

**The Education University of Hong Kong Library**  
**Notes of the Library User Consultative Meeting**

Date: 06 Nov 2025 (Thursday)

Time: 3:30 – 4:30 pm

Venue: Flexi Zone, 1/F, MMW Library

**Present:**

Dr CHENG Sidney	Librarian
Mr HAU Kevin	Section Head of System Services
Ms WENG White	Section Head of User Services
Ms YIU Michelle	Section Head of Resource Services
Mr LI Emil	Associate Section Head of Resource Services
Ms IP Cherrie	Associate Section Head of User Services
Mr CHICK Siu Chung	Assistant Librarian of User Services
Mr CHAN Kwun Wang	Student Representative of BSc(IEM) & BEd(SCI)
Ms CHAN Wing Tung	Student Representative of BSc(IEM)
Ms CHAN Wing Yue Jade Bernadette	Staff Representative of MSocSc(TPWB)
Mr CHAN Yui Yin	Student Representative of BA(DCCC) & BEd(CL)
Dr CHANG Tsung Chi Hawk	Staff Representative of BA(Lang Studies)
Ms CHEN Jialu	Student Representative of BSc(IEM) & BEd(SCI)
Ms CHEN Xiaohui	Student Representative of MACSLE
Ms CHEN Zhuoyi	Student Representative of Master of Education (MEd)
Ms CHENG Leqi	Student Representative of PhD & Mphil
Mr CHOI Ka Hin	Student Representative of BSc(AIET) & BEd(ICT&Psci)
Dr CHOI Ka Man Carmen	Staff Representative of BEd(ECE) / BA(ECFS)
Ms CHOI Yan Chi	Student Representative of BA(DCCC) & BEd(CL)
Mr CHOW Yin Hong Carlos	Staff Representative of BA(DCCC)
Dr CHUNG Yiu Bun	Staff Representative of MA(PPE)
Ms DING Jiaqian	Student Representative of BA(Lang Studies) & BEd(EL)
Dr FENG Zhenhui	Staff Representative of BEd(CL) and BA(DCCC) & BEd(CL)
Dr GUO Qiuzi	Staff Representative of BA(CDA)
Ms HE Ziming	Student Representative of BA(Lang Studies)
Mr HONG Tsz Lam	Student Representative of PGDE(PVE)
Ms HU Guoxian	Student Representative of MATCIL
Ms LAU Chui Ting	Student Representative of BEd(ECE)
Dr LEE Chi Shing	Staff Representative of BA(HE&AM) / MA(CHEM)
Dr LEE Kwing Lok Albert	Staff Representative of BA(ESDC)
Ms LEE Sze Wing	Student Representative of BA(CDA)
Dr LEUNG Lai Mei Zoe	Staff Representative of D(ECE)
Mr LI Chung Hung	Student Representative of BA(HE&AM)
Dr LI Jinwei	Staff Representative of EMPAL

Dr LI Liguan	Staff Representative of BSc(IEM)
Dr LIAN Yi Ripple	Staff Representative of PhD & Mphil
Mr LIN Hongyi	Student Representative of MADHCP
Ms LIU Jiaqi	Student Representative of MPPM
Dr LIU Shuwen Karen	Staff Representative of BEd(GEOG)
Dr LO Chung Kwan	Staff Representative of FT & PT PGDE(S)
Dr LO Wing Ka Julia	Staff Representative of MA(EC)
Dr LUK Pei Sui Zoe	Staff Representative of MADHCP & MATESOL
Ms LUO Yuk Yin	Student Representative of BSc(IEM) & BEd(SCI)
Mr PUN Pak Shing	Student Representative of BEd(CL)
Dr SINGH Manpreet	Staff Representative of BEd(S)-ICT / BSc(AIET) & BEd(ICT&Psci)
Ms SONG Xiaobo	Student Representative of MA(DLT)
Ms TANG Hau Yu Christine	Staff Representative of BSocSc(Psy) & BEd(ECE)
Ms TO Wing Yan	Student Representative of BA(ECFS)
Ms TSANG Wai Wan Vivian	Staff Representative of MSc(ESLPLD)
Mr TSOI Hiu Tung	Student Representative of BA(TCSL)
Ms WANG Congning	Student Representative of MSocScP(SCS)
Dr WANG Jie Jane	Staff Representative of MSocScP(SCS)
Dr WEI Zhengyuan	Staff Representative of MA(ETFW)
Mr WEN Junhao	Student Representative of MA(GSE)
Dr WONG Ling Yu Anna	Staff Representative of BHE
Ms XIE Kai Wing	Student Representative of BSocSc(Psy) & BEd(ECE)
Ms XU Yerong	Student Representative of MA(CFE)
Ms YAN Wai Yi	Student Representative of BSocSc(SCS) & BEd(PHM)
Mr YANG Felix Pak Hin	Student Representative of MSc(ESLPLD)
Dr YANG Yin Nicole	Staff Representative of MSc(AI&EdTech) / MSc(AIEP)
Mr YAO Angran	Student Representative of EMPAL
Dr YI Long Jason	Staff Representative of BA(PF)
Ms ZHAN Hongjie	Student Representative of MA(STEM Ed)
Dr ZHAO Yanmin	Staff Representative of EdD
Ms ZHENG Wen Manna	Staff Representative of MA(VAECp)
Mr TAI Isaac	Secretary & Assistant Librarian of User Services

	<b><u>Summary of Discussions</u></b>	<b><u>Follow Up</u></b>
1	<p>The Librarian provided members an update on recent development in library services.</p> <p><b><u>Facilities Upgrade:</u></b>  The Library's spatial improvement project implemented in summer 2025 had resulted in a 22% increase in overall seating capacity.  Enhancements included:</p> <ul style="list-style-type: none"> <li>• Installation of 54 fully enclosed Study Booths and 32 semi-enclosed Study Carrels on 4/F.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Reserve Collection on G/F was reduced in size (as most course reading materials were available online) and relocated out of the Quiet Zone. Its original location was converted into high-end PC workstations suitable for AI and media production.</li> <li>• Study tables on 2/F and 3/F were replaced with regular-shaped single-seater models to maximize space utilization.</li> <li>• Group discussion facilities were increased, with a new Discussion Zone on 1/F (inside Children's Literature Collection area) and another on 2/F.</li> </ul> <p>In addition, Information Counter on G/F would be removed and merged with the Circulation Counter to order to create more open space for traffic.</p> <p><u>Booking of Research Commons facilities by Research Postgraduate (RPg) students and Post-doctoral Fellows (PDFs):</u> Starting from October 2025, RPgs (PhD, EdD and MPhil) and PDFs would be able to book Study Booths and Study Carrels in Zone A of Research Commons on 4/F 28 days in advance with a maximum of 18 sessions. This new arrangement would allow them to secure private study space more easily.</p> <p><u>Other resources &amp; services:</u> There was a slight increase in budget for acquisitions of library resources (books, journals, databases, etc.). The Library would also continue negotiating new transformative agreements with free quotas for open access publications. Other innovative services such as AI search agents were also being explored.</p>	
2	<p>A representative inquired whether the Library would consider allowing serials to be checked out for a short period (such as one week, two days, or three days), as it was inconvenient if serials could only be read inside the Library.</p> <p><u>Library's responses:</u> The Library would consider relaxing the loan policy for serials. Serials could only be checked out by academic staff in the past. However, most serials were now available for reading online, and only very few print serials remained in library and were not heavily used. It was therefore feasible to allow them to be checked out by other students and staff.</p>	

3	<p>A representative reported that the power sockets provided inside some booths were positioned too low. It was difficult to connect notebook adaptors to the sockets.</p> <p><u>Library's responses:</u> The Library would contact the booth suppliers to see if the positions of the power sockets could be further adjusted. If it could not be done, the Library would install extension cords inside the booths to solve the problem.</p>	
4	<p>A representative raised two concerns: (1) the number of physical copies of key course textbooks (citing availability of only two or three copies) was insufficient; and (2) whether the Library could legally digitize print textbooks into e-books. The representative also noted a scarcity of relevant materials for the International Baccalaureate (IB) curriculum.</p> <p><u>Library's responses:</u> (1) According to the Library's copy policy and guidelines, the number of copies of course textbooks and recommended reading materials would be determined by the course's class size, which might range from 2 to 10 copies for print books. If students faced difficulty in locating course readings, they might contact Michelle Yiu, Head of Resource Services Section, who would consider if additional e-copies or print copies are required according to the Library's policy and guidelines. (2) Scanning or digitizing print books into e-books was prohibited by applicable copyright laws as Library was not the copyright owner of the print books. e-Books had to be purchased from the publishers through proper channels.</p> <p>The Library would discuss with the relevant course leaders on acquiring additional resources for IB.</p>	
5	<p>A representative emphasized the need for increase in the number of textbook copies in anticipation of the growth in Master programme students.</p> <p>He also opined that VR equipment such as Meta Quest 2 provided by the Library was outdated compared to models like Meta Quest 3 or newer, and could not be used for new applications required for teaching and research.</p> <p><u>Library's responses:</u> As mentioned previously, the number of copies to be acquired by Library was based on class size.</p>	

	<p>Regarding the acquisitions of new devices, Library would actively monitor the market and would purchase the latest products if funding was available.</p> <p><i>Post-meeting note: One Meta Quest 3 was in fact available for loan, details at <a href="https://www.lib.eduhk.hk/vr-ar-media-equipment-for-loan/metaquest">https://www.lib.eduhk.hk/vr-ar-media-equipment-for-loan/metaquest</a>.</i></p>	
6	<p>A representative noted that there were differences on temperature in different parts of 4/F: it was hot or “stuffy” inside individual Study Booths, while the surrounding open area was excessively cold and requested that the Library to minimise such temperature difference.</p> <p><u>Library’s responses:</u> This temperature difference was difficult to eliminate because of intrinsic physical constraint: the Study Booths were acoustically treated and provided very good insulation for both sound and heat. They did not have independent air conditioning units. Fresh air was drawn from open space by ventilation fans with indoor air 100% refreshed at least every 3 minutes. Temperature in open area of 4/F thus needed to be set at a lower level in order to compensate for the heat trapped inside the booths, particularly during warmer seasons. The Library would consult the supplier to see if they could offer further improvement solutions.</p>	
7	<p>A representative reiterated the complaint that the Library’s overall temperature was too cold. It was also suggested the Library to host a greater number of engaging activities, workshops, and training sessions.</p> <p><u>Library’s responses:</u> The Library housed a large quantity of physical collections including paper and media materials which were vulnerable to high temperature. The ideal temperature for storage of paper materials should be under 18°C. The current setting of 22 to 23°C was in fact already higher than the temperature recommended by international standards. Users were advised to wear a jacket or move to another area with higher temperature.</p> <p><i>Post-meeting note: IoT system would be installed to monitor temperature in different areas of the Library. When completed, library users would be able to see live temperature data on a dashboard so that they would choose an area which they might feel more comfortable.</i></p> <p>The Library would offer more workshops and training, especially on emerging topics such as AI.</p>	User Services Section
8	<p>A representative inquired about the availability of rooms and equipment within the Library which were suitable for classroom</p>	

	<p>teaching and other pedagogies, such as play therapy and music courses.</p> <p><u>Library's responses:</u></p> <p>Different Future Classrooms could support different pedagogical and teaching needs. For example, Librarian had suggested and offered the Future Early Childhood &amp; Primary Classroom to the programme team of MSocSc(TPWB). Regarding musical instruments for teaching in Future Classrooms, the grand piano inside Creative Arts Room was a donation received and managed by CCA Department. While synthesizers were provided at Media Production Lab on 3/F, the Library would consider acquiring a moveable digital piano for the Future Classrooms.</p>	
9	<p>A representative questioned the general collection development policy as she had a purchase recommendation declined by the Library because it was already held by other UGC funded university libraries. She also inquired whether the Library would consider establishing a repository of digital scholarship projects to showcase these projects to the public.</p> <p><u>Library's responses:</u></p> <p>For the 1<sup>st</sup> question on collection development policy, library users sometimes might be advised to use HKALL service as it would be much faster for them to receive the required books (at most a few days). The Library would purchase the recommended titles if local copies were considered necessary by the recommending academic staff for learning, teaching and research needs.</p> <p>For the 2<sup>nd</sup> question, the Library would be delighted to assist academic departments to organise and publicise their digital scholarship projects. Similar support had been provided by the Library for several digital humanities projects. Their outcomes were available on the Library Website. The representative was invited to contact Kevin Hau, Head of System Services Section for further information.</p> <p><i>Post-meeting note: Library followed up and found that the reported recommendation was rejected because the publisher no longer had stock. Since the Library was unable to acquire the recommended item, the colleague was suggested to use HKALL service instead. The Library had also arranged a meeting with the representative to discuss setting up a repository of digital scholarship outputs.</i></p>	System Services Section, Information Management Unit, Research and Learning Support Unit
10	<p>A representative commented that the Library had very limited journals on microbiology and biology, presenting a “big barrier” to scientific research by their students.</p>	

	<p><u>Library's responses:</u></p> <p>In the past few years, the University had allocated additional funding for the Library to strengthen its collections on non-education subjects, including extra funding for acquiring science and technology materials. However, scope and size of EdUHK Library collection still could not match with major comprehensive universities because of the huge differences in funding levels. Nevertheless, every year the Library would invite academic departments to review journals subscribed under their accounts. Academic staff of the department could recommend to cancel less used journals and subscribe new journals based on their latest teaching and research needs. Academic staff were also welcome to recommend new journals via online recommendation form provided on Library Website or e-mail.</p> <p><i>Post-meeting note: The Collection Development Unit would follow up with subscriptions of journals on the subjects mentioned.</i></p>	Collection Development Unit
11	<p>A representative further commented that the existing collection was insufficient for research and that inter-library loan was often impractical due to time urgency. The representative also inquired whether the Library's e-books were purchased/subscribed title-by-title or through aggregated collections/databases.</p> <p><u>Library's responses:</u></p> <p>Both approaches were adopted by the Library. Aggregated collections or databases were preferred as they were more cost-effective. But sometimes e-book publishers would only offer purchase/subscription on title-by-title basis. Similar to e-journal databases, the Library in general would select e-book packages most relevant for learning, teaching and research. For individual e-books, they were mainly recommended by academic staff, and most of the recommendations would be accepted by the Library. Academic staff were encouraged to make recommendations as many academic departments did not use up the library material fund assigned to them every year.</p>	
12	<p>A representative conveyed a comment from his fellow students that air quality on 4/F was not good, causing them discomfort. He asked whether an air purification system was in place, noting that the building may be old and questioning if additional equipment should be installed.</p> <p>He also expressed frustration that many books he needed were frequently checked out, with no clear indication of when they would be returned. The representative suggested implementing a waiting list system that would notify students immediately when a book became available, possibly allowing two or three students to queue for each title.</p>	

	<p><u>Library's responses:</u></p> <p>The Library would follow up air quality issues with EO for possible enhancements such as adjusting the fresh air intake and temperature.</p> <p>Regarding the "wait list", a similar function was in fact provided by the Library system under MyLibrary. Students and staff could recall and reserve a checked out item when they found it on iSearch. They would be able to see the item's due date and would receive an email notification once the item was returned and ready for pick up. If the waiting queue was long, they were advised to use HKALL service as an alternative.</p>	
13	<p>A representative reported two issues:</p> <ul style="list-style-type: none"> <li>the rest area on G/F was insufficient; and</li> <li>the subject coverage of Chinese databases (CNKI in particular) subscribed by the Library was too limited, impeding access to required research materials.</li> </ul> <p><u>Library's responses:</u></p> <p>Easy chairs and armchairs provided at The Lounge on G/F had already been doubled from 6 to 12. Further increase in easy chairs or armchairs on G/F was infeasible due to space limitation. The Library would consider setting up additional rest area in the new extension areas on 2/F.</p> <p>The Library would look into the availability of Chinese databases.  <u>Post-meeting note:</u> <i>The Library had already subscribed to all Social Sciences and Humanities Collections of CNKI.</i></p>	Collection Development Unit
14	<p>A representative commented that the setting up of additional Study Booths on 4/F caused inconvenience. He further requested clarifications on the Library's future space utilization, deployment, and planning strategies, given the continuous increase in student population.</p> <p><u>Library's responses:</u></p> <p>As mentioned at beginning of the meeting, setting up of new Study Booths on 4/F was in fact one of the action taken by the Library to cater for the growth in student number. Campus-wide, additional learning spaces would also be provided at the New Academic Building which would not be managed by the Library. The University had also received UGC funding to convert outdoor planters at the 2 conjunction areas between Library and academic blocks on 2/F into additional library spaces. 100 to 200 additional study places would be provided in the new extensions scheduled for opening in 2026/27.</p>	



15	<p>A representative suggested extending the loan period for USB charging cables and improving the maintenance of computer charging ports as they were always out of order.</p> <p><u>Library's responses:</u> The Library will consider extending the loan period for USB charging cables and would conduct more frequent checking of the charging ports. Library users might also contact library staff for immediate assistance when they encountered problems with the charging ports.</p>	System Services Section
16	<p>A representative raised two comments:</p> <ul style="list-style-type: none"> <li>• Webcams were not provided on desktop PCs in Library and therefore users could not record their online meetings or conduct teleconferences.</li> <li>• Whether the Library could set up a dedicated recording area.</li> </ul> <p><u>Library's responses:</u> Students could use the notebooks installed inside the Study Booths on 4/F for online meetings and personal video recording. Video recording could also be conducted in various Discussion Zones and Flexi Zone.</p> <p><i>Post-meeting note: The Library would set up a room suitable for video recording in the new extension on 2/F.</i></p>	
17	<p>Representatives suggested the Library to set up a central portal for collecting and sharing information on academic events, seminars, and workshops hosted by all departments and units on campus.</p> <p><u>Library's responses:</u> The Library had considered this suggestion and found it infeasible to implement. Without a strong university-level policy, it could not be guaranteed that all departments and units would submit the full information to Library. It was also not cost-effective for library staff to monitor and collect information on every event on campus. The proposed portal therefore could only partial and incomplete information to the university community which literally defeated its purpose.</p>	
18	<p>A representative opined that new students were commonly unfamiliar with the complexity of library systems and services such as journal subscriptions and room booking procedures, and hence requested the information be disseminated in an easily accessible format.</p> <p><u>Library's responses:</u> Detailed information and instructions for all essential library services and resources could easily be found on Library Website on webpages of the services or resources. Library Guides, Subject</p>	

	<p>Guides and Research Guides could also be found on the homepage of Library Website.</p> <p>In addition, the Library's Research and Learning Support Unit would be happy to organise tailor-made library workshops upon request by any groups with at least 5 library users.</p>	Research and Learning Support Unit
19	<p>A representative requested a 24-hour opening from G/F to other floors of the Library in view of the growth in student number as well students' needs for space particularly for online activities like Zoom classes.</p> <p><u>Library's responses:</u> Currently both G/F and LP/F already opened 24 hours a day. For Zoom classrooms which would not be conducted over midnight, students could use the Study Booths on 1/F and 4/F.</p> <p>The Library would assess the need for further extension of opening hours which would cause extra energy consumption on lighting and air-conditioning.</p>	
There being no other business, the meeting was adjourned at 4:40pm.		