CHAPTER II

REVIEW OF LITERATURE

The review of literature is an useful aspect in any research, through which one can understand the past trends in research output in any particular discipline. Many scholars, researchers and information scientists have contributed a lot of research publications on utilization of information technology in library and information science and library management. Hence, a review of a few studies deserve due attention for the analysis of the present study.

There have been considerable literature published so-far emphasizing needs of the information seeking behaviour. Wilson\(^1\) has discussed in his study that information seeking behaviour results from the recognition of some need, perceived by the user.

Garg and Ashok Kumar\(^2\) report that most of the information scientists collected procedural information for a design or development of the project.


Periodicals are highly used to the sources of information gathering and the scientists scan the average number of primary periodicals.

Kawatra\(^3\) conducted a study on research scholars of three universities of Rajasthan to know the views of scholars on the adequacy of library resources, and services.

Dutt\(^4\) has found that detailed requirements of the specific information services can be identified only after thorough analysis of the user needs and present the information seeking behaviour of the community, the user surveys for assessment of user needs may be said to be indispensable for the effective and efficient utilization of information system and services.

Vital Rao\(^5\) has made a study on the information seeking behaviour of scientists at the National Institute of Nutrition, Hyderabad by questionnaire method.

\(^3\)Kawatra P.S., “Attitudes of research Scholars towards the resources and Services of three University libraries in Rajasthan (India)”. *A study Annals of library science and documentation*, 35 : 1988 : 171 – 177.

\(^4\)Dutt Suchitra, *Assessment of user needs for effective utilization of information system*.

Herner\textsuperscript{6} has made a study on 450 medical scientists on the use of formal and informal channels of communication. Results show that the majority of medical scientists got the idea of new project through personal contacts and discussions with their colleagues and the remaining got from their own personal work.

Jasmer Singh and Harisingh\textsuperscript{7} to assess the needs and expectations users of Punjab university library, Chandigarh, undertook a survey. The study was examined the adequacy of library collection. Satisfaction of user with regard to lending, reference and bibliographic services.

Ellis\textsuperscript{8} analyzed the information seeking behaviour among social scientists then discussed the use of electronic communication through electronic database and computer based information online search.

Panwar and Vyas\textsuperscript{9} insist that teachers are the communicators of thought to then students, their demand increases for reference books and text books for their


own intellectual development and students also engage themselves in research, therefore, basic reference works of important subjects need special attention and consideration by library authority, faculty members and library staff.

Deshmukh\textsuperscript{10} by his study suggests that overall collection of all types of literature is not completely adequate. Efforts should be made to improve the collection, emphasis should be given on reports and reference books.

Sethi\textsuperscript{11} has made a study on information seeking behaviour of social scientists. Results indicated that they did not differ in respect as to how they seek their information in their choice of channels and sources of information. The information seeking behaviour of social scientists in developing and developed countries tend to be different on account of differences in the social systems. Infrastructure for collection is the storage utilization of information.

Rolinson\textsuperscript{12} et al., conducted a study of percentage, whereas the latter adopted the Chi-square ($X^2$) techniques.


Geetha and Biswas\textsuperscript{13} reported in their study that the students are our largest single group of users we keep most of them on our door steps only.

Krishan Kumar\textsuperscript{14} has conducted a survey concerning teachers and research scholars in the department of chemistry, university of Delhi. The important finding of this survey was quite a large percentage of research scholars do not use the library as much as they ought to. The majority of the researchers (71 per cent) feel the need to improve their skills in the use of Science and Technology literature.

Ford Geoffrey\textsuperscript{15} conducted a survey on user behaviour in university libraries, in his analysis of user studies, the important finding of this review of research in user behaviour is that it has yet to be demonstrated that the use of libraries has any definite influence on anything else.


\textsuperscript{14}Krishna Kumar, “Users survey concerning teachers and research scholars in the Department of Chemistry, University of Delhi”, \textit{Annals of library science}, December, 1968, 15 (4) : 175-207.

A survey was made by Mallaiah and Badami\textsuperscript{16} to know the opinions of research scholars of the services and facilities of Mangalore, University library.

Satyanarayana\textsuperscript{17} in his findings reports that information is a powerful instrument in society and it is a large part in improving the quality of life for individuals. The library should become a source of information for decision making and socio-economic developments. Each community requires library services tailored individual needs. The support co-operation of the community is one of the essential facts to develop the libraries as an effective community for their information needs.

The study carried out Awogbami\textsuperscript{18} on the faculty members of twenty four Nigerian Universities to discover their perceptions of librarians and to determine the nature and extent of their interaction with the librarians.

Prasad and Tripathi\textsuperscript{19} carried out a study based on a sample of 26 physical and social scientists. So, the findings can be generalized. Although the findings


provide significant insight into the similarity and differences in the information seeking behaviour of physical and social scientists in India.

Abifarin\textsuperscript{20} says that the most of the students do not know how to use the library catalogue which is the key to holding of each library. Their reason for this is, that it is time consuming and in the end not useful. The need to organize in service training for library assistants to equip them with the challenges associated with their duties in order to be more useful to students.

Sasikala\textsuperscript{21} has conducted a study to know the information seeking behaviour of managers working in 20 industrial organizations of Andhra Pradesh, using a questionnaire. Some differences are found in their information seeking behaviour among the senior, middle and junior managers.

A survey made by Sudharani and Veeranjeyulu\textsuperscript{22} to know the opinion most of the faculty members stated that they are satisfied with the services and informations for human development of Sri Padmavathi mahila visvavidyalayam Tripati (A.P.)


Reviews on Information Literacy

Bundy, Alan 23 state that Australian school, TAFE and University libraries have provided leadership in promoting information literacy as a profound educational issue requiring a fundamental paradigm shift in educational programs, their conduct and outcomes.

Elder, K. and Miller, J. 24 state that due to the advent of the Internet, the amount of information available requires searching with a high level of information literacy skills. Librarians are in the best position to facilitate the development of these skills and to instruct clients in the use of search and retrieval tools as they apply to the World Wide Web.

Higgins, Carla & Face, Mary Jane 25 outlines the Information Literacy Program implemented in 1997 at the Southern Oregon University. The program is learner-centered, supportive and collaborative.

Kamhi-Stein, Lia & Stein, Alan 26 describes a model of library instruction that draws on the collaborative efforts of teams consisting of content faculty,

reference librarians or subject specialists and English as a second language teachers.

Litten, Anna 27 explained the process one library went through in coping with changes in the library instruction program. Covers topics such as defining goals and devising strategies for improving the experiences of members of the teaching team.

Lupton, Mandy 28 argues that in order to facilitate students’ “getting of wisdom”, librarians who design and deliver information literacy should see themselves as teachers rather than trainers. It compares the role of the school teacher-librarian with that of the academic teaching librarian.

Pickering, Thomas and Nancy 29 traces the development of information skills instruction and discusses research practice in the school library media center.

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27 Litten, Anna 2002 ‘We’re All in This Together: Planning and Leading a Retreat for Teaching Librarians’, Journal of Library Administration, vol.36, iss. 1/2, pp.57-69.


Spitzer, Kathleen et al.,\textsuperscript{30} traces the history and development of information literacy; examines the economic necessity of being information literate, and explores the research related to the concept.

Breivik, Patricia \textsuperscript{31} made an in-depth examination of resource-based learning as an important new paradigm for higher education. This concept shifts the focus from teaching to learning by requiring students to select their own learning materials from real-world information resources.

Bruce, Christine \textsuperscript{32} examines the varying experience of information literacy as an alternative to the behavioural model that dominates information literacy education and research.

Albrecht, Rebecca & Baron, Sara \textsuperscript{33} highlight the importance of instruction and information literacy skills in academic libraries, in relation to market needs, literacy standards, and graduate preparation for meeting these needs and standards, both from the perspective of the employer and employee.


\textsuperscript{32}Bruce, Christine, \textit{The Seven Faces of Information Literacy}, Adelaide: Auslib Press, 1997.

Bruce, Christine\textsuperscript{34} analyses the information literacy research territory as it is represented by the emerging collective consciousness of information literacy researchers.

Bosseau, Don & Martin, Susan\textsuperscript{35} discusses the assessment of student learning: levels of assessing information literacy outcomes; methodologies for campus wide assessment of information literacy; and information on the most meaningful assessment models.

Hepworth, Mark\textsuperscript{36} concerns the inclusion of information literacy and skills training in the undergraduate curriculum. In general it was found that students had limited skills in the area of information literacy. Based on these findings recommendations were proposed to help develop information literacy and skills and incorporate their delivery in the university curriculum.


\textsuperscript{36}Hepworth, Mark, “A Study of Undergraduate Information Literacy and Skills: the Inclusion of Information Literacy and Skills in the Undergraduate Curriculum”, 1999.
Studies on professional development

Abdal-Haqq\textsuperscript{37} examines the problems with providing professional development for teachers and offers a variety of ways to overcome these obstacles. The inefficiency of inflexible school schedules is cited as a major barrier, as well as the culture of schools in which a teacher's absence is considered unfavorably. This paper analysed eleven characteristics of effective professional development.

Champion, R.\textsuperscript{38} stresses the importance of developing an evaluation plan before beginning any new major staff development program. She presents four phases of work to consider before starting the evaluation:

- organizing the process includes forming a steering committee, setting lines of communication, and agreeing on the primary purpose of the plan;
- designing the evaluation includes generating questions and potential data sources; determining the evaluation approach; and creating a system and a schedule for collecting, analyzing, and interpreting data;
- preparing to report includes determining who needs to know the results and how you will present them; and

\footnotesize{\textsuperscript{37}Abdal-Haqq, I., Making time for teacher professional development. \textit{ERIC Digest}. Washington, DC: ERIC Clearinghouse on Teaching and Teacher Education. (ERIC Document Reproduction Service No. ED400259), 1999.}

Creating the work plan includes listing and assigning all tasks, and being realistic with a timeline.

Champion\textsuperscript{39} stresses the importance of participant accountability in assessing the effectiveness of teacher professional development programs. She offers the following suggestions for making sure a program is accountable for participant learning: let the participants know up front that their learning progress will be checked throughout the activity; design the professional learning experience to ensure participants' learning success; check learning progress early and often; model what you teach about assessment tools; use the learning data immediately to improve the program; respect the learners' privacy; check learning at higher levels; before using any learning assessment tool, work out the bugs; assess the important constructs and skills; remember to move on to the next evaluation question.

Corcoran\textsuperscript{40} stresses the urgency of reforming teacher professional development. He asserts that state policymakers have traditionally ignored this subject, expecting local school boards and administrators to develop and


implement programs to help teachers stay current. This Policy Brief covers the organization, costs and effects on practice of such programs. It also suggests a framework for designing and assessing policies and programs.

Garet et al.,\textsuperscript{41} using a national probability sample of 1,027 mathematics and science teachers, present the first large-scale empirical comparison of the effects of different features of professional development on teachers’ learning. Their research shows three basic features of professional development activities that have identifiable, positive effects on the teachers' increases in knowledge and skills and changes in classroom practice: focus on content knowledge, opportunities for active learning, and coherence with other learning activities.

Joyce and Showers\textsuperscript{42} offer an expanded guide for making a reality their prediction of staff development as a human resource development system designed to change the nature of education. They offer practical advice in the form of case studies, research, and illustrations from their own experiences. They respond to frequently asked questions from teachers and administrators: How can we develop the skills needed to implement new curricular and instructional


knowledge? How can we embed the study of student learning into staff development? How can we adapt learning environments to meet individual needs? The authors provide direction for all interested in achieving the goal of lasting student success.

Riggins-Newby suggests incorporating a variety of experiences into the professional development plans of public schools as they face increasing demands brought about by societal and economic changes. She offers three professional development strategies designed for urban school environments: mentorship, peer coaching, and study groups.

Allen, Susan considerable information on how to use special collections in bibliographic instruction, noting that the appeal of real, original, older materials may have considerable impact on undergraduates. This paper discusses several projects of the sort the author has in mind; very useful for someone considering displays or bibliographic instruction.

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44Allen, Susan M. "Rare books and the college library: current practices in marrying undergraduates to special collections. Rare Books & Manuscripts Librarianship 13:2 1999, p. 110-19.
Case, Beau ⁴⁵ made survey of two major ARL libraries to determine how effective they were at adding faculty publications to their library. The study made several suggestions as to why they were ineffective point to means of adding more faculty publications. One point in particular: academic administration often generates lists of publications by faculty members, but these are seldom used as a collection development tool.

Fountain, Kathleen Carlisle⁴⁶ concludes that formal evaluation guidelines for Web projects are very helpful in ensuring their proper consideration when performance reviews roll around. Presents results of a survey of designer satisfaction and evaluation of the effects of web site projects on professional promotion and recognition.

Garnsey, Beth⁴⁷ report a survey of the types of e-mail reference services offered, noting that

- there was a great variety in the ways libraries handled e-mail reference services,

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• patrons tended to use it as much for research questions as for ready reference questions,
• e-mail reference use was low but grew steadily with time,
• patrons loved the ability to ask a question when it occurred to them, not much later. It is observed that surveying of patrons was difficult as few libraries were willing to provide addresses to the researchers, due to confidentiality issues.

Jones, Philip\(^{48}\) analyzes the recent flourishing of team theory in library management literature, it concludes that it overlooks the question of who is accountable if the team fails. Jones suggests that the "flattened" library, rather than being an ideal of democratic self-government, has the tendency to turn into an autocracy if no one other than the library director is actually responsible for anything. There is also the question of how group responsibility works in a legal environment of individual contracts.

Kenneday, James \(^{49}\) discusses the importance of integrating material into regular course, and building on material presented in earlier years of college study. It recommends provision of annotated bibliographies covering the major


reference sources for the problem(s) the students are studying in their class. It discusses four levels of instruction: pre-freshmen just in, freshmen writing their first research paper, juniors beginning their majors, and seniors trying to integrate everything.

Roberts, Gary \(^{50}\) discussed the reasons for, and development of, a database-driven web site basically, a site, which takes a database of resources and automatically generates subject-specific Hyper Text Machine Language pages listing appropriate resources. It includes print and web resources. Very useful for webmasters or libraries contemplating a move to a database-driven web site.

Lindsey, Thomas summarizes the responses to a GOVDOC-L query about how government documents library staffs were dealing with distance education courses and courses which required their students to use federal government information.

Leach et al., \(^{51}\) Reports on a survey on the extent and interest in continuing professional development for librarians and information professionals by means of computer networks, network based course materials and teleconferencing.


Harris, Steve \(^{52}\) summarizes how new technology offers opportunities and potential for learning among information professionals. It describes the use of collaborative learning, electronic mail groups, computer conferences, and multimedia.

McMahon, Teresa et al., \(^{53}\) describe a graduate-level seminar involving professors and students and Indiana University and Michigan State University in a joint distance-education venture. Discusses background, evaluation goals, instructional strategies and more.

Arkins, M. J \(^{54}\) describes interactive educational technology and discusses its use in the classroom. Asserts that research about the effectiveness of interactive technology ignores links to curriculum goals and educational objectives.


It could be seen from the above discussion that many studies have highlighted the importance of information seeking behaviour, information communication technology and so on. Further, a few studies have narrated the content and coverage of information literacy. However, these studies have been mainly done in western countries and some other foreign countries and only a few studies have been conducted in developing countries like India. This is a major research gap. In order to fulfill this research gap, the present study is being carried out. This objective has been satisfied to a great extent.

Edda Tandi Lwoga\textsuperscript{55} conducted a study on Innovation in Library and Information Services in supporting Africa’s industrial development. This study draws from the extensive literature review and various case studies to discuss the following: economic value of information and knowledge; role of innovative library and information services for industrial development; Other initiatives that facilitate access to knowledge and information in Africa; and explores ways on how best libraries and information centers can be used to foster innovation for industrial development in Africa. The analysis raises the need for libraries to change their roles and become active and dynamic knowledge facilitators by adding value to their services required to manage and convert information into knowledge. Librarians need to engage with the communities, where the business

\textsuperscript{55}Edda Tandi Lwoga (2010), “Innovation in Library and Information Services in supporting Africa’s industrial development Economic Commission For Africa” Second Session of The Committee on Development Information Science And Technology (Codist-II), 02 – 05 May 2011.
and industrial communities are both contributors and equal partners in knowledge construction, in order to play a key role in innovation and industrial development in Africa. Recommendations are given on how best libraries can respond to the information and knowledge needs of the business and industrial community, and foster innovation and industrial development in Africa.

This survey study examined the attitudes of library staff to the use of ICT in Kenneth Dike Library. The sample for this study includes 101 respondents comprising 21 professional librarians, 32 Para-professionals and 48 non professional staff of the library. The study developed and utilized Attitudes of Library Staff to the Use of ICT Scale (ALSUICTS) to elicit information from the respondents. The Friedman test was carried out and Pearson correlation matrix where (df = 39, r.obs = 5, at P<0.05) was used in analyzing the data. The findings showed that generally library staffs in Kenneth Dike Library have a positive attitude toward the use and implementation of ICT and that knowledge of ICT and training influence positive attitudes towards ICT. Based on the findings it is recommended that staff of libraries be trained to allay the fears and anxiety about the use and application of ICT in their respective libraries”.

As reported by Omotayo\textsuperscript{56} 22 (8.98 per cent), 67 (37.35 per cent), 102 (41.63 per cent), 34 (13.88 per cent) and 20 (8.16 per cent) of the total population

\textsuperscript{56}O.E.L. Eguavoen (2011) conducted a study on “Attitudes Of Library Staff to The Use Of Ict: The Case Of Kenneth Dike Library, University Of Ibadan, Nigeria.” Ozean Journal of Social Sciences 4(1), 2011.
of 245 used electronic journals daily, weekly, monthly, bi-monthly and occasionally respectively. A majority use e-journals monthly, while 52 per cent of total population in Borrego, et al. stated that they use electronic journals exclusively or mainly.

Thanuskodi identified and tested ten e-journal sources: Highwire Press, MedBio World, Ingeta, All Health Net, Blackwell Synergy, Medind, Science Direct, LWW Online, Springer Link, and Health Inter Network India and found that the respondents preferred the Highwire Press CD-ROM database with a mean score of 4.15 on a 5 point rating scale.

Aramide, K.A., & Bolarinwa, O.M. the second highest preference in terms of e-resources usage after e-journals is the Web and e-mail with 30 (57.69 per cent) and 41 (78.84 per cent) among teachers, whereas 23 (76.66 per cent) and 18 (60.00 per cent) among research scholars use them, respectively.

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Omotayo, B.O.\textsuperscript{59} discovered that search engines are an essential electronic resource for students of private universities in Ogun State, with 51 (45.95 per cent) of the total population of 111 using them very frequently.

Academics at Obafemi Awolowo University, Ile-Ife, use electronic resources mostly for literature search in research and professional growth (Salaam, M.O., & Adegbore, A.M.\textsuperscript{60}). Kumar and Kumar, however, highlighted six reasons for using electronic information sources. Users in the study use electronic sources in support of their study (70 per cent) and teaching (59 per cent). One-third of respondents used the sources for project work. Eight-eight percent of medical science users accessed electronic information sources for study, followed by engineering (67 per cent) and management studies (55 per cent).

Ansari and Zuberi\textsuperscript{61} report that about one-third (32 per cent) of respondents use electronic resource for research. About one-quarter (29.4 per cent) use it to prepare lectures and 24.8 per cent for gaining subject knowledge.


\textsuperscript{60}Salaam, M.O., & Adegbore, A.M. (2010). Internet access and use by students of private universities in Ogun State, Nigeria. \textit{Library Philosophy and Practice}. Available: \url{http://unllib.unl.edu/LPP/salaam-adebore.htm}.

Muhammad Tayyab Alam Bukhari, Muhammad Maqsood Alam Bukhari, Najma Ranjha, Khurshid Ahmad, Fouzia Naz.\textsuperscript{62} The use of library by the students of Foundation University College of Liberal Arts and Sciences, Rawalpindi. The importance of library as an institution has been realized. To investigate the present use of library by the students (b) to analyze the organizational set up of library for the purpose of effective learning (c) to identify the problems faced by the students in the use of library and (d) to give recommendations for effective use of library. The nature of this study was descriptive. The population of this study consisted of all the MA /M.Sc. level students. One hundred and eighty students of various programs were selected randomly as sample. A self developed questionnaire consisting of 10 items was used as instrument for data collection. It was concluded that the majority of the students hesitated to use the library because of the problems they faced during its use. Lack of books, lack of organizational set up and lack of space and other physical facilities were the major factors associated with the less use of library.

Susanne F. Paterson & Carolyn White Gamtso examines how faculty and librarians’ own approaches to and attitudes toward library tools, as well as their assumptions about student research practices, can be transformed to help students view learning as a recursive, creative, and ongoing inquiry. Through a case study documenting a Freshman Composition library instruction session, the authors demonstrate how to collaborate to craft an analytical assignment that stresses knowledge as process. The intent of the session is to transform library instruction from tool-based demonstrations to investigative, problem-based learning exercises. The library instruction session moves beyond developing students’ information-gathering expertise by focusing on the development of transferable knowledge and critical thinking skills.

Weldon. Microsoft SharePoint is being used in Government, private, public and association offices throughout the United States. SharePoint was created to increase accountability for projects within a team environment. How could SharePoint help increase accountability in information management? in the hopes of helping information professionals understand what SharePoint really is


in the information world and how it can be applied to libraries and other information management organizations.

Gunn, M. and Miree, C.E.\textsuperscript{65} discusses the difference among students” discipline-specific information literacy (IL) skills by studying first-year and final-year undergraduate business students. An online IL tutorial was designed and delivered to both student groups with a two-fold goal. IL skills to test academic staff’s assumptions that the business students who are about to graduate have already acquired the requisite IL despite the lack of mandatory business-specific IL sessions. The first-year and final-year business students are not significantly different in their performance and that both groups received a significant positive impact as a result of taking the same IL tutorial online. The study can inform librarians’ decisions on how to design online learning targeting students from different academic levels.

Lahlafi, A. E., Rushton, D. and Stretton, E.\textsuperscript{66} discusses the development and impact of an information literacy (IL) collaborative initiative to improve business students' web searching skills, in order to support their academic work


and develop the IL skills required by future employers. It considers the use of a range of interactive learning activities in a lecture setting - not the preferred setting for information skills - coupled with a web-based research assessment and student reflection on the development of their web searching skills. Student feedback and reflective practice is reviewed and ways of further developing activities to address student feedback and promote further student engagement are suggested.

Karen Harbo. As a development group at a national level we see our role as facilitating an innovative culture within academic libraries, focusing on users’ needs and the way libraries meet them.

It introduced practical ways for library staff to get to know their users’ needs for services and was based on anthropological methods. There is an ongoing need for academic libraries to improve their services. One strategy is to become more aware of the users’ needs. On the one hand we have libraries which give access to a lot of information, offer courses in information literacy and strive to be a part of the learning environment. On the other hand we are not always certain of the needs of our users.

In order to discover the shortest route from knowledge via idea to action, we looked for methods that can be employed by librarians or library information specialists.

The goal of the study is to give other libraries inspiration for ideas, concepts and concrete tools to study user behaviour and become more aware of the user’s needs for service. A presentation of the concept and concrete tools, discussion of the concept of user logic and library services. A short list of studies carried out by librarians and discussion of further perspectives.

Umut Al\textsuperscript{68} to identify the bibliometric characteristics of research librarianship literature and to visualize relationships in research librarianship by means of social network analysis. This study can be used by the research librarianship community to better understand their core literature.

K. S. Sivakumaren, S. Swaminathan\textsuperscript{69} examines the usage of library resources and services by LIS research scholars who are pursuing programmes of M.Phil. and Ph.D., under both full-time and part-time schemes in various universities/colleges in Tamil Nadu, India. A well-structured questionnaire was


designed and distributed among research scholars to collect data relevant to the study. Of 125 questionnaires distributed, 103 were returned. It is found that the majority of research scholars have used Internet, electronic journals, online databases, and e-mail to collect information for their research. It is recommended that librarians/library staff should create awareness on library resources and services among research scholars and be trained in utilizing library resources and services.

Selenecolburn; Laurahaines.\textsuperscript{70} With the emergence of social networking and web 2.0 applications, libraries have the means to reach users through interactive web based tools patrons already use in their personal lives, such as Facebook and You Tube, to understand the ways that libraries are using You tube for outreach purposes. Using a methodology adapted from studies in medical literature, the authors identified and analyzed library promotional videos on You Tube, both in relation to other works depicting libraries and librarians and as a unique category of content.

The top five referring Web sites to each video, thus allowing a basic understanding of the viewership of library promotional videos and their abilities to reach intended audiences. The interactive features supported by You Tube to

gain insight into the ways viewers were responding to and interacting with videos, including comments and the ability to mark videos as favorites.

The library professionals comprise a significant portion of viewers for library promotional videos, creators can increase viewership by the intended audience if they frequently and strategically feature online video content in Web sites, local or campus communication vehicles, and social media environments. The quantitative and qualitative measures developed for this study are offered is possible metrics for the assessment and evaluation of online library video content, and for libraries’ use of social media forms. Based on these measures, and following the review of hundreds of videos with library-based content, a set of evidence-based best practices for the use of online video as a promotional tool by libraries.

Laniecemiller’ Miriamblake; Melaniesorby.71 Libraries are becoming more involved in the complex task of managing the digital assets created by members of their institutions. Many tools have been created to help librarians understand and solve the problems associated with this task. The institutions assess their current readiness and ability to manage digital assets.

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Lan Shen.⁷² Librarian – faculty relations are essential to library collection development. First of all, the reasons for the customary disconnect between librarians and faculty in light of their different priorities, visions, expertise, and status. In an attempt to bridge the librarian-faculty separation, a horizontal strategy is proposed focusing on financial collaborations between the library and other academic departments on campus, such as adopting the balanced budget, fair and rotated resource allocation, and prioritized investment through providing a General Reserve Fund. A vertical strategy is also proposed defined as an organizational and professional partnership through three different vertical levels, namely, the university, unit (department / program), and individual levels. At the university level, while the collaboration needs to cover the areas of book selection, evaluation, preservation, weeding, and cancellation, it should also rely on campus-wise workshops as an effective way of improving collection development and professional training. At the unit level, in addition to the department liaison mode, it is advisable to organize specific forums focusing on the special needs required by different academic programs and departments. Individual level collaboration is critical to achieving the proposed goals as all institutional strategies must rely on individual efforts. Librarians should provide individual, informal, and customized outreach services.

Younghee Noh. Concludes that provide an input-output analysis of electronic resources in academic libraries by verifying evaluation indicators and applying them to the digital library environment. It measures the performance of electronic resources in academic libraries. To measure the efficiency of the input-output ratio, evaluation indicators were divided into inputs and outputs. Inputs refer to the e-resource use environment as well as the acquisition of e-resources such as web DB, e-books, e-journals, and so on. To measure performance accurately, results / effectiveness must be included. However, this study focused on quantifiable input and output factors. It is recommended that future research include user satisfaction and learning effects, to consider the performance of electronic resources in depth. It contributes to improving the reliability of library evaluation.