

Those lines of research sustain the choice for the researcher of this project for using the community profiling approach instead of others, to hold the guiding idea that the community profiling tool should seek the improvement of the quality of life of the people living in the communities of the catchment areas of this research. Thus, the working definition for this project is that of a community profiling tool as:

“A comprehensive description of the needs of a population that is defined, or defines itself, as a community, and the resources that exist within that community, carried out with the purpose of developing an action plan or other means of improving the quality of life of the community.” (Hawtin, Hughes, and Percy-Smith, 1994: 12-13).

In the LIS field several researchers have employed community profiling to assess information needs in different types of LIS scenarios and countries and with different methodologies. Kendall (1996: 26) suggested that British public libraries should carry out community profiling to assess the needs of older adults; Gericke (1997) suggested libraries should employ community profiling to serve the unserved people in the communities; Ellen (2000: 65, 261) suggested, in a British study, the mapping of people's needs with community profiling in order to provide electronic information services to improve their everyday life needs, and Lewis (2004: 186) assessed the provision of electronic information services through community profiling in British communities, but focused on the blind and visually impaired communities; Black and Muddiman (1997) proposed that British public libraries should serve the socially excluded and non users through the identification of their needs through community profiling; Kaniki (1995) assessed work-related, school-related and other needs from rural communities in South Africa and agricultural needs from Zambia (1989) by employing also community profiling, Morris (2000: 5) suggested the creation of agricultural information systems in rural South Africa grouped on decision-making, marketing, empowerment, employment and education as the needs found for information provision through community profiling; Penzhorn (2002) assessed the needs of women in some communities of South Africa by using the same approach; Kalyane and Devarai (1994: 91-92) argued that Indian public libraries should become empathic to people by assessing their needs with community profiling combined with qualitative methods and also by meeting them accordingly; Amoros i Fontanals and Perez-Salmeron proposed community profiling to be used in public libraries from Catalunya, Spain as a way to establish local services of information for the communities emanated from the communities.

4.3. Broomhall and Broomhill communities

The author of this proposal has already undertaken research in the Broomhall community as part of his MPhil/PhD Transfer Report towards the upgrading of the doctoral program in full at the Department of Information Studies at the University of Sheffield (Muela-Meza, 2004). In that research it was noted that Broomhall is one of the eleven most deprived communities in Sheffield. That state of deprivation was a motivation to carry out research in order to analyse information needs and community issues being faced. The Broomhill community, is a more affluent community and it is geographically bounded to Broomhall (Muela-Meza, 2004; Harman and Minnis, 2004; Hey, 1998). Thus this research project will compare these two highly contrastive communities.

Some of the community issues already found by Muela-Meza (2004) in Broomhall are these: social class, unemployment, crime, culture, arts, literature, music, shows, parades, and festivals, clubs, pubs, and shops, public services provision, housing, health, communications and transport, leisure facilities, parks and playgrounds, education, and information, help, and advice services

provision. This project will also compare the similar and different community issues from Broomhall with Broomhill and it will analyse the impact of these issues on the people and how they may become information needs.

4.4. Information providers

People in the communities having any sort of needs or concerned with any kind of issues, require that organizations and institutions provide social services to meet those needs, be they in housing, electricity, transport, communications, information, etc. Analysing to which extent the information services providers meet the people's needs and to which degree these services help to solve people's issues, might shed some light of the people's quality of their living conditions.

Thus, it is intended that this project will evaluate the effectiveness of information provision as a Social Work researcher argues:

“Existing agency policies and services should be subject to evaluation following a community needs profiling exercise not only to measure their effectiveness but also to highlight the gaps in the provision.” (Green, 2000: 297).

Some commentators from the Social Work field have found that policy makers have provided services for the public based on the availability of resources rather than on the needs of people:

“All too frequently in the past, the provision of services has been based on the availability of a given resource rather than on evidence of identified need. The result has often been that the services lacked direction and focus in relation to specific local needs.” And they emphasize the importance of the analysis of the needs of the people: “With adequate information about the needs and knowledge of available resources, services may be planned in a more rational and comprehensive fashion.” (Glampson, Scott, and Thomas, 1975: 12).

Thus, this project will demonstrate if policy makers provide information services based on actual people's needs or on the availability of their resources.

4.5. Relevance of this doctoral research project

In the LIS field there is a very long tradition of assessing the needs of the people LIS information providers are meant to serve. Some commentators have even identified that this tradition goes as back as more than 100 years (Sarling and Van Tassel, 1999: 7). From the literature reviewed, the most fully comprehensive manual of the concepts and applications of community profiling for librarians is the monograph by Christina Beal (1985). Also there are several examples of needs profiling of communities grouped in different ways other than geographical

locations such as: by nationalities (Zhu, 2003), or by the status of unemployment (Bignell, 1989; Hankin, 1995), or by trade unions (McManus, 1987), for a comprehensive list of community profiles see Muela-Meza (2004). However, this project will have a different approach and show distinctive features from prior studies. This is a sample of features where this doctoral project will have a distinctive impact in the LIS field both: theoretically and methodologically:

- Whereas most of the studies have focused on the information needs of some particular groups of people, this study will focus also on the people, within their geographical context, but trying to analyse their physical environment as well, where they live, work, study, etc. (Kaniki, A.M. (1995).
- Whereas most of the studies focus mainly on the information needs of the people, this study will also focus on the community issues which may or may not affect these needs (Forsetlund and Bjorndal, 2001).
- Whereas most of the studies have mainly profiled the communities in order to provide information services from existing or future libraries, this project will go beyond that through several paths such as: discovering relationships among the people --their needs and issues affecting them in their physical context-- and their information providers; researching mainly for academic purposes to test the community profiling approach and methodologies; informing policy makers but in a tangential fashion, etc.
- Whereas most of the previous studies on community profiling have relied mainly on quantitative research methodologies (Satyanarayana, 1997, Whitehead and Rowan, 2005), this project will apply qualitative ones and test their effectiveness when combined with community profiling (Kalyane, Devarai, and Rajashekhar, 1994, Penzhorn, 2002, Gericke, 1997, Williamson, Schauder, and Bow, 2000, Moran and Butler, 2001: 64-65).

5. Methods of research proposed

5.1 Qualitative research methodology

The emphasis will be on qualitative research, because the project will try to accomplish its aims by drawing the data within the context where people interact in their communities. Some LIS researchers elaborate this idea in this way:

“Qualitative research is a process of inquiry that draws data from the context in which events occur, in an attempt to describe these occurrences, as a means of determining the process in which events are embedded and the perspectives of those participating in the events, using induction to derive possible explanations based on observed phenomena.” (Gorman and Clayton, 1997: 23).

Most of the previous studies, where community profiles have been undertaken have relied strongly on quantitative research methods such as questionnaires (Satyanarayana, 1997: 192; Sarling and Van Tassel, 1999). Another LIS researcher who also relies strongly on quantitative methodologies, however, he

found some flaws on the use of quantitative methodologies to quantify some qualitative categories such as behaviour, gestures, postures, and others when he assessed information needs of some communities (Kaniki, 1995). Another LIS researcher argues that in recent years LIS researchers have found dissatisfaction with the generalisation of quantitative methodologies and the depersonalised of information provision and use, and thus, qualitative research is a more suitable approach to provide information according to a more personalised assessment of people needs within their particular scenarios which may not be or do not have to be the same as others (Penzhorn, 2002: 241). Another LIS commentator elaborate this idea by addressing that in order to fill the gap between people needing information and their providers, community profiling employing qualitative methodologies where people in the communities are participative, engaged, and “empowered” and therefore information provision is according to what they really felt, expressed, and requested for, or even if they did not know they have a need (Gericke 2000, Ramírez Velázquez, 2003, Kalyane and Devarai, 1994).

5.2. Triangulation of methods

A LIS researcher (Beal, 1985: 47) observes that due to the nature of this research, a single method will not be enough to capture sufficient and adequate data to come up with a sound and systematic analysis of the problems to be assessed. Also, the applicability of several methods will help the project to bring about a rigorous validity and reliability often criticised as a weakness of qualitative research as some sociologists point out (Smith, 2002: 37; Denscombe, 2003: 134). Triangulation of methods extends the breadth of projects and improves the quality of the research; obviously, conclusions arrived at by using several different means are more likely to be correct, and accepted as such (Gorman and Clayton, 1997: 32).

5.3. Literature review

The literature review, says a sociologist expert on qualitative research methodologies, is the first step to have a broad view of previous research and as a guide to design the instruments of collection and analysis of data. This will help the researcher of this project to assess what, why, how, where and who have been doing research in the similar topics as to try to fill the gaps on what others have failed, or to improve the applicability of tools, methodologies or methods for the planning of the research, collecting, and analysing data and writing the thesis. (Denscombe, 2003: 212). The documents or publications to be reviewed include: indexes, abstracts, monographs, articles from journals, non referred articles in paper or from the Internet, all kind of useful Internet resources, maps, historic documents, photographs, audiovisual and multimedia resources, grey literature, etc. Strong emphasise will be made on the grey literature as sources

of data, since much of the information from the community may appear in this format (Muela Meza, 2004). In this project several statistical sources from the government and private will be used to gain a wide view of the catchment areas under research as another sociologist expert on community research suggests (Rogers, 2003)

The second research method to be employed in this project is observation.

5.4. Observation

After the researcher has already an idea of the different groups of people and categories where data can be obtained, then the next step is to walk around the streets of the communities, with a diary in hand to physically observe people and things as they appear to the research sight. This is the method of observation.

This method will be used to draw direct evidence from the context where the events occur exactly as they occur or as the researcher observes them (Denscombe, 2003: 192). Some commentators from the health sciences (Forsetlund and Bjorndal, 2001) comment that researchers should use observation when they assess people's information needs because they may capture some unrecognized or potential needs just by simply observing the physical environment where people perform any of their daily activities.

The next method to be employed will be the focus groups.

5.5. Focus groups

A sociologist comments that this method is particularly useful for exploring people's knowledge and experiences and can be used to examine not only what people think but how they think and why they think that way (Kitzinger, 1995). Also, a LIS commentator observes that focus groups is necessary to question and listen several participants gathered in a small group, so they can describe their experiences in their own words. (Glitz, 1998:1). Focus groups can answer certain types of questions better than others. They are particularly good at exploring concepts, generating ideas, eliciting opinions and measuring the degree of consensus on a topic. This is because group interaction is used to generate data. Group members stimulate each other to think and express opinions which in turn stimulate more thought (Mitchell and Branigan, 2000).

In this project, focus groups will be used after the literature review and observation, but before interviews, because as some LIS researchers observe, when assessing information needs, focus groups can establish some of the crucial issues which would be important to follow up in subsequent interviews, from those opinions can also be established to whom interview later on (Williamson, Schauder and Bow, 2000).

Thus, the categories to address and the groups of people to select on the focus groups will depend on the data gathered on the previous literature review and the actual physical observation to the communities.

5.6. Interviews

The interviews will be employed formally and informally in order get in-dept insights from the interviewees on the questions being asked which lead to understand the phenomena under research. (Denscombe, 2003: 163; Payne, 1951). A LIS researcher considers that interviews have many advantages over other types of research methods, since researchers can make few questions and the interviewees can elaborate freely on the questions being asked (Nicholas, 2000: 111-112). The formal interviews with key stakeholders from the community, the information provision and the public policy makers will be tape recorded, but from the informal ones only notes will be taken. Particular emphasise will be made on information providers related from the LIS sector inside the community or from closer surroundings to Broomhall and Broomhill.

This will be the last method for collecting data. The next step will be to analyse the data.

6. Analysis of the data

Finally, the data collected will be analysed. In the same way as in the collection of data, triangulation will also be employed. The data collected will be analysed and intertwined throughout the whole doctoral thesis. Some experts on qualitative research data analysis emphasize that the analysis of data most of the time is done with words: "The words can be assembled, sub clustered, broken into semiotic segments. They can be organized to permit the researcher to contrast, compare, analyse, and bestow patterns upon them." (Miles and Huberman, 1994: 7). This project will consider the use of qualitative research software to assist on the analysis of data. At this stage it has not been decided which type of software will be used, but according to the most recent successful research on qualitative research on public libraries and on the use of this software by researchers at the Department of Information Studies at the University of Sheffield where the researcher of this project is based, it is likely that the Atlas.ti package could be the most suitable choice (Calixto, 2001: 61).

The analysis of data does not follow a strict order. Data have been analysed for the previous project (Muela Meza, 2004), data have been analysed for this proposal, and data will be analysed for the whole doctoral thesis. Thus analysing and writing data to the full completion of the thesis has been an ongoing process, and it will continue in this way until the thesis be finished and approved.

The next section shows the timetable this doctoral project will follow.

Timetable

Activity	Date
Correction of the final research proposal.	January - March 2005
Collection of data (observation, interviews, focus groups)	Mid-April – July 2005
Analysis of data	August – October 2005
Period for reflection and writing up	October – December 2005
Submission of any chapter	January 2006
Submission of another chapter and correction of any previous chapter	February 2006
Submission of any chapter	March 2006
Submission of another chapter and correction of any previous chapter	April 2006
Submission of one chapter	May 2006
Submission of another chapter and correction of any previous chapter	June 2006
Submission of any chapter, and correction of any previous chapter	July 2006
Trial Viva	August 2006
Submission of the full thesis completed	September 2006
Final arrangements and end of PhD program	30 October 2006

7. Resources required

These are some of the resources required:

- Ethical authorization by the corresponding departments of the University of Sheffield to carry out this research as proposed at the beginning. This research will be value free and will comply with all the explicit or non written ethical codes by assuring anonymity of all respondents and other participants during the research process.
- Permission of the members of the communities or any other organizations to gain access to their information resources and to gain access to their trust in order to carry on the interviews and the focus groups.
- Notepads to take notes; tape recorders and cassettes to record the voices of participants and to transcribe the cassettes.
- Computer software to analyse the data and write the thesis.

8. Bibliography

Amorós i Fontanals, J. & Pérez-Salmerón, G. (2003). "What are we as librarians lacking, in order to be able to communicate with municipal politicians?" *World Library and Information Congress: 69th IFLA General Conference and Council*. 1-9 August. [Online] http://www.ifla.org/IV/ifla69/papers/060e_trans-Fontanals_Salmeron.pdf [Accessed 2 February 2005].

Baker, L.M. (1996). "A study of the nature of information needed by women with multiple sclerosis." *Library and Information Science Research*. (18), 67-81.

Beal, C. (1985). *Community Profiling for Librarians*. Sheffield: Centre for Research on User Studies.

Bignell, R. (1989). "Libraries and the unemployed: the role of the public library in the provision of services to the unemployed." *Australasian Public Libraries and Information Services*. 2 (2), 57-63.

Black, A. & Muddiman, D. (1997). *Understanding Community Librarianship. The Public Library in Post-modern Britain*. Aldershot: Avebury. In: Kerlake, E. & Kinnell, M. (1998). "Public libraries, public interest and the information society: theoretical issues in the social impact of libraries." *Journal of Librarianship and Information Science*. 30, (3), p. 162.

Bone, L.E. ed. (1976). "Community analysis and libraries." *Library Trends*. 24 (3). Cited In: Beal, C. (1985). *Community Profiling for Librarians*. Sheffield: Centre for Research on User Studies.

Bryson, J., Usherwood, B. And Streatfield, D. (2002). *Social Impact Audit for the South West Museums Libraries & Archives Council*. Sheffield, U.K.: The University of Sheffield; DIS/CPLIS; South West Museums Libraries & Archives Council. [Resource: The Council for Museums, Archives and Libraries].

Calixto, J.A. (2001). *The Educational Roles of Public Libraries in Portugal: Political and Professional Perceptions*. Sheffield, UK: The University of Sheffield. (PhD thesis).

Cooper, S.M. (et. al.). (1993). *Community Analysis Methods and Evaluative Options: The CAMEO Handbook*. Richmond, VA, USA: The Library of Virginia.

[Online] <http://skyways.lib.ks.us/pathway/cameo/index.htm> [Accessed 2 February 2005].

Delanty, G. (2003). *Community*. London; New York: Routledge.

Denscombe, M. (2003). *The Good Research Guide. For Small-scale Social Research Projects. 2nd. ed.* Maidenhead, UK: Open University Press.

Ellen, D. (2000). *Telecentres and the Provision of Community Based Access to Electronic Information in Everyday Life*. Manchester: Department of Information and Communications in the Faculty of Humanities and Social Sciences, Manchester Metropolitan University. (PhD Thesis).

Forsetlund, L. & Bjorndal, A. (2001). "The potential research-based information in public health: identifying unrecognised information needs." *BMC Public Health*. **1**, (1). [Online] <http://www.biomedcentral.com/1471-2458/1/1> [Accessed 2 February 2005].

Gericke, E.M. (1997). "Serving the unserved in the year 2000." *63rd IFLA General Conference – Conference Programme and Proceedings*. August 31 – September 5.]. [Online]. <http://www.ifla.org/IV/ifla63/63gere.htm> [Accessed 23 December 2004].

Glampson, A., Scott, T. and Thomas, D.N. (1975). *A Guide to the Assessment of Community Needs and Resources*. London: National Institute for Social Work.

Glitz, B. (1998) *Focus Groups for Libraries and Librarians*. New York: Forbes. Cited in: Glitz, B., Hamasu, C. & Sandstrom, H. (2001). "The focus group: a tool for programme planning, assessment and decision -making -an American view." *Health Information and Libraries Journal*, **18**, 30-37.

Glitz, B., Hamasu, C. & Sandstrom, H. (2001). "The focus group: a tool for programme planning, assessment and decision -making -an American view." *Health Information and Libraries Journal*, **18**, 30-37.

Green, R.D. (2000). "Applying a community needs profiling approach to tackling service user poverty." *British Association of Social Workers*. **30** (287-303).

Hankin, D. (1995). *Meeting the information needs of the unemployed: A study of*

the services provided by the Derbyshire Unemployed Workers Centre, Chesterfield. Sheffield, UK: University of Sheffield. (MA dissertation in Librarianship).

Harman, R. & Minnis, J. (2004). *Sheffield*. New Haven; London: Yale University Press. (Pevsner Architectural Guides).

Hey, D. (1998). *A History of Sheffield*. Lancaster, UK: Carnegie Publishing.

Hawtin, M., Hughes, G. and Percy-Smith, J. (1994). *Community Profiling: Auditing Social Needs*. Buckingham, UK; Bristol, PA, USA: Open University Press.

Kalyane, V. L. and Devarai, Rajashekhar S. (1994). « Empathy in public librarianship: a subjective and qualitative analysis». *Indian Journal of Information, Library and Society*. **7**, (1-2) 87-104. [Online] <http://eprints.rclis.org/archive/00001421/> [8 April 2005].

Kaniki, A.M. (1989). *Agricultural Information Needs in Zambia: A Study of Two-way Information Flow*. Pittsburg, PA: University of Pittsburg; Ann Arbor, Mich: University Microfilms International. (PhD Thesis).

Kaniki, A.M. (1995). "Exploratory study of information needs in the Kwa-Ngwanase (Natal) and Qumbu (Transkei) communities of South Africa." *South African Journal of Library and Information Science*. **63**, (1)

Kendall, M. (1996). "Public library services for older adults." *Library Review*. **45** (1). 16-29.

Kerslake, E. & Kinnell, M. (1998). "Public libraries, public interest and the information society: theoretical issues in the social impact of libraries." *Journal of Librarianship and Information Science*. **30**, (3), 159-167.

Kitzinger, J. (1995). "Qualitative research: Introducing focus groups." *BMJ*. (311), 299-302.

Lewis, Andrew (2004) *A user survey of the experiences of blind and visually*

impaired people using electronic information services, with regard to the practical implementation of these services in public libraries. Aberdeen, UK: School of Information and Media, Aberdeen Business School, Robert Gordon University. (MSc dissertation in Information and Library Studies) [Online] <http://eprints.rclis.org/archive/00002493/> [Accessed 8 April 2005].

Linley, R. And Usherwood, B. (1998). *New Measures for the New Library: A Social Audit for Public Libraries.* Sheffield, U.K.: The University of Sheffield; DIS/CPLIS. [British Library Research & Innovation Centre Report 89].

McClarence, S. and Rogerson, N. (1988). *Sheffield Walkabout.* Sheffield, UK: Sheffield City Libraries. Cited In: Muela-Meza, Z.M. (2004). *A Community Profile of the Broomhall Community of Sheffield, UK. A Report for the MPhil/PhD Transfer.* Sheffield: University of Sheffield. [Unpublished report].

McManus, K.M. (1987). *Trade Union information needs: a critical study of the library at Merseyside Trade Union Community and Unemployed Resource Centre.* Sheffield, UK: University of Sheffield. [MA in Librarianship Dissertation].

Miles, M.B. & Huberman, A.M. (1994). *Qualitative Data Analysis: An Expanded Sourcebook.* 2nd ed. Thousand Oaks, CA; London; New Delhi: Sage Publications.

Mitchell, K. & Branigan, P. (2000). "Using focus groups to evaluate health promotion intervention." *Health Education.* **100**, (6), 261-268.

Moran, R.A. & Butler, D.S. (2001). "Whose health profile?" *Critical Public Health.* **11**, (1), 59-74.

Morgan, D.L. (1988). *Focus Groups as Qualitative Research (Sage University Paper Series on Qualitative Research Methods, Vol. 16).* Newbury Park, CA, USA: Sage.

Morris, C. (2000). "The role of computers and information technology in rural agricultural information systems." Kwazulu-Natal, South Africa: University of Kwazulu-Natal. (unpublished paper at the Department of Information Management). [Online] <http://www.hs.unp.ac.za/im/morris2.pdf> [Accessed 5 April 2005].

Muela-Meza, Z.M. (2004). *A Community Profile of the Broomhall Community of Sheffield, UK. A Report for the MPhil/PhD Transfer.* Sheffield: University of Sheffield. [Unpublished report].

Nicholas, D. (2000). *Assessing Information Needs: Tools, Techniques and Concepts for the Internet Age.* 2nd ed. London: Aslib, The Association for

Information Management.

Patton, M.Q. (1990). *Qualitative Evaluation and Research Methods*. Newbury Park, CA: Sage. Cited in: Linley, R. And Usherwood, B. (1998). *New Measures for the New Library: A Social Audit for Public Libraries*. Sheffield, U.K.: The University of Sheffield; DIS/CPLIS. [British Library Research & Innovation Centre Report 89].

Patton, M.Q. (1990). *Qualitative Evaluation and Research Methods*. Newbury Park, CA: Sage. Cited in: Bryson, J. , Usherwood, B. And Streatfield, D. (2002). *Social Impact Audit for the South West Museums Libraries & Archives Council*. Sheffield, U.K.: The University of Sheffield; DIS/CPLIS; South West Museums Libraries & Archives Council. [Resource: The Council for Museums, Archives and Libraries].

Payne, S.L. (1951). *The Art Of Asking Questions*. Princeton, N.J., USA: Princeton University Press.

Penzhorn, C. (2002). "The use of participatory research as an alternative approach for information needs research." *Aslib Proceedings*. **54**, (4), 240-250.

Ramírez-Velázquez, C.A. (2003). "Detección de necesidades de información de comunidades indígenas como elemento para el desarrollo de colecciones." In *Proceedings XXXIV Jornadas Mexicanas de Biblioteconomía*, Puerto Vallarta, Jalisco, México, 97-108. [Online] <http://eprints.rclis.org/archive/00003454/> [Accessed 8 April 2005].

Richardson, T. & Connelly, S. (2002). *Building Consensus for Rural Development and Planning in Scotland: A Review of Best Practice*. Edinburgh: Scottish Executive Central Research Unit.

Rogers, A., Smith, M.K. & Winstanley, L. (2003). *Approaching Community. Foundation Studies Unit 4*. London: YMCA George Williams College. [Online] http://www.ymca.ac.uk/fs/support/approaching_community_pdf.pdf [Accessed 23 December 2004].

Rogers, A. (2003). "Knowing your patch." In: Rogers, A., Smith, M.K. & Winstanley, L. (2003). *Approaching Community. Foundation Studies Unit 4*. London: YMCA George Williams College. [Online] http://www.ymca.ac.uk/fs/support/approaching_community_pdf.pdf [Accessed 23

December 2004].

Sarling, J. H. & Van Tassel, D.S. (1999). "Community analysis: research that matters to a North-Central Denver community." *Library and Information Science Research*. 21 (1), 7-29.

Satyanarayana, M. (1997). *Public Library and Community Analysis*. New Delhi, India: Reliance Publishing House; Dr. S.K.Bhatia.

Smith, G. (2002). "Community research: a practitioner's perspective on methods and values." *Journal of Community Work and Development*. [Online], 1 (3), 31-48. <http://homepages.uel.ac.uk/G.Smith/communityresearch.pdf>. [Accessed 15 November 2003].

Whitehead, J. & Rowan, T. (2005). *Know your Community: A Best Practice Guide for Public Libraries*. London: Museums, Libraries and Archives (MLA).

Wilson, A. (1988). *Housing & Community in Parts of Sharrow*. Sheffield, UK: Northern College.

Williamson, K., Schauder, D. & Bow, A. (2000). "Information seeking by blind and sight impaired citizens: an ecological study. *Information Research*. (5), (4).

Zhu, W. (2003). *Employment information needs of Chinese young people in Sheffield*. Sheffield, UK: University of Sheffield. (MSc dissertation in Information Systems).