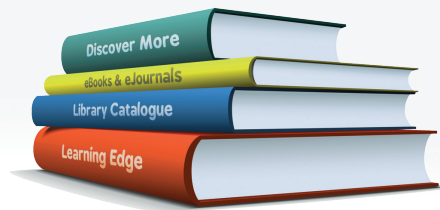# Learning Services
newsletter

Welcome to the extra edition of the Learning Services newsletter — **RESOURCES** SPECIAL

Learning Services has a budget of £1.1 million for print and electronic resources. Our aim is to provide value for money; resources at the point of need for both our students and staff and the right resources to support learning and teaching and research at Edge Hill.

This edition will highlight trends in the use of eResources with some excellent usage stats; a feature on how to embed resources in the VLE; some recent campaigns to encourage reading and use of our libraries, and a review of the merits (or otherwise) of Google Scholar & Wikipedia.

Using eResources?

Have you ever wondered how many of our journals are being used? For many years, apart from counting references in assignments and papers, nobody knew, however, now that we can track use, it's easy – so what do the figures tell us?

In 2012 we had over 550,000 full text downloads of journal articles from all our various eResources. We have seen a huge increase in usage of our multidisciplinary collections and pleasingly, some of the more specialist ones. We have highlighted the rewarding figures here:

- Academic Search Premier (81,858) *58%* ⇧
- Business Source Premier (16,789) *41%* ⇧
- Education Research Complete (39,271) *49.31%* ⇧
- Sportdiscus (53,226) *68.87%* ⇧
- Internurse (52,611) *22.39%* ⇧

These figures are for 2012 and show the percentage increase from 2011.
The figures are full text downloads of journal articles from within collections.

We believe this is the **Discover More** effect! As we improve access to journal articles by encouraging students to use our simple search tool, the use of collections and journals is rising. Our most popular resource is the multidisciplinary Academic Search Premier, a resource we promote on all subject web pages.

The figures for the smaller more specialist collections, which might be used by only one or two departments are showing some excellent statistics. For example, InterNurse, used in the Faculty of Health and Social Care has had over 52,000 downloads, with articles from the British Journal of Nursing hitting 14,000 downloads in 2012.

Another highly used resource is our **JSTOR** collection. We subscribe to 7 collections from **JSTOR**, four covering Arts and Sciences, the current collection, one covering Language and Literature and finally historical pamphlets. **JSTOR** is a respected digital archive but one which was under used by our staff and students, until, in 2012 the collection had 29,872 full text downloads showing a 22.81% increase. Again, we believe this is influenced by the **Discover More** effect helping to improve discoverability.

You can acces Discover More from the link within the library catalogue or from the Learning Services homepage (edgehill.ac.uk/ls).

So what about eBooks?

Overall figures for eBook usage has grown across the HE sector and we thought it might be interesting to see what titles are most used at Edge Hill and consider the value of the investment.

Top 5 eBooks read in 2012

- Research Methods in Education - *1,044 times.*
- Understanding Sports Coaching: *The Social, Cultural and Pedagogical Foundations of Coaching Practice - 747*
- Ways of Learning - *743*
- Doing Your Research Project: *A Guide for First-Time Researchers in Education, Health and Social Science - 725*
- Special Educational Needs, Inclusion and Diversity *- 611*

Our staff and students have access to over 75,000 eBooks.

The most accessed title is **Research Methods in Education** – well done to all those users who have read it online 1,044 times!

All of our top 5 titles are on reading lists; we have print copies in our libraries but in terms of value for money and accessibility, the eBook wins hands down.

Edge Hill University

Who's citing you?

Success! After all the hard work your article has been published. You have done all you can to promote yourself and your work by using social media tools, such as blogs, Twitter and professional networking sites (e.g. Academia), as well as using the more traditional methods, presenting conference papers and depositing your work in the research repository (http://repository.edgehill. ac.uk/). After all this how do you know if others are reading what you produce and, better still, are they referring to it? The good news is there are tools available to help you find out who is citing your work. The two main ones are Google Scholar and the Web of Science.

Google Scholar has a 'cited by' feature which appears as a link for each search result - just click on it to see where it has been cited. Google Scholar Citations takes this further by not only allowing you to check who is citing your publications but also calculating citation metrics and producing graphs. (http://scholar.google.co.uk/intl/en/scholar/citations.html) Your citation metrics are computed and updated automatically as Google Scholar finds new citations to your work on the web.

The Web of Science shows 'times cited' with links in its search results which also allows you to set up an alert on new cites. There is a separate 'cited reference searching' tab which allows users to find out where publications are cited. Results are not exhaustive as the Web of Science only searches the high-impact, prestigious journals and conference proceedings it indexes, it generally produces the best results for sciences.

You may be wondering why it is important to spend time finding out who has cited you. High citation metrics generally indicates you have made a significant impact in your field, although there are always exceptions! As research becomes increasingly important, bibliometrics and its part in impact assessment is not something to ignore.

More power to the researcher

Learning Services has developed the web pages to reflect the independent and extremely specific nature of the research process. These pages can be found at http://www.edgehill. ac.uk/ls/research/

Aimed at post graduate students they include guidance and information, support for literature searching and undertaking a literature review and useful signposting to external resources. We also have a wide range of eResources for postgraduate students which are listed in our subject support web pages.

We asked one of our students, Jayne Shacklady, a post graduate student studying for a MPhil/PhD in English and Cultural studies, about the resources she uses as a researcher and she has described some of her favourites.

" With the nature of my subject and the historical perspective, my research involves using both print resources and some online resources.

As the primary resources I need to use are not available on line (1900-1920) I use other libraries within the SCONUL scheme and inter library loans to borrow books from other universities. I also access the archives from the British Library online for Victorian primary sources, through the Learning Services subject web pages.

I do use some online journals for my topic and the collections within JSTOR are very useful but I can't say I have a preferred database as I need to search extensively. Having 'Discover More' has been a really good plus point for me as it will search across a number of databases. I have found Newsbank to be very helpful as it takes me to the original newspaper reports of the time. Learning Services also provides access to a number of newspaper archives so I do have a really good choice of sources. "

It's easy to make it easy!

Helping your students to access key library resources via their Learning Edge course environment is an easy way to support and encourage reading and research.

You can direct your students to core and recommended readings by linking to module reading lists, electronic books, journals and articles in your course. Using links makes life easier for students, giving them seamless access to resources specific to their current modules and assignments. There's a comprehensive guide in eShare at: http://www.eshare.edgehill.ac.uk/1558/

All modules within Learning Edge should provide students with a link to their reading list. We recommend that you choose a consistent location across a Programme for this link, such as on the Course Tools Menu or within a Module Information or Module Resources Folder. For instructions see http://www.eshare.edgehill.ac.uk/931/1/LTD2000.pdf (If you do not have a Module Reading List set up please contact your Academic Liaison Librarian.)

You can also make non-electronic resources more accessible in two ways. First, linking to the Library Catalogue entry of a specific title allows students to quickly check the item availability and place a hold if all copies are on loan. Second, we offer a digitisation service for book chapters and journal articles that are not available electronically. Again, speak to your Academic Liaison Librarian for details.

Finally, don't forget to put an announcement onto the module to let students know about the new links!

◄ You can create links to key resources within Learning Edge

Costa Book Awards 2012

Learning Services sees one of its roles as the promotion of reading, not just for study, but for recreation too. As such books that have been selected for national awards can be found in, or requested from Learning Services.

One such award is the Costa Book Awards 2012 (http://www.costabookawards.com/). The category winners (listed below) were announced on 2nd January 2013. Copies of all the winning books, plus all books on the short lists, are now available to borrow from the University Library.

- Husband and wife team Mary and Bryan Talbot, *who jointly win the Costa Biography Award for Dotter of Her Father's Eyes, an interweaving of two father-daughter relationships (that of James Joyce with his daughter Lucia, and that of the author with her father, a James Joyce scholar) and the first graphic work ever to win a Costa Award*

- Hilary Mantel, *who takes the Costa Novel Award for Bring up the Bodies, which won the 2012 Man Booker Prize*

- Journalist, critic and writer Francesca Segal, *whose debut novel The Innocents, set in a tightly-knit Jewish community in north-west London, is modelled on Edith Wharton's The Age of Innocence, wins the Costa First Novel Award*

- Poet Kathleen Jamie *whose book The Overhaul, is described by the judges as 'the collection that will convert you to poetry'*

- Writer-illustrator and dyslexia campaigner, Sally Gardner, *who as a child was once branded 'unteachable', and now takes the Costa Children's Book Award for Maggot Moon.*

Pop into the University Library and browse the **Costa books** displayed on the ground floor to see if any of them take your fancy as a new year read.

COSTA BOOK AWARDS

Discover new books as they arrive

A new development on the Learning Services subject web pages is our new book feed.

NEW BOOK FEATURE!

Students and staff can see at a glance what has arrived in the last few weeks. Click on the item for direct access to the catalogue record so you can see how many copies we have to borrow or reserve. The most recent 10 are listed on the subject pages but you can also see all books purchased this academic year by clicking the link 'New Arrivals'.

We are keen to promote this enhancement as it allows students to see what's new in their subject and how many copies we have purchased. For staff, the bonus is that you can see that reading list and research material has arrived. It will hopefully provide you with a mechanism to signpost students to new material which includes core texts as well as new titles to explore.

To view the new books in your field go to: http://www.edgehill.ac.uk/ls/subject/

Want to know more about your eResources?

We can provide usage statistics for all our resources – including both electronic and print, so if there is something in your field which you hope students are using but aren't sure please ask and we will provide you with the statistics.

We can also help with promotion and if you would like us to encourage uptake of a specific resource, just get in touch. We can work with you and your students on awareness raising, information skills and research sessions using the specific databases for your programme.

We can also tell you how often items on your reading lists have been either borrowed or used electronically, including any digitised items. We are keen to ensure reading list materials are utilised so please get in touch.
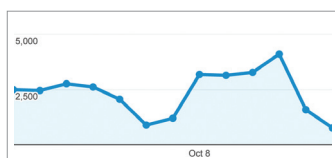
EHU loves reading

"To read is to be entertained, challenged, reminded, enthralled or changed" Carol Ann Duffy

In Learning Services we agree with the Poet Laureate Carol Ann Duffy, and so in November 2012 we invited all university staff and students to share their love of reading with us. We offered a choice of submission by print or social media (Twitter, Facebook) for those who were willing to tell us why reading is close to their heart.

Learning Services staff also shared their favourite books online and readers responded by sending over 100 entries for our prize draw. Many across the university clearly felt like J.K.Rowling "I do believe something very magical can happen when you read a good book".

EHU Reading
by Learning Services

Tell us why books are close to *your* heart...

The lucky winner was **Lindsey Blackhurst**, a 3rd year Educational Psychology student, who was presented with an eBook reader donated by the university bookshop - Blackwell's. The runner up **Amanda Tarbox**, a 3rd year Childhood and Youth Studies student received a £20 book token. Congratulations to both of them.

Forbidden resources?

The role of Google Scholar and Wikipedia in academic research.

Google Scholar (GS) and Wikipedia are two very different resources and yet both are prevalent in academia today. Whilst the use of Wikipedia in an essay is still mostly frowned upon, the word is that, whisper it, GS is actually not bad.

GS has undergone a "dramatic coverage improvement" since its inception in 2004. **(Chen, 2010)**. In 2005, it picked up around 60% of scholarly articles across a range of databases. In 2010, this figure was almost 100%, in some cases, retrieving articles better than the databases themselves. When students and researchers were asked why they used GS, they cited "stronger searching functions" and "easy to use and provides full text links to professional databases". **(Jia, 2011)** Indeed, Google's cooperation with database vendors and publishers makes it a very successful discovery tool.

A big advantage GS has over traditional databases is that it "aims to sort articles the way researchers do, weighing the full text of the article, the author, the publication in which the article appears and how often the piece is cited in other scholarly literature" **(Jaworski, 2010)**. Academics can also set up a profile page on GS, with citations of their work and links to full text creating a community feel.

Wikipedia is different proposition. It is one of the top ten most popular websites in the world, but in essence, it is an online encyclopaedia, with content that in theory can be edited by anyone. This raises questions about its validity, authority and objectivity.

However, a recent study concluded that, generally, articles on Wikipedia are "objective, clearly presented, reasonably accurate and complete". **(Colón-Aguirre, 2012)**. Also, research conducted in the US suggests that although 82% of students reported using Wikipedia for course related research, the majority use it as a start point, to define terms, check spellings or for background information.

A potential downside to the increasing use of both these resources is that traditional library resources, such as the catalogue and electronic databases may suffer. International studies report that between 18% and 45% of students started their research with library books and journals. However, you'd be mistaken if you thought this might weaken the position of the library. At Edge Hill, the library spends around £800,000 annually bringing the full text to the user. GS might source it, but the investment by library staff makes it available.

So given the money spent annually on resources, how can librarians address the rise of GS? As usual, the answer lies in education! Libraries can link their catalogues to GS, making it another form of discovery tool. Librarians can also include GS in their induction and information literacy training sessions and show users how to set up their preferences and how to export citations to RefWorks. At the same time, librarians can introduce more scholarly databases and aim to give students more confidence in using these resources. There may also the need for increased promotion of discovery tools, as they take the effort out of searching and bring all the library resources to one place.

Similarly, it is worthwhile to look at Wikipedia and give students an honest appraisal of its pros and cons, to encourage them to use it in a more productive way. One University in the US got their students to write articles for inclusion on Wikipedia, with the intention of getting them to see how much work needs to go into a page and how meticulous they need to be about citations and fact checking.

Both Wikipedia and Google Scholar are deeply embedded in the processes of students, academics and researchers, so librarians need to work with these resources and help users to get the best out of them, much like they've always done.

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