Knowledge, Research, Innovation... eHealth!

Teaching & Learning activities among the BiblioSan libraries: the result of a survey

Ivana Truccolo

Scientific & Patients Library

IRCCS CRO Aviano (PN), Italy

Seville, Eahil 2016

BiblioSan

Le Biblioteche in rete degli Enti di Ricerca Biomedici Italiani

CRO AVIANO

Agenda

- Background
- The working group
- The survey
- Some results
- Brief discussion
- Conclusions

The BiblioSan Working Group "Education in the BiblioSan libraries"

- **Ivana Truccolo,** Scientific & Patients Library IRCCS CRO Aviano, BiblioSan member
- **Silvia Molinari,** Multimedia Library, Istituto Neurologico C. Mondino, Pavia, member of the BiblioSan Board
- **Alessandra Loreti,** Medical Library, Bambino Gesù Children's Hospital, Rome, member of the BiblioSan Board
- **Moreno Curti,** Scientific Directorate, Policlinico San Matteo, Pavia, BiblioSan Coordinator

What is behind a teaching library

- Vast literature and extensive discussion about the activity of teaching and training by libraries and **health librarians as teachers/trainers**

- But the **endeavours** behind the organization of the teaching activity are usually not analysed

- What is **behind** this activity is important because of its **impact** on it...

What is behind a teaching library/librarian

In this paper, we will present the results of an Italian survey among the BiblioSan libraries about "what is behind a teaching library" …

Teaching is an important activity of a biomedical library

Our assumption is that teaching and training users about biomedical research & health information issues, is a crucial activity for a BioblioSan libray

The BiblioSan Network

BiblioSan is a 12-year old network of **60 biomedical non academic libraries** affiliated to **66** healthcare and research **institutions**, both private and public, in Italy

Moreno Curti, MD Librarian, is the Coordinator

The BiblioSan Network

This network is actually a reality in the outline of the national libraries consortia

- It receives regular funding from the Ministry of Health (about 2 million Euros yearly)

- It is a common catalogue, an efficient document delivery system and, above all, a coordinate structure for the acquisition of shared electronic resources
(i.e. journals and data bases).
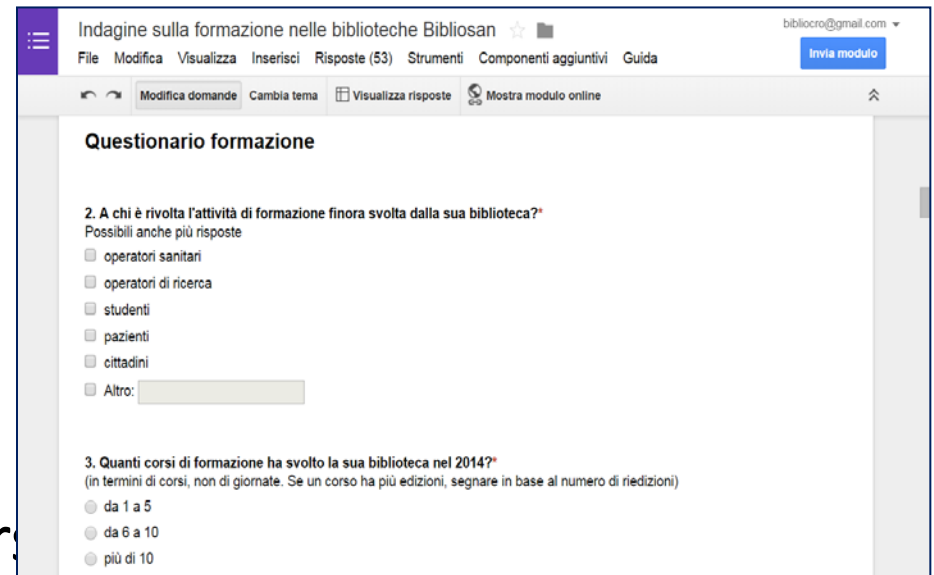
The aims of the survey

AIMS:

- **to draw a picture** of the different steps of the teaching activities put in place by these libraries

- to find whether is an association between the educational activities and some structural variables such as: budget library, staff, years of experience of the librarian, etc

- to make librarians aware of the importance of this topic...

An online anonymous questionnaire

- **60** BiblioSan referents were invited, through theBiblioSan list, to fulfill an **online anonymous questionnaire** about Education in their libraries

- GDrive tool

- Time: 16-25 November 2015

- 1 remind was sent

- **Not all BiblioSan referents are librarians**

An online anonymous questionnaire

- The quest was composed by **20 questions** related to the:
- n° of courses put in place in the 2014
- topics
- educational methods
- methods of planning
- criteria of choice of the different topics
- co-organisation
- use of suggestions by users
- impact evaluation
- teachers competence etc…

Data analysis and reporting

- Gdrive summary of responses (frequency)

- Some basic MicroSoft Excel algorithms were used to deep into some associations among variables.

- A draft presentation of the first results was made to the Bibliosan workshop, held in Rome on December 2, 2015.

The Libraries of the BiblioSan Network

BiblioSan Institutions with Libraries	*60*	**90,9%**
BiblioSan Institutions **without** Lib	6	9,1%
Total BiblioSan Institutions	*66*	100%

47 respondents out of 60

Tab 1. Respondents vs Non-respondents		
	N	**%**
Respondents	47*	78.3%
Non-respondents	13	21.7%
Total libraries	60	100%

Some results

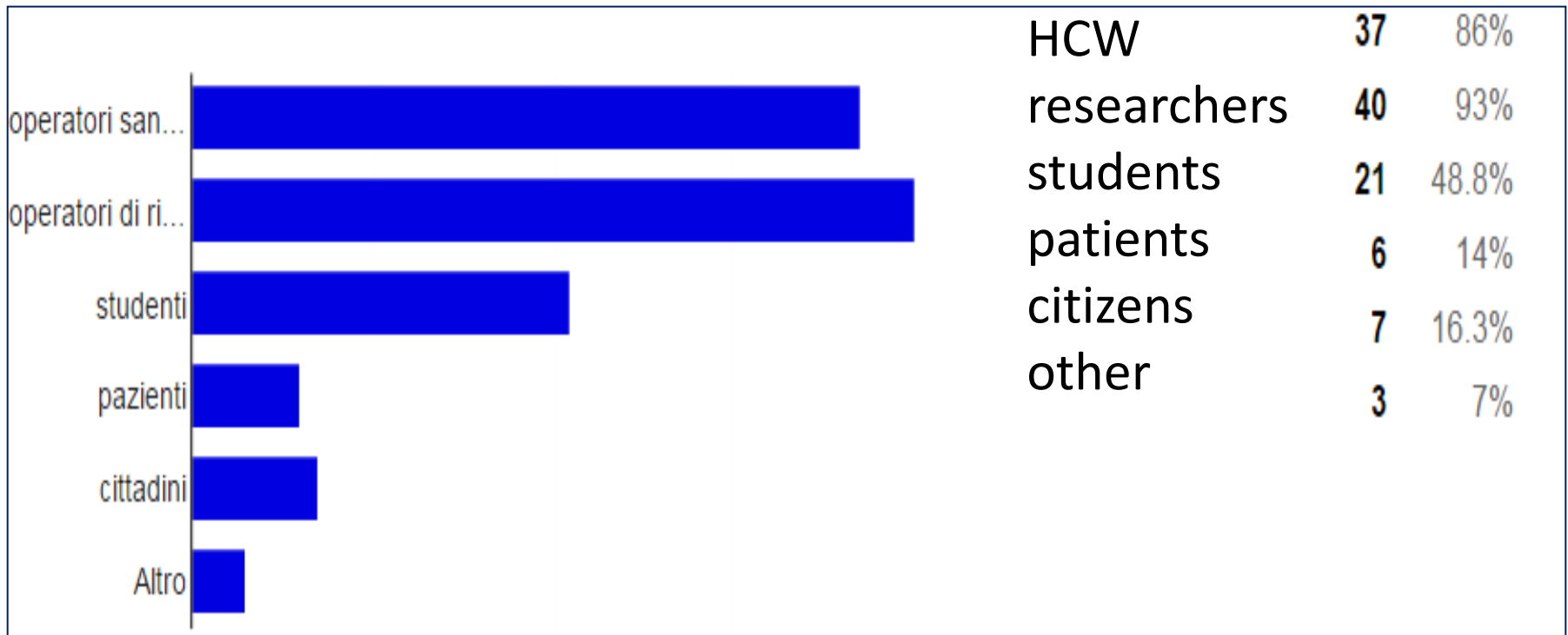# 37 out of the 47 respondents state that teaching and education is one of the activity of their library

Tab 2)	Teaching activity in the BiblioSan libraries (based on the 47 respondents)	
Yes	37	78.7%
No	10	21.3%
	47	100%

But, If we hypothesize that the NR mean No teaching activity, the % of active teachers could be 61.6%. Of course, this hypothesis could be unfunded but…

Who is the target audience of the teaching activity?

(multiple choice answers, the total is not 100%)

HCW	**37**	86%
researchers	**40**	93%
students	**21**	48.8%
patients	**6**	14%
citizens	**7**	16.3%
other	**3**	7%

"different types of audience" chosen by 45 answers

How many courses in 2014?
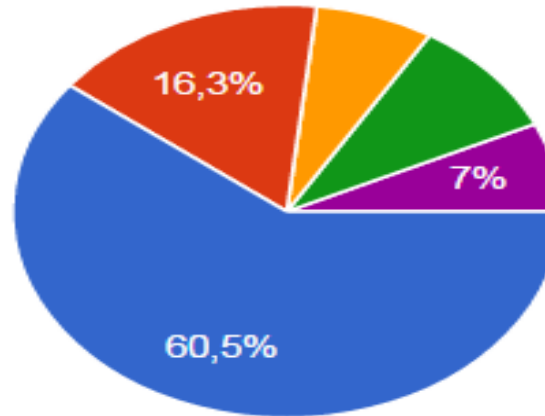
da 1 a 5	**26**	60.5%
da 6 a 10	**7**	16.3%
piu di 10	**3**	7%
nessun corso nel 2014 ma negli anni precedenti	**4**	9.3%
Altro	**3**	7%

60.5 % of the answers chose 1-5 courses in a year
23.3% declared an elevated activity: 6 -10 and morein a year

ECM or NOT ECM accredited courses?

37,2%
NON ECM

20,9%

ECM

41,9%
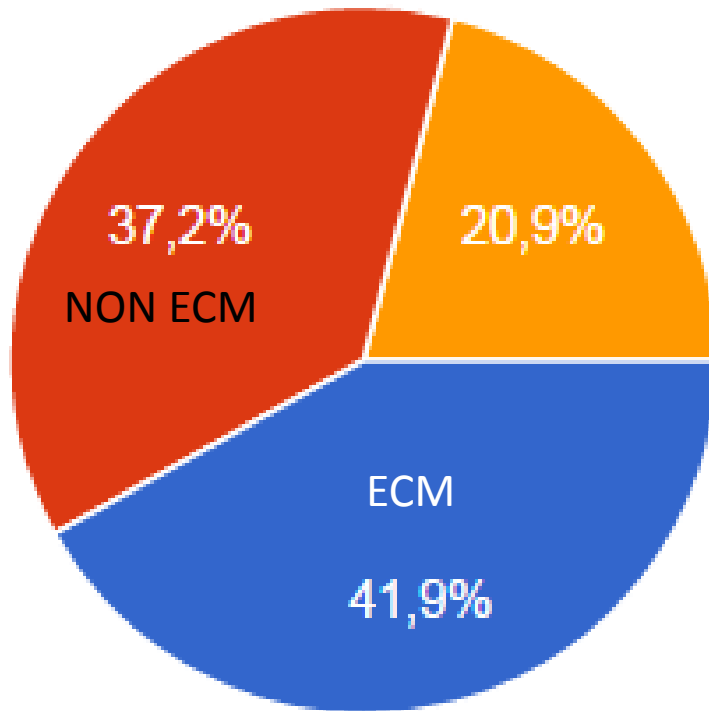
✓There is a slight majority of the accredited courses, ie 41.9% ECM CONTINUING MEDICAL EDUCATION

vs 37.2% non-ECM, a 20.9 % mixt

What types of courses? workshop + on the job (multiple choice answers)

- Seminars-workshop
- On the job training
- Focus group
- E-learning
- Discussion

27	64.3%
29	69%
2	4.8%
3	7.1%
1	2.4%
5	11.9%

Preferred teaching methods

(multiple choice question)

Method	Count
Frontal instruction	
Brain storming	2
Interactive lessons	
Interactive courses	2
Working group	8
Individual work	4
Help desk only	2
Other	

lezione frontale
Count: **31**

25

Summing up different methods, the interactivity is relevant
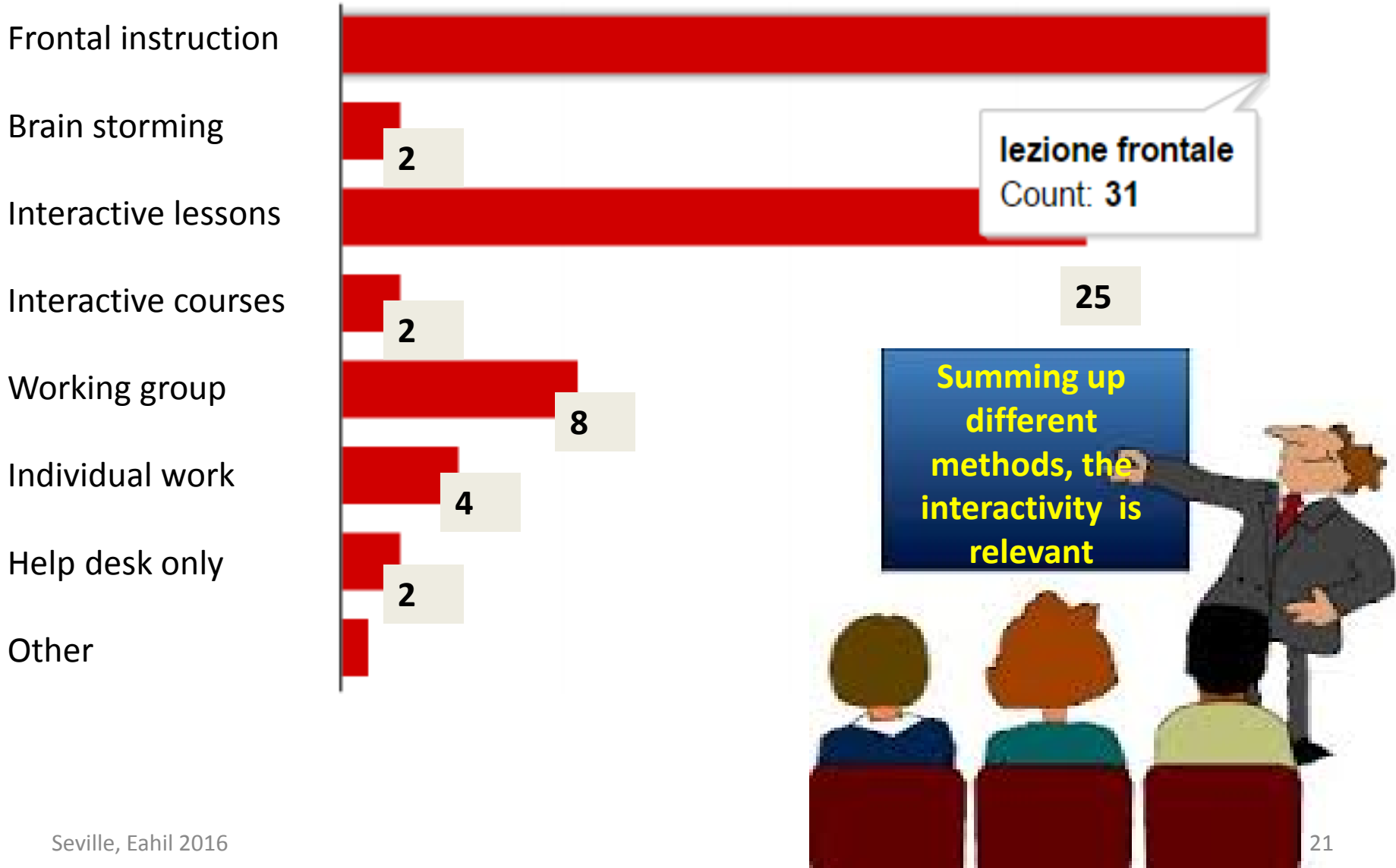
The teaching support: slides and…
(multiple choice question)

Slides	34	85%
Teaching material	11	27.5%
Articles	4	10%
Video/tutorials	7	17.5%
Other	7	17.5%

Topics (multiple choice)

Database searching methodology	**38**	88.4%
The whole scientific research path	**11**	25.6%
EBM	**9**	20.9%
Bibliographic softwares	**28**	65.1%
Informatics	**7**	16.3%
Patient information & education	**7**	16.3%
Oral communications and posters preparation	**4**	9.3%
Bibliometrics & Altmetrics	**28**	65.1%
Quality information evaluation	**15**	34.9%
Scientific output assessment	**17**	39.5%
Health Technology Assessment	**5**	11.6%
Critical Appraisal	**10**	23.3%
Other	**3**	7%

Good internal and external partnership

NO collaboration with internal facilities of the organization(10)

23,3%

74,4%

Collaboration with internal facilities of the organization(32)

Non co-organizatio(14)

33,3%

16,7%

47,6%

Co-organization with external(20)
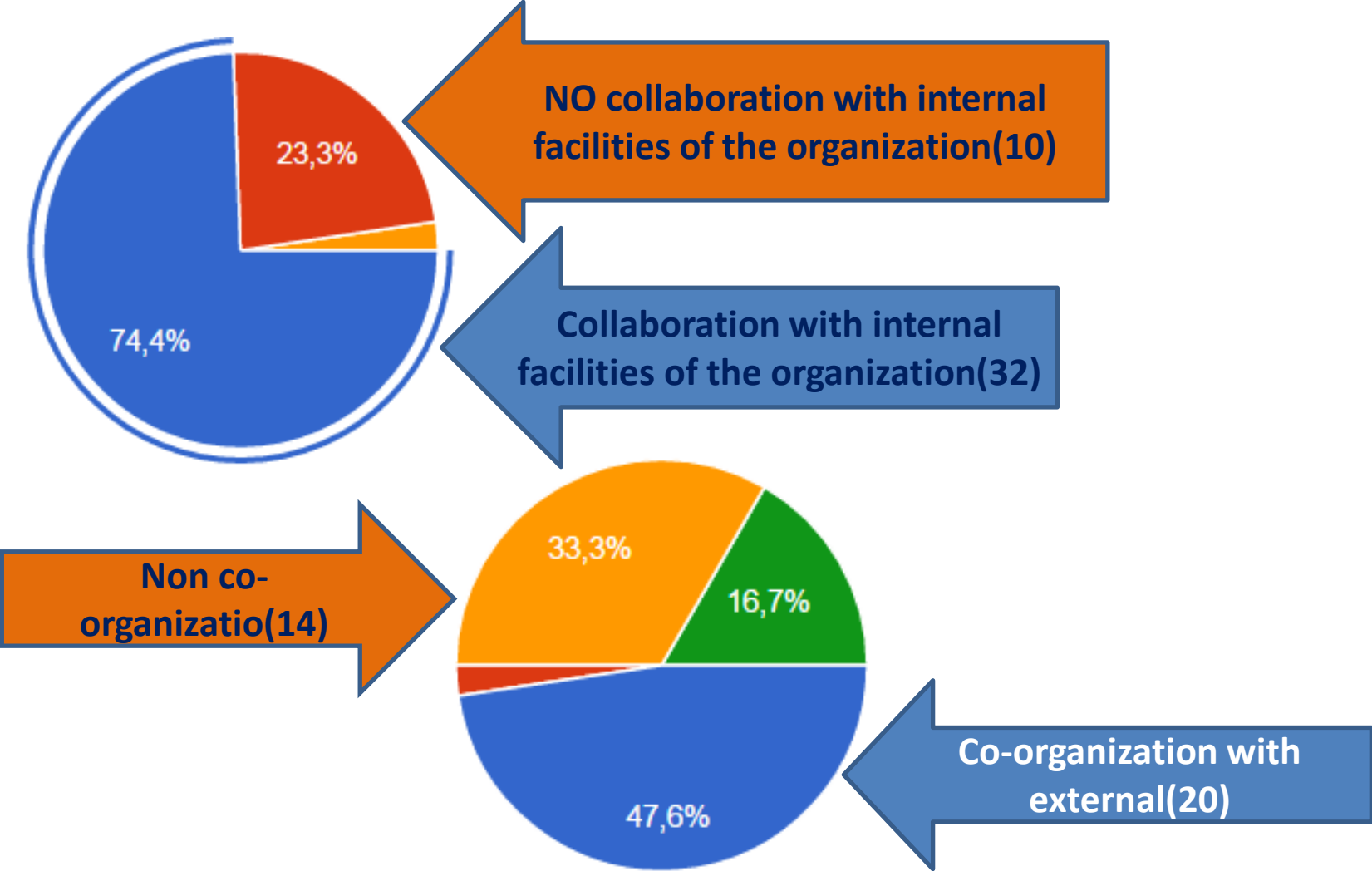
Diffusion
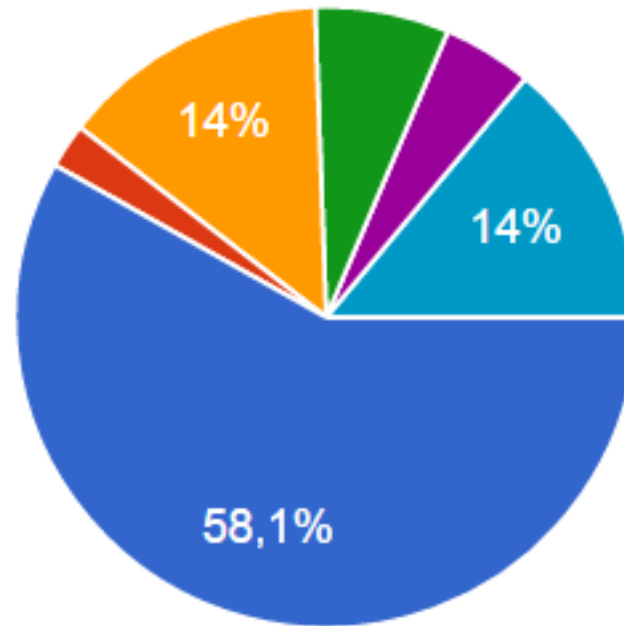
Through the institutional channels of the org	**25**	58.1%
Through the institutional channels + social	**1**	2.3%
Both the previous ones + the mouth of word	**6**	14%
Both the previous ones + the librarians lists	**3**	7%
Both the previous ones + the press communication	**2**	4.7%
Other	**6**	14%

Teaching/training is an important acitivity of your library?

Not very important (11) → 25,6%

Other(17) → 30,2%

Very important (19) → 44,2%
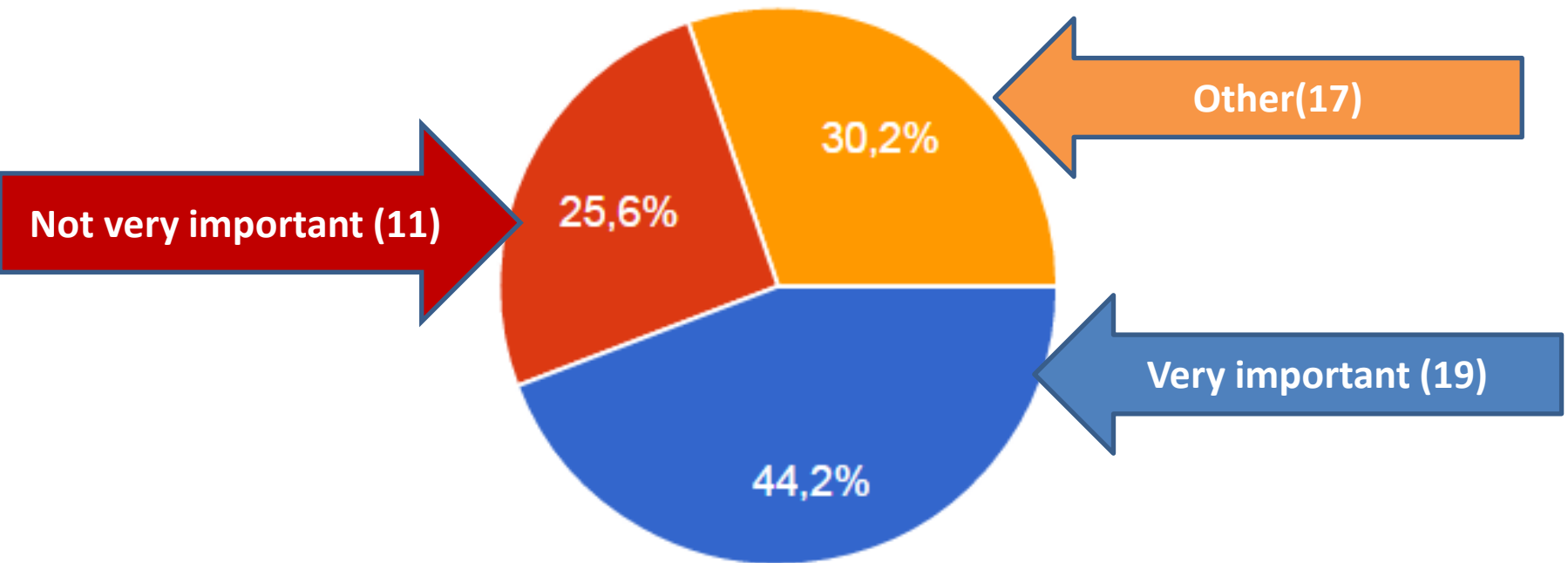
Impact evaluation (multiple choice)
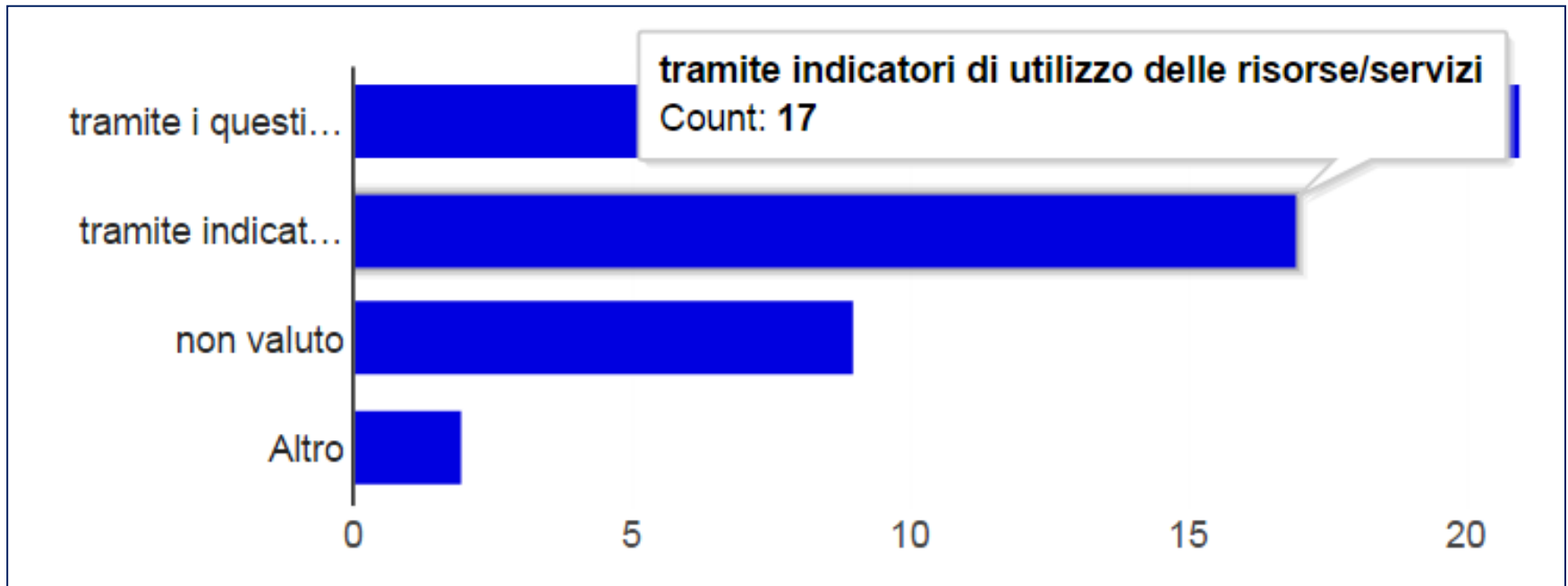
Customer satisfaction questionnaire	**21**	53.8%
Resources use's indicators	**17**	43.6%
I don't evaluate	**9**	23.1%
Other	**2**	5.1%

What kind of competence do you use for teaching?

Only internal competences of the librarians	10	23.3%
Only external competences (publishers, profit org, other experts)	0	0%
Both the previous ones (but not for profit)	10	23.3%
All the available competences	23	53.5%
	0	0%

Involvement of not stable library staff in the teaching activity

yes   19   44.2%

No   6   14%

Lack of a non-permanent staff   13   30.2%

5   11.6%

Why your library doesn't make any teaching activity? (multiple choice)

Lack of personnel	**6**	50%
Afraid not to be up to...	**0**	0%
scientific directorate doesn't allow	**0**	0%
Users don't attend	**1**	8.3%
I am not motivated to...	**0**	0%
No local for teaching activity	**0**	0%
Unproper IT tools	**0**	0%
Lack of grants	**1**	8.3%
Other	**4**	33.3%

The teaching activity doesn't relate with the budget

N of libraries	budget (until)	N of 2014 courses
7	400.000	5
4	300.000	5-10>
5	200.000	5-10>
7	100.000	5-10>
4	50.000	5
2	400.000>	5-10
5	0 (only bibliosan resources)	5-10
2	0 (only bibliosan resources)	0
36		

NR= 11   Tot=47

Profile of the BiblioSan librarians
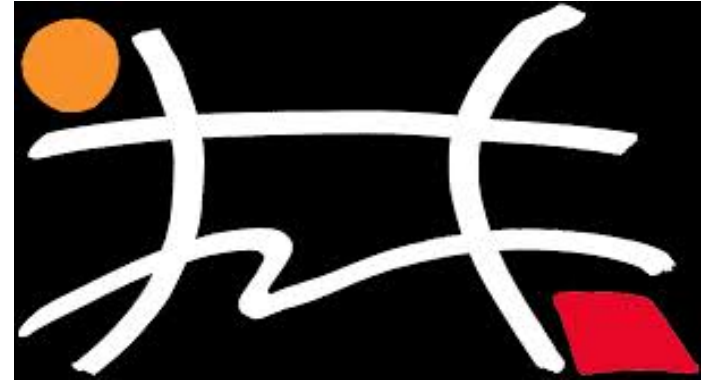
>5	7
6-10	4
11-20	10
21-30	18
<30	8

59.6%, ie 28 out of 47 respondents, have been working in this field from 11 to 30 years.

Both youg and old librarians do teaching activities

Only 17,2% (8) out of the 47 BiblioSan lib respondents are younger than 40 yrs old
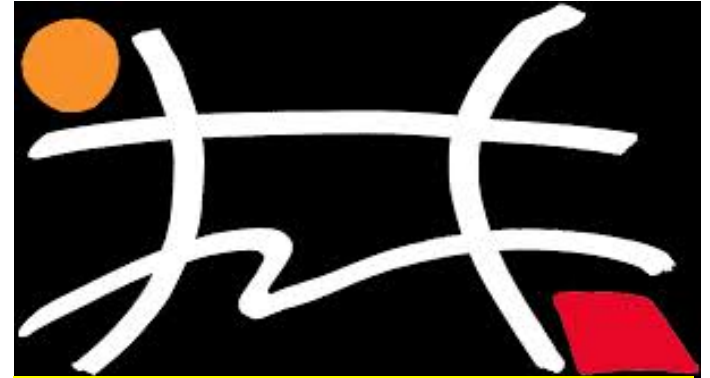
A "black and white picture"

- 13 out of 47 (**13,5%**) respondents **didn't attend any educational course during the last year**

A "black and white picture"

Summing up the non-respondents and the negative answers, **about 48% of the BiblioSan libraries seem to be non-teaching libraries.**

www.maigretemagritte.org

Some intermediate considerations

Given this picture, a deeper analysis of some data was necessary to better understand the reasons of a relative low diffusion of education activities among BiblioSan libraries.

But, **because of the anonymity** of the online questionnaire, no associations with other structural variables of the libraries were possible.


ANONYMOUS

Further data

So, we considered some other data by Institute, gathered every year for the BiblioSan Annual Report, such as:

- N of downloads per Institute

 - N. of reported courses

 - N. of DD

- …

Budget and educational activity

But, also these traditional indicators show that, in almost cases, there is no relationship between the budget/staff of a library and its educational activity…
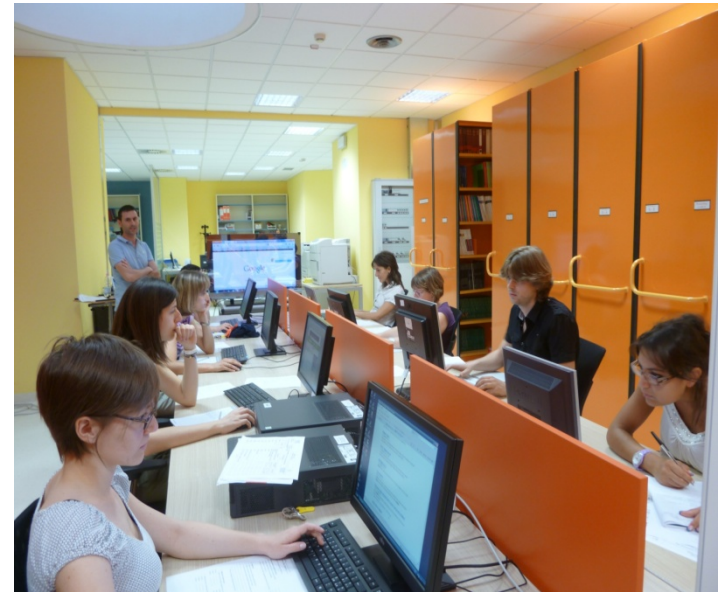
educational activity and download

... there is some weak relationship between educational activities and downloaded papers...

Conclusions

Maybe the competence, ie #**knowledge/skills/motivation/attitude/passion** … of librarians and a **"certain idea" of library/librarian** is behind the engagement vs non-engagement of the library in this activity.

Health sciences libraries and librarians have an increasingly important role…

"**The Evolving Role and Value of Libraries and Librarians in Health Care Changes in medical information and technology are revolutionizing health care.** As clinicians try to incorporate research into practice through comparative effectiveness research and decision support, they increasingly depend on technology to bring evidence to the bedside to improve quality and patient outcomes. Integrating current information into the processes of shared decision making and continuous learning supports the application of evidence in clinical decision making. **Health sciences libraries and librarians have an increasingly important role in providing that information to clinicians as well as to patients and their families.**

Health sciences libraries and librarians, like all participants in the health and health education system, must do more with less…"

The importance of a transparent Code of Ethics…

Health sciences librarians' awareness and assessment of the Medical Library Association *Code of Ethics for Health Sciences Librarianship*: the results of a membership survey

Gary D. Byrd, MALS, PhD, AHIP, FMLA; Patricia J. Devine, MLS; Kate E. Corcoran

See end of article for authors' affiliations.

Objective: The Medical Library Association (MLA) Board of Directors and president charged an Ethical Awareness Task Force and recommended a survey to determine MLA members' awareness of and opinions about the current Code of Ethics for Health Sciences Librarianship.

Methods: The task force and MLA staff crafted a survey to determine: (1) awareness of the MLA code and its provisions, (2) use of the MLA code to resolve professional ethical issues, (3) consultation of other ethical codes or guides, (4) views regarding the relative importance of the eleven MLA code statements, (5) challenges experienced in following any MLA code provisions, and (6) ethical problems not clearly addressed by the code.

Results: Over 500 members responded (similar to previous MLA surveys), and while most were aware of the code, over 30% could not remember when they had last read or thought about it, and nearly half had also referred to other codes or guidelines. The large majority thought that: (1) all code statements were equally important, (2) none were particularly difficult or challenging to follow, and (3) the code covered every ethical challenge encountered in their professional work.

Implications: Comments provided by respondents who disagreed with the majority views suggest that the MLA code could usefully include a supplementary guide with practical advice on how to reason through a number of ethically challenging situations that are typically encountered by health sciences librarians.

…to be an Inside Out Library

Dempsey L. "The Inside Out Library: Scale, Learning, Engagement"
Slides Explain How Today's Libraries Can More Effectively Respond to Change.
2013

http://www.openstarts.units.it/dspace/bitstream/10077/10912/1/truccolo.pdf

Libraries as social spaces

*...*The digital culture has modified the function of libraries. The need to reconfigure them to accommodate new technologies creates an opportunity to improve **library aesthetics** and **create socially inviting spaces**. Libraries and reading rooms have an important cultural and academic function...”

Dominiczack,MH. Clinical Chemistry 60(8):1134 (2014)

If they don't know what you are doing, then tell them…

If they don't know what you're doing, then tell them!
A primer on how to start marketing

By Zuzana Helinsky, Library Consultant,
zh Consulting, Lund, Sweden

"They don't know what we are doing!" I hear this all over the world in different languages. If it sounds familiar, you need to consider or reconsider the vital task of internal marketing — that is, marketing to university or institutional leaders.

Of course we need to coordinate our communication and involve our colleagues in actively contributing to internal marketing. To get started, we can use some standard tools. I have tried them in my courses, and they work for many libraries. The most important thing is to go through all four stages in establishing marketing routines for the whole library and its staff: analysis, strategy, realization and feedback.

Analysis

Audit the organization and its environment before starting the marketing process. One of the most well-known analyses in the library world is called SWOT, because it looks at strengths, weaknesses, opportunities and threats.

Strategy

To choose the right strategy, a matrix helps to study how a market looks now and in the future. Personally, I prefer the Boston Matrix because it includes the much-needed task of finding "dogs," or routines to eliminate (see sidebar on page 2). We suffer from keeping up all the old routines, products and services as we introduce new

Zuzana Helinsky

ones. Eliminate some, and make your colleagues do so, to help find more time for marketing and for new concepts.

Realization

We must do the legwork. Nobody else will do it for us. We cannot stop after the analysis, state that we have no time, and use that as a reason to not do anything. Sometimes our activities will fail, but we will learn from these failures. The solution is: *Just do it!*

Feedback

We must listen to our internal customers' needs and wishes and continually check that we are on the right road. It is too easy to assume what they want, especially if it suits us. Keep an eye on less satisfied clients or users. We can learn more from them than from friends who are satisfied with our offerings.

>> page

Libraries as dynamic centers for learning…

"Libraries Transform has officially launched! This new ALA national public awareness campaign highlights the transformative nature of libraries and the critical role they play in the digital age. The focus is on what libraries do for and with people rather than what they have for people. The campaign covers all kinds of libraries - public, school, academic, and special - and their role in the various communities they serve and are part of.

The goal of the Libraries Transform campaign **is to change the perception that 'libraries are just quiet places to do research, find a book, and read' to a shared understanding of libraries as dynamic centers for learning in the digital age. Libraries of all kinds foster individual opportunity that ultimately drives the success of our communities and our nation**." said ALA President Sari Feldman.

"This is an exciting time for libraries…"

http://www.librariestransform.org. da Linkedin

THANK YOU ☺!

itruccolo@cro.it

How to use these slides

The information contained in these slides are part of a "work in progress" within the te BiblioSan network.

There are no conflict of interests

These slides are licensed under the Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

To view a copy of this license, visit http://creativecommons.org/licenses/by-nc-sa/3.0/ or send a letter to Creative Commons, 444 Castro Street, Suite 900, Mountain View, California, 94041, USA.