

Follow the changes and meet the expectations

Up-to date library information education at Semmelweis University in Hungary

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The information media of medical science have been undergoing a transformation. Internet has become the source of substance and the access of information. So its strong point is the quantity of information. However, it also means a disadvantage when searching relevant information we try to look over the jumble of data. This change has brought about a claim in the education to impart that knowledge which will lead the users to work efficiently using the different information sources.

The aim of this study to find the possible most objective answer for that question whether this change is reflected in the library information education and the education is equal to expectations.

We studied the statistics¹ of the library information education at Semmelweis University Central Library from 1999 till 2006. The objects in our study were the numbers of the participants, their tendency, what types of training were during this eight years and the change of content based on the invited 30 hour and 45 hour courses. The contents of these courses were ranked among four groups: technical content: basic information technology, the general technological usage of databases; general content: performing of ejournals, ebooks, catalogues, databases, websites and general search engines; scientometrics content: impact factor, h-index, citations; special content: open access, deep web, specialized search engines, searching strategy.

Observing the structure of the education we can see that the education was implemented on the broadest spectrum. This condition provided that the high-level literature searching education covers all area of the university. With the aim of the high level education and the participant's understanding the possibilities of the available literature searching from more aspects besides the colleagues of the central library there were guest trainers and presenters from the different providers.

The lectures and the trainings were held in different forms. There were methodical trainings and special presentations. The training for university students was a 30 hour course and the first one was in 1999. Since 2004 we've been keeping it organized. The numbers of students increased fourfold during these years. From 2005 we've announced this course in English too. The participants got 2 credit points.

The training for PhD students was a 45 hour course and they got 3 credit points. From 2000 we've given lectures continuously. The initial participant's number was 40 and for 2006 this number has changed for 90. However, in 2002 and 2003 there was a little regression.

In both cases the criteria of getting credits were successful tests, homework followed each module and the successful final exam, which was a presentation where the participant could present the mastered methods in their own searching topic.

These two groups (university students and PhD students) represented the biggest part of the participants. The feature of these courses was the continuous over application. In order to avoid that students couldn't register for these course in semester planned by them we increased the number of the groups. So the most part of the trainings were transferred from the Information Centre of Central Library where could hold 16 people to the Information Laboratory in Nagyvárád Square Theoretically Block where could hold 30 people.

In 2002, 2003 and 2005 we took part in the education system of cultural expert based on The National Cultural Inheritance Ministry² (Nemzeti Kulturális Örökség Minisztériuma -

NKÖM). It was an accredited 30 hour courses for librarians (from Central Library, departments' libraries and other institutes' library).

We organized trainings for Emeritus professors twice in 2005 and 2006. They were 30 hour trainings.

The other group of library information education was the occasional presentations. These presentations had two types: one was to introduce new databases, services and the other one was to present the newest information from the literature research.

The participants were doctors, residents, nurses and librarians. Most of them were from the Semmelweis University, but we organized presentations for doctors, librarian from other institute and hospital through a consortium. The number of participants was very significant. Seeing the graphic we can notice that there was a major change in 2005 there as we planned a presentation tour in the literature research theme. In 30 departments of our university, where nearly 1500 doctors, residents and librarians took part in it.

The 30 and 45 hour courses proved to be right to analyze the content of courses³. At the beginning the aim was to present the ejournals, ebooks, databases which are available via the Central Library's website and their usage after acquiring the knowledge of basic information technology. The participants mastered the areas of Scientometrics, in which they were involved, such as IF and citations. The experience proved that it was not enough when we taught only the simple usage of different databases, but we had to built up a new searching strategy which got embedded into their way of thinking and of course we had to guide the participates to more special and deep fields of Internet. In the first step we completed the curriculum of courses with methods which helped the efficient searches in known databases. In the second step we showed new fields, possibilities on Internet - open access, deep web – where they could find more relevant and special information. This area developed spectacularly in 2002 it was 1% of the whole course but in 2006 it was 20%!

We can say that the library information education at Semmelweis University meets the expectations. This can be measured that the number of the participants is increasing year by year and based on their feedback they can turn the mastered knowledge with big usefulness into practice.

Reference

¹ Annual Report 1999 - 2006. Semmelweis University Central Library, Budapest, 2000-2007.

² Regulation of cultural professional's organized education system: 1/2000. (I.14.) NKÖM regulation

³ Semmelweis University Central Library; [updated 2007 May 25; cited 2007.07.24.] Available from: www.lib.sote.hu