

WHAT PUBLIC HEALTH TEACHERS KNOW ABOUT THEIR LIBRARY SERVICES AND WHAT ARE THEIR NEEDS AND EXPECTATIONS TOWARDS A SCIENTIFIC LIBRARY

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THE GOAL OF THE STUDY

Are the library services adequately used by academic teachers and do they meet their needs and expectations?





CONTEXT

- **The study was conducted in 2004 among the teachers of the Institute of Public Health of Jagiellonian University (Krakow, Poland)**

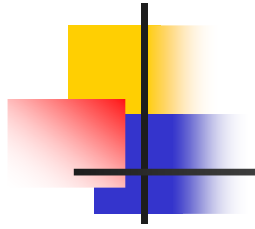
TWO BASIC LIBRARIES FOR THE TEACHERS OF THE IPH JU ARE :

The Library of the Institute of Public Health JU

- situated in the same building
- individual face to face training on demand

The Medical Library of JU

- situated 10 km from the Institute of Public Health
- on-line services
- group and individual face to face training on demand



PRESENT MEDICAL LIBRARY SERVICES AND ACCESS TO DATABASES



Medical Library

Collegium Medicum Jagiellonian University


[Jagiellonian University](#)
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On-line databases

MEDLINE **A**

The largest in the world bibliographic database of references to journal papers in the field of biomedical research. Database produced by the [National Library of Medicine](#) in United States.

The most important tool of medical scientific information. Accessible via three platforms:

- [MEDLINE-ProQuest](#)
- [MEDLINE-OVID](#)
- [MEDLINE-EIFL](#)
- [ProQuest Medical Library](#)

The versions differ in navigation systems, and number and the format of full-text journals.

EMBASE (Excerpta Medica Database) - OVID **A**

Bibliographic database in bio-medicine, with a particular emphasis on pharmacology, drug research and toxicology, published by [Elsevier Science BV](#) in Netherlands.

The Cochrane Library **A**

Database incorporates key resources in the field of evidence based practice, developed by [The Cochrane Collaboration](#) (UK).

Science Citation Index **A**

Interdisciplinary bibliographic database produced by the [Institute for Scientific Information ISI](#) (Philadelphia, USA).

Chemical Abstracts **A**

Database is an equivalent of the printed version of Chemical Abstracts, one of the most important sources of research information in the field of chemistry and related sciences.

Polish Medical Bibliography to 1990 r. from 1991 r. **A**

Database registering publications published in Polish journals in the field of medicine and related sciences, collected by [Główniej Biblioteki Lekarskiej](#) in Warsaw.

Publications of the Collegium Medicum research staff

Searchable database of bibliographic references to all Collegium Medicum academic and research staff publications, as well as theses and dissertations, going back to the 1998. Database is produced by the Medical Library, and is a continuation of the printed bibliography: "Annales Collegii Medici Universitatis Jagiellonicae Cracoviensis". On basis of this database bibliometric analyses are being done.

Important

Access

According to the licence agreement most of the databases are accessed only from CM UJ computer network. These databases are marked with **A**

Links

[Medline](#) can be accessed without authorization.

OPI


Information Processing Centre (OPI) in Warsaw provides access to Polish research databases, among others: Polish Research Directory: Scientists and Researchers; Scientific Institutions.

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e-Journals



E-LOKALIZATOR

E-lokalizator facilitates access to electronic journals in the field of medicine and related sciences (titles are chosen from the collections offered by various consortia)

Consortia

- [EBSCO Online](#)
- [EIFL Direct](#)
- [Kluwer Journals \(title list\)](#)
- [OVID Biomedical Collections](#)
- [ProQuest Medical Library](#)
- [Science Direct](#)
- [Springer-Link](#)

Printed journals

- [Czasopisma zagraniczne 1996 - 2002](#)
- [Czasopisma polskie 1997-2002](#)

[Linki](#)

Ważne informacje

Access

According to the licence agreement electronic journals are accessed only from CM UJ computer network.

Links

Bezpłatny dostęp do czasopism elektronicznych.

SwetsWise

Swets Blackwell provides test-access to its service SwetsWise Online Content.



STUDY DESIGN

- **The study was carried out in three phases:**
 - 1) developing the questionnaire necessary to identify the needs and preferences of public health teachers with respect to their students' information competencies.
 - 2) investigation into existing library services.
 - 3) confrontation of the needs, use and expectations of the teachers with the present library services, to identify possible gaps and mismatches.





STUDY QUESTIONS

- **Are academic teachers really interested in enhancing information skills of their students?**
- **Are they aware what library services are available for their students and for themselves?**
- **Do they know what they may expect from information specialists/librarians when it comes to preparing the students to studying?**



METHOD

The study used qualitative methods (semi-structured interviews and analysis of library services)

The semi – structured interviews were conducted with academic staff of the IPH JU

- Recording
- Transcription
- Analysis of the content of the data to categorize the recurrent or common 'Themes'

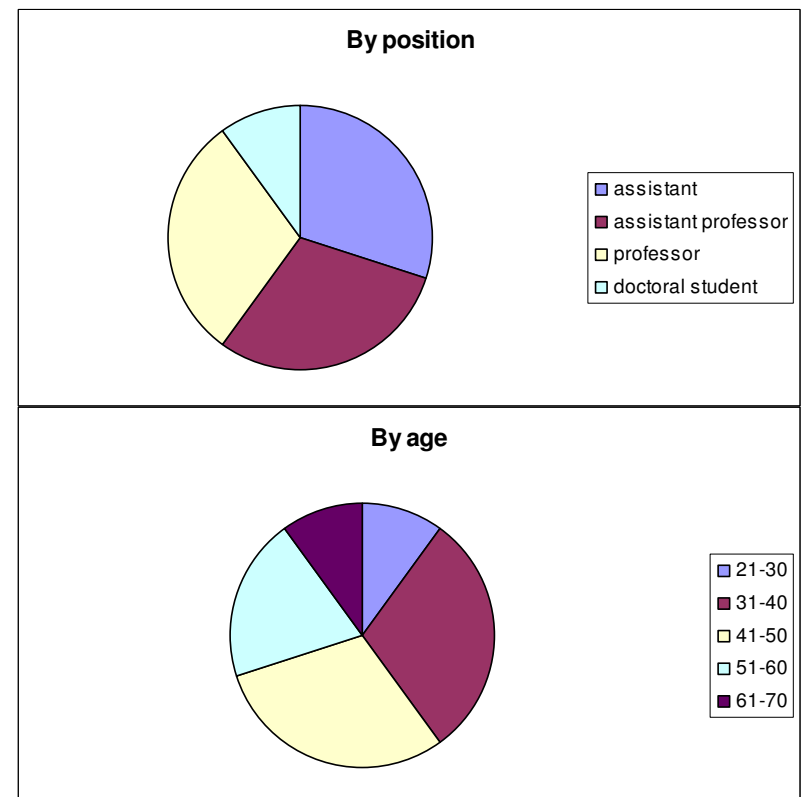
Analysis of library services according to pre-determined criteria:

- access
- existent services
- information and training for users

Sample characteristic

Purposeful convenient sampling of academic staff at the IPH JU (Patton, 1990)

- By position:
30% assistant, 30% assistant professor, 30% professor, 10% doctoral student
- By age:
30% 31-40, 30% 41-50, 20% 51-60, 10% 61-70, 10% 21-30





RESULTS

- The academic teachers mostly understand the concept and application of information services and information competences to their teaching ,

but

- They are not fully aware of existing library services
- Most of them do not know what kind of support they can expect from library services and library staff
- There are gaps between teachers requirements/expectations and present library services and information competences training
- There is no communication between library staff and academic staff in regard to adjusting services or including information competences training into curricula in the process of subject teaching

result 1

The academic teachers mostly understand the concept and application of information competencies to their teaching



- All academic teachers use the activating methods of teaching and in that context they expect that it would be great if students were equipped with information competences at the beginning of the studies (the first year or at latest the first semester of the second year of studies)
- The majority of the teachers believe that they are not the ones to teach information competences and do not want these skills to be taught in the framework of their subject teaching

result 2

Top five information competences mostly valued by academic staff in students:

(competences according to ACRL standard)

- 1) **Ability to read text with understanding**
- 2) **Ability to assess the credibility of information**
- 3) **Ability to search for publications and other information on task related topic**
- 4) **Ability to write assignments on task related topic in determined form**
- 5) **Ability to synthesis the information from different sources**

result 3

Academic teachers at IPH are not fully aware of existing library services

Most of academic teachers at IPH:

- **do not use (in person) the Medical Library JU services because of the distance**
- **do not know that the major databases are accessible on-line from Medical Library site**
- **use (in person) various other libraries specific for their subject (using reading rooms)**

result 4

Academic teachers' at IPH expectations towards library services

They are generally satisfied with the on site Institute's Library services, but mainly they expect traditional services like:

- Lending resources
- Help in searching
- Subscribing to journals
- Access to printed journals
- Computerized ordering

Many of them can not precise their expectations

Asked about their opinion about main Medical Library services and do not know what to expect from them, just because most of them do not use these services.



CONCLUSIONS

At present the library computerized services are not sufficiently used by academic teachers of IPH:

- Development of marketing and educational activities seem not to be parallel with the development of computerized library services
- There is a need to rise awareness of academic teachers in regard to available library services

Academic teachers do not want to teach information competences, therefore:

- Librarians should undertake this task
- There is a need for better communication between librarians and academic teachers
- There is a need for medical schools' librarians to become more active in academic discussion concerning educational programs and to take part in the educational process