

Knowing the digital reading-writing habits of the Resident Medical Interns and Nursing Interns (RMI-RNI) in postgraduate training in the Health Area East of Málaga–Axarquía (Málaga).

Antonia María Fernández-Luque^{1,2}, Víctor García-Navas²

¹*Biblioteca Virtual del Sistema Sanitario Público de Andalucía.*

²*Área de Gestión Sanitaria Este de Málaga-Axarquía, Avda del Sol, nº 43. 29740 Torre del Mar. Málaga. Spain.*

Corresponding author: Antonia María Fernández Luque antoniama.fernandez.sspa@juntadeandalucia.es

Abstract

The twenty-first century has brought about deep changes in the ways to communicate (1). The amount of information generated and spread through the Internet, the different ways to access, disseminate and make it known are in the origin of the new relationships between authors, editors, readers and information administrators (2). These changes have affected people both in their individual relationships and in the roles played by them (3, 4). The Virtual Library of the Andalusian Public Health Service was created in 2006 and, since then, the resources and services are accessible from any Internet-connected device.

To know the competence of the RMI in the use of the digital information. A descriptive research was implemented through the use of a questionnaire provided to the RMI belonging to the specialty of Family and Community Medicine, Internal Medicine, Traumatology and Orthopedics.

Some of the items included in the questionnaire: the type of publications consulted, the reading frequency, reading on the web, the types of informative sources, the personal bibliography management, the reading devices used, frequency of books purchase, type of virtual area to purchase e-books, frequency of critical reading programmed from the teaching unit, presence in social networks, types of profile in the social networks and dissemination of the contents on the web 2.0.

The results show the digital reading habits in this group of professionals, who were born in the 80s and 90s (twentieth century). The RMI use the mobile technology to access the information but they don't know, to a large extent, the scientific reading and writing utilities and specific tools in the field of medicine and health sciences.

Some skilled users, like the RMI, need a specific training which enables them to manage competently the information and the group of technologies and mediation procedures used in the process of research, management, operation, generation, editing, distribution and dissemination of information.

Key words: Learning; Reading; Education, Continuing; Educational Measurement; Writing; Medical Writing.

Introduction

This work explores the attitudes, skills and habits in the use and consume of Information and Communication Technologies (ICT) in the promotion of Resident Medical and Nursing Interns (RMI, RNI) in the training period 2015-2016 in the Eastern Health Management Area in Málaga-Axarquía (Málaga). It intends to support the hypothesis of the direct effects of the cultural change produced in the access, dissemination, production of information and knowledge generation on the training received by the Health Service professionals.

It describes the situation and intends to contribute some ideas to include ICT and/or new forms of literacy, digital reading and writing in the curricular design where librarians should be included as experts in information literacy. To be literately competent means to know when and why information is needed, where to find it, how to assess, use and communicate it in an ethical way. To possess digital reading-writing skills and abilities are vertebral aspects, which will make possible the full participation in the knowledge society.

Aims

To know the digital reading-writing habits of the Resident Medical and Nursing Interns (RMI/RNI) of the Eastern Health Area in Málaga-Axarquía (Málaga)

To detect the competence of the RMI/RNI in the use of the digital information.

To know the degree of digital reading-writing competence of the health professionals in their training period in the Eastern Health Area in Málaga-Axarquía (Málaga).

Material and Methods

A descriptive analysis has been developed. The gathering of information was done by the implementation of a questionnaire distributed to the RMI of the specialty of Family and Community Medicine, Internal Medicine Traumatology and Orthopedics and to the RNI of the specialties of Midwifery and Community Nursing (5 RMI of the specialty of Traumatology and Orthopedics, 9 RMI of the specialty of Internal Medicine, 30 RMI of Family and Community Medicine, 4 REI Midwives, 2 REI of Community Nursing)

The questionnaires were distributed to the 50 RMI/REI working in the academic year 2015-2016

The questionnaire included:

- a) A block including the sociological data of the respondents: age, sex, specialty and area in which the professional activity is developed.
- b) A block about the use and type of access: use of e-journals in the professional practice, frequency of use, apps used to access the information, websites to be consulted, valuation of the utilities of the magazine websites, devices used for that access, electronic formats used and known, use of applications like plugins in the browsers, use of storage systems, apps and management of bibliographic management systems.
- c) A third block about the reading practices involved in the development of the professional role and the personal valuation of the digital/printed information sources.
- d) A last block about digital writing and valuation of the training in the use of technologies (self assessment of the knowledge of the digital resources, valuation of the instruction and training in the use of the information resources, social networking profiles and blog writing)

The questionnaire was designed in Google Forms, which allowed an automatic monitoring of the answers.

Results

The results show the digital reading habits of this group of professionals, who were born in the 80s and 90s (Twentieth Century) and were included in the group of the Digital Natives (5).

The questionnaire was answered by 38 professionals. 64% of them were women and 36% were men.

The most meaningful data to be pointed out, are:

The 64% of the respondents declared to use digital journals between one and five hours a week. 10% declared not to use digital journals because they didn't know where or how to find them. The 36,8% stated to use bibliographical databases (PubMed, Embase and Web of the Science) to find a specific article. The 23.7% used the catalogues and the library discovery tools to find the magazines. The 26% declared to use very seldom the social networks to find an article. The 23.3% affirmed not to use this resource to achieve that aim.

When asked about the use of the Google search engine to find the articles, 34.2% declared to do it most of the times and 28.9%, always.

The kind of access and the frequency of use of the devices according to its order of importance were, firstly the laptop computer, followed by the desktop computer, the tablet and the telephone. The respondents did not answer about the use of the e-ink reader.

Regarding the file formats admitted to be known, 100% declared to use pdf files; 10.5% said to know epub files and only 2.63% the mobi format; other files which were mentioned were unknown by the respondents.

The 100% declared not to know reading applications such as the extension plugging in the browsers. The 3.4% stated to know and use the articles storage and delivery systems. The 52.6% admitted not to use the mobile reading applications. Those who did not use the apps indicated not to know them, not to find them useful or not to enjoy reading in a mobile device

As far as the use of bibliographic management systems is concerned, a 63.15% of the respondents stated not to know them. A 2.63% affirmed to use them and a 34.22% admitted no to use them.

Regarding the valuation of the education and training, 39.5% considered insufficient their knowledge of the electronic resources, followed by 36.8% who considered that it was good. A 18.4% said it was poor and a 2.66% assessed it as excellent.

Importance and valuation given to the instruction-training about the use of the information resources. A 52.6% considered it very important and 47.4% left considered it important.

With regard to the digital writing, 86% has a social networking profile, mostly in Facebook (50%) followed by LinkedIn and Twitter. None of them has a profile in Mendeley o ResearchGate.

Only 2.63% admitted to write regularly in a blog.

As far as the type of digital reading device, a 31.6% said they had a tablet, 15.8% an e-reader and the rest, do not know/do not answer.

RMI, RNI use mobile device technology to access information, but they don't know, to a great extent, the scientific reading-writing specific utilities and tools in the field of medicine and the health sciences.

A group of expert users such as the RMI need some specific training that allows them a competent management of the information and the group of technologies and mediations involved in the process of search, management, exploitation, generation, edition, distribution and dissemination of the information.

The RMI/REI admit the importance of the training in the development and acquisition of competences involved in the concept of *Information Literacy*

The path to the digital issue seems to be unavoidable and, therefore, the digital format must be integrated in the new learning and assessment systems.

References

1. Castells M. La era de la información: economía, sociedad y cultura. México: Ed. Siglo XXI, Vol. 1. 2006
2. Córdón-García JA, Jarvio Fernández, O. ¿Se está transformando la lectura y la escritura en la era digital? Revista Interamericana de Bibliotecología. 2015;38(2):137
3. Arévalo JA, Córdón García JA. El libro como sistema: hacia un nuevo concepto de libro. Cuadernos de Documentación Multimedia. 2015;26:25–472.
4. Manguel A. Una historia de la lectura. Argentina: Alfaguara, 2005
5. Marc Prensky. Digital Natives, Digital Immigrants Part 1. On the Horizon. 2001 Sep 1;9(5):1–6.