THE ROLE OF ACADEMIC LIBRARIES IN TRANSITIONING TO DIGITAL CONTENT - THE CASE OF THE RMIT VIETNAM LIBRARY

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ABSTRACT

The 21st century requires educational institutions to equip learners with the skills needed for their work and life. These skills include the ability to navigate to quality and reliable resources in an increasingly digital world. With these aims in mind, a group of researchers started the Assessment and Teaching of 21st Century Skills (ATC21S), a collaborative international project sponsored by Cisco, Intel and Microsoft and led by the University of Melbourne, to build "the foundation for assessing and teaching 21st century skills to students worldwide" (ATC21S, 2009).

McFadden (2012) has predicted the near and long-term future of digital materials along with technologies. Print learning materials will still "dominate the market for the next 2-3 years with a growing use of digital resources in problem based learning." (McFadden, 2012, p. 96). Along with the prediction of the increment of digital resources, the tablet market is also forecasted to develop with vast memory, connectivity, and convenient applications for educational purposes. This can be seen in the recent development of digital resources and mobile. So what do educational institutions need to do to prepare for this rapidly emerging and ubiquitous trend?

This paper presents the best practice demonstrated by RMIT Vietnam Library in supporting the university to transform to digital content in learning and teaching. Collaboration among different units at RMIT University Vietnam has brought to both Academics and students a digitally enabled learning experience.