Case

Πανεπιστήμιο Πειραιώς
University of Piraeus

Piraeus 2013

ECIL, 22-25 October 2013, Hacettepe University, Turkey
Information Literacy into the Disciplines: The Case of the University of Piraeus Library’s Experience

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Founded in 1938 – “School for Industrial Studies”
1945 renamed – “Higher School for Industrial Studies”
1989 renamed – “University of Piraeus”

2013 4 Faculties:

- Economics, Business and International Studies
- Banking and Statistics
- Maritime Studies and Industrial Management
- Informatics and Communications

In numbers:
19 Postgraduates Courses
+21900 Undergraduate students
+2940 Postgraduate students
Library staff 13 Employees (Librarians, IT, etc.)
Library aims to
- Cover, support and advance the educational - academic and research procedures modeled by the university’s objectives
- Provide the potential to continuous progress and expansion to the academic purposes
- Have a qualitative, up-to-date and rich collection of publications
- Have the appropriate and experienced Library staff
- Have proper equipment to fulfill the Library’s needs
- Provide high quality Library services to the users
- Collaborate with the members of the academic community in order to monitor their needs
- Collaborate libraries for better source exploitation

Library’s organizational structure provides the potential to continuous progress and expansion
- User Support Division
- Acquisition and Technical Processing of Library Material Division
- Informatics and New Technologies Division

Library services: provide, processes, create access to material
- Books, e-Resources
- Articles/Journals
- Digital Repositories (IR-EDC-Spoudai)
- HEAL-Link, Consortium of Greek Academic Libraries
Dalkir’s (2011) theory states that “knowledge-based business needs” which arise from 21st century challenges are:

- Need for internal and external collaboration
- Need to level performance variance
- **Need for innovation**
- Need to address information overload

Libraries are expected to provide necessary tools and knowledge

**Innovation:**
To improve student’s skills in Information Literacy to create Subject Portals
(Greek language originated references)
Portal’s framework – a gateway to other places

I. Organize information sources
II. Aggregate information services and web-based tools
III. Integration of data
IV. Personalization of portal’s content
V. Creation of communities’ spaces

(L Clark, 2006)

Libraries Portals’ information categories

Library resources, Print/electronic journals, E-reference services, Web resources, Statistics, E-course reserves, Databases, On-line newspapers, Current events/content, Link to other libraries’ catalogues, Writing and study guides

(Ubogu, Kekana, Roberts, 2006)

Library’s portals: web-based services focus on end-users demands

- Information / resources discovery (OPAC, databases, electronic journals, digital resources etc.)
- Common search interface (different resources via one interface)
- Federated search (metasearch)
- Direct access to content (OpenURL)
- Authentication to information resources
- Customization/Personalization (on each user interests/needs)

(Cox, 2006)
Academic libraries **portals** need to provide depth / broad integrated and comprehensively representative resources to their demanding users (students, faculty, employees)

**4th Law: SAVE THE TIME OF THE READER**


**Metasearch / Harvesting**
- Save users time devoted to discover or aggregate results/resources
- Users learn/use one interface

See at:
Cleveland State University, Ohio, USA, Library & Information Science, **Subject Portal**
http://www.ulib.csuohio.edu/research/portals/libr-m.html

The University of Waikato, Library, New Zealand, **Subject Portals**
http://www.waikato.ac.nz/library/portals/

University of Canterbury Library, New Zealand, **Antarctic Studies Subject Guide**
http://canterbury.libguides.com/anst?

University of Wisconsin-Parkside Library, **Chemistry Portal**
http://www.uwp.edu/departments/library/guides/portals/chem_portal.htm

University of Washington, Library, USA, **Subject Guides**
http://www.lib.washington.edu/subject/
Aim: To evaluate the information literacy competencies of the students of the University of Piraeus

36 closed type questions divided into 5 subject categories:
1. Types of information resources and their use
2. Search strategies
3. Evaluation of information resources
4. Use of bibliographic citations and plagiarism
5. Library catalog and services

Demographics
During April – June 2013
282 participants
Men 47% and Women 53%
The participants cover all the university’s faculties and academic levels

Survey aim, structure and sampling
Survey: Lack of Information Literacy

Which is the best resource for an event that happened a month before?

Which is the best resource to search for a general matter such as “Port industry”?
<table>
<thead>
<tr>
<th>Bibliographic reference</th>
<th>Responses</th>
<th>Proportion</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Don't know</td>
<td>51</td>
<td>20%</td>
</tr>
</tbody>
</table>
Which word combination would retrieve the more results?

Survey: Databases searches
78% participants do not know that the materials in the library catalog are described topically.

48% participants do not know that in order to find the hardcopy of a journal article should search for the journal title in the library catalog.

11% participants do not know what the library’s catalog contain.

12% participants have never used the library catalog.

73% participants have never used the databases that the library provides.

Survey: OPAC and library services
Survey: Material to be added to the new portal
Way out!
Portals
Subject categories: Shipping, Banking and Industrial Management

Front-end service
Functional Library Portal linked to all other Library’s information systems
(Horizon, Dspace etc.)
Open Archives Initiative (OAI) Harvesting
Web2.0, Library2.0, Research 2.0, RSS, Wikis, Blogs

Key features:
- Compatibility with Library’s systems
- Flexibility in classification of results: by subject, title, author

University of Piraeus Library
Subject Portals
Portals Metadata Dublin Core

http://www.waikato.ac.nz/library/portals/
IL Program Participants

**Librarians**
- **Evaluate** current IL students’ competences
- **Organize** new IL program
- Search related literature
- Look after for equivalent **software**
- Collect discipline relevant information **resources** giving emphasis to Greek language originated references
- Enter **data**
- **Present and promote** IL program
- Evaluate IL program

**Faculties’ representatives**
- Propose discipline relevant **resources**
- Evaluate collected resources
- Advice about **IL modules**
- Evaluate **IL program**

**Focus on different education levels:** Bachelors and Master Degrees

**Designing IL into Shipping, Banking and Industrial Management**
IL Modules I - Courses of General Interest
- M1. Library’s catalogue and services
- M2. Information sources
- M3. Information ethics
- M4. Referencing and bibliography

IL Modules II - Subject Oriented Courses
- M5. Information evaluation
- M6. Search strategies
- M7. Discipline-based information
  - M7.1 Shipping
  - M7.2 Banking
  - M7.3 Industrial Management


Questions?

The only true wisdom is in knowing you know nothing.

Socrates

Thank You for your attention