Analyzing the User Experience of E-Resources in Academic Libraries

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Abstract: - **In the present era of information and communication technology wherein knowledge is increasing exponentially. At the same time learning is fundamental for the development of mankind. Which can be achieved and enhanced with the assistance of new advancements? These (technologies) increase possibilities for learning throughout life, improve access, and spread the process of knowledge creation. Although it is difficult to keep up the pace with this drastically changing phenomenon. With the result information is not being used properly for solving the problems. Thus proper strategies should be incorporated which can help users to improve the abilities for problem solving. The present study is an attempt to provide an insight into the awareness level of respondents, purpose of using information resources and problems they are facing while making use of sources. Results will be useful for indicating the importance of learning in the society (users, education) to develop capabilities, thinking skills to solve problems according to the best of their knowledge.**

Keywords: **Information, Learning, Education, Experience, Sources, E-Resources**

I. INTRODUCTION

The human skills, appreciations, reasoning, as well as human hopes, attitudes and values are generally known to depend for their development largely on the events called learning**(Gagne, 1970)**. As it (learning) is considered at the heart of perception, thinking, imagination, reasoning, judgments, attitudes personality traits, systems of value. Thus, the development and association of the actions that constitute qualities of the individual depends on it. Infact, when a learner (person) interacts with, or is motivated by, an environment. Others adopt the same human adaptation process (**Lewin, 1951**). Although experience plays a key role in the process. Evenlearning can be defined as a relatively permanent change in an organism's behavior due to experience. As it is human adaptation process whereby knowledge is created through the transformation of experience (**Kolb, 1984**). Besides this "Webster Dictionary" provided common usage of the word LEARN as "to gain knowledge or understanding or skill by study, instruction, or experience". The word "gain" implies addition of new knowledge. On the other hand, "TOSTUDY" can be defined as to learn or gain knowledge by means of books, observation, or experiment. To experience is to live through something, to act, to do, to respect, to suffer the consequences of, to feel, to internalize something. Meanwhile, experiencing may involve a way of learning or thinking that is unique. The purposes for which study is intended determine its utility. Mostly the object of one's study may have no universal appeal at all, but it is still useful to the individual who initiated it. Study, then, is often contemplative in nature (**Canadian Senior Dictionary, 1979**). Although, experience, by comparison, is practical in nature. Explanation for learning, can direct in different ways, for example- there is no meaning in a given situation until we relate our own experiences to it (**Jarvis, 1987**).

Learning and Education

For decades, educational psychologists have studied the learning process. They concluded that learning is equated to a change in behavior that indicates there is no common understanding (**Hansen, 2000**). Furthermore they (Psychologists) have shown that knowledge can be acquired independent of practical action, by observing, replicating and by extracting knowledge from experiences coded in text (**Buchmann & Schwille, 1983**). Everyone can think and solve problems, but it is obvious that there are wide differences in this ability among individuals at all age levels (**Klausmier, 1971**).Although experience based learning can be regarded as the earliest approach to learning for the human race. In the formal education system it has been viewed as somehow fundamentally inferior to those organized forms of knowledge which have been constructed as subjects. Besides this**,** the role of a teacher in the learning process has been enumerated by **Rogers (1951)**. He believes no one learns anything of significance from someone else. Instead, learning takes place when a learner is essentially motivated and undertakes to learn something on his/her own. Infact Scholars from Finland attempted to describe how teachers perceive the learning process. What happens in schools, in their opinion, can best be described as "study." They (scholars) done a comparative analysis which shows how study and learning are related. In their analysis they define study as what students do in response to teacher initiatives. On the other hand (**Kansanen, et al., 1997**)described learning as the interaction, course, program, or other experience in which learning takes place, whether it occurs in traditional academic settings (schools, classrooms. students learning from teachers and professors) or non-traditional settings (outside-of-school locations, outdoor environments, students learning through games and interactive software applications). Meanwhile (**UNESCO, 2005**) estimated globally, the growth in the demand for learning has

already do better than the ability of traditional education to supply it. Apart from this **(Thomas, 1990)** provided an example, if learning is such an indefinable concept to define, why not try to analyze what it means by comparing it to other known concepts. In this instance a comparison of what it means "to study" versus "to experience" might reveal what learning is thought to be. Could such an analysis reveal the real essence of learning? What does it mean to experience something as opposed to study it? What is the relationship of these two distinct actions and how do they impact on learning? Besides this, the difficulties with learning in general often has to do with how they (students) perceive themselves in relation to their learning **(Purkey, 1970).**Answers to these queries will help us to develop higher levels of education which lead to greater instructions for the next generation, improved child health, lower crime rates, higher social cohesion, informed clients, and informed political as well as democratic choices **(Wolfe and Haveman , 2002).**

Technology Driven Learning

The goal is to improve users learning experiences to prepare them to enter a workforce that expects to have highly developed online collaboration skills. The pursuit of such benefits drives academics to incorporate new technological approaches in their teaching methodology **(Goode and Caicedo, 2010).** Also due to constant demands to improve the quality of higher education within an increasingly digital world, technology is often seen as a way to increase learning and collaboration on campuses. The current generation of college students has grown up with technology, and these students are among the earliest adopters of new advances in technology **(Jones, 2002; McHaney, 2011)**. Allowing students to connect to their campus community, collaborate with peers, acquire new information, and demonstrate their learning through technology is essential for college campuses seeking to meet the needs of today's college students. Though disparity still exists in who uses technology and at what age they are exposed to it **(Jones et al., 2009; Pew Research Center, 2012; Griesemer,2014).** Besides this, Social media tools are rapidly changing the communications landscape. Their emergence has impacted significantly how students learn and the way instructors teach. Today higher education settings, instructors, students, and others collaborate on the tasks of knowledge construction**(Grover and Steward, 2010).**Thus these (social media tools) can have direct influence on the education. As it is positively associated with the diffusion of new technologies throughout society **(Nelson. and Phelps, 1966).**

Objective

The main objective is to find out:

- Awareness and uses of e-resources among faculty members and research scholars.
- The purpose of using e-resources.
- To find out the search strategies and terms used among the respondents.
- Problems faced by the respondents while using e-resources.

Scope

This study is confined to the faculty and research scholars of Science faculty (Faculty of applied science and technology, Faculty of biological science, Faculty of physical and material science) of Kashmir University.

II. METHODOLOGY

A questionnaire was designed with the help of information professionals regarding the learning experiences they display through the awareness level, use, purpose, problems users are facing while accessing e-resources. The questions are open ended as well as closed end.

III. DATA ANALYSIS

1. Awareness about Electronic Resources

It is evident from the analysis that most of the faculty (93.6%) as well as research scholars (88.6%) are aware about E-resources (fig 1). The study also reveals that least numbers are not aware. The awareness percentage of users of Allama Iqbal Library is lower as compared to other institutions in the country.
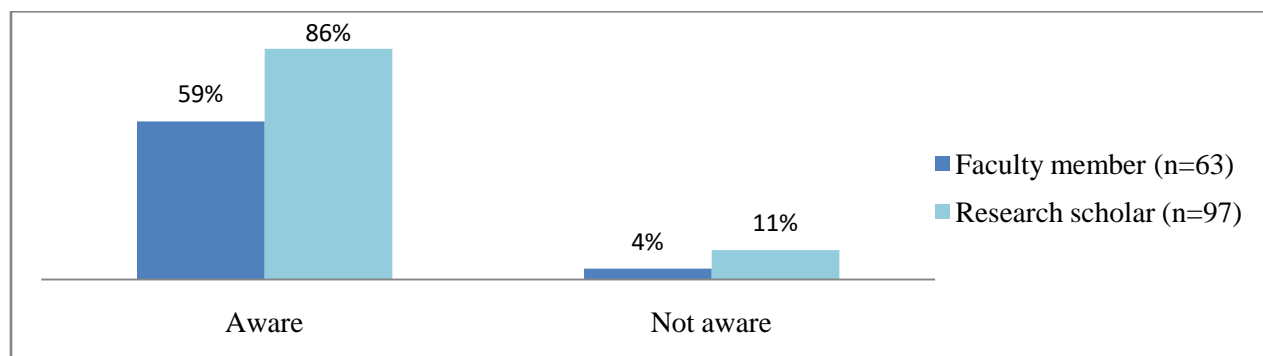

Fig 1: Awareness about Electronic Resources

2. Place of consultation:

The fig2 represents the access point where the respondents are accessing the e-databases. Departments dominate the list as most of faculty (80.9%) and research scholars (63.9%) access through departments. This is because the faculty and research scholars find it more comfortable to access e-databases at departments.
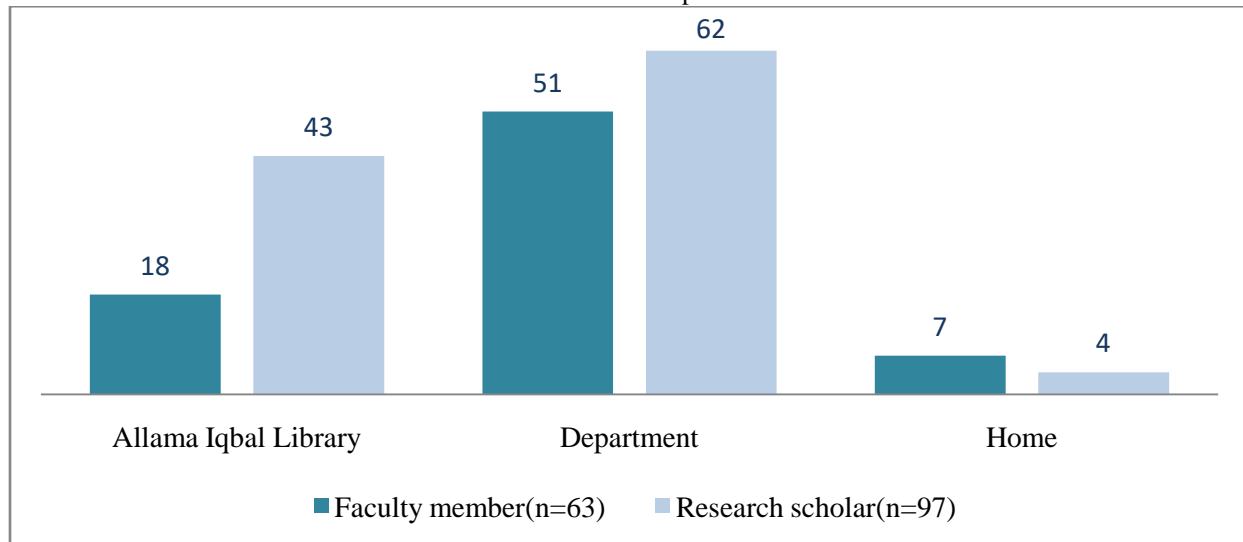

Fig 2: Place of consultation

3 Frequency of using e-database:

This is the most important and basic aspect related to the appraisal of the usefulness of e-databases. It is found that most of the faculty (47.6%) and research scholars (44.3%) make use of e-database daily, whereas least number of faculty (9.5%) and research scholars (6.1%) use them occasionally (fig 3). in a week. Thus the result shows that on average most of the social scientist visit the library at least a couple of times a week.
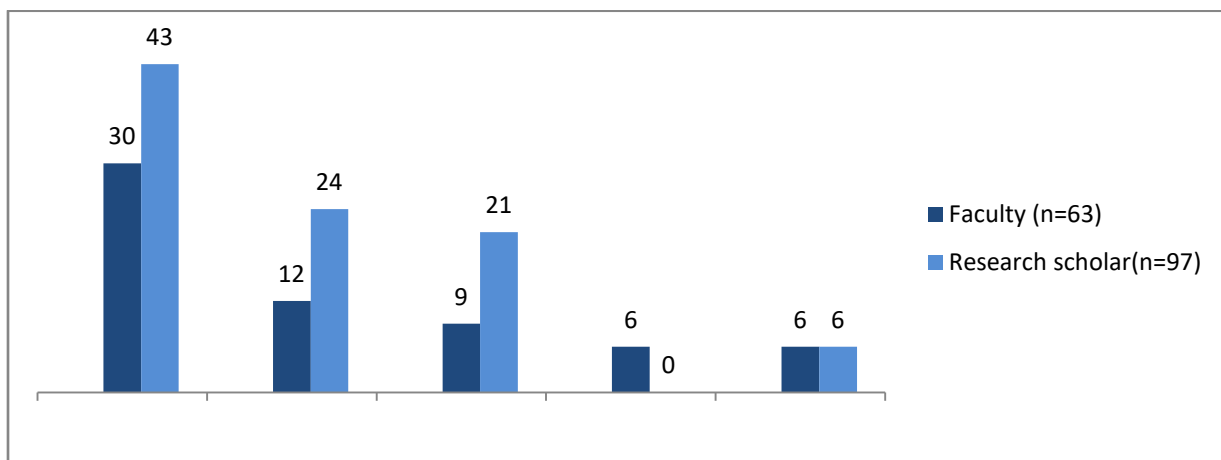

Fig 3: Frequency of using e-database

4. Use of e-databases:

It is evident from the study that faculty (80.9%) and research scholars (56.7%) use Springer link compared to other databases. Emerald is being accessed by least number of research scholars. Other databases used mostly are Taylor and Frances by faculty (31.1%) and research scholars (22.6%) (fig 4). It has also been observed that some faculty and research scholars even do not know about various databases (EBSCOHOST, Emerald). Therefore there is need to promote the utilization of other e-databases as they are equally important and are easily accessible.
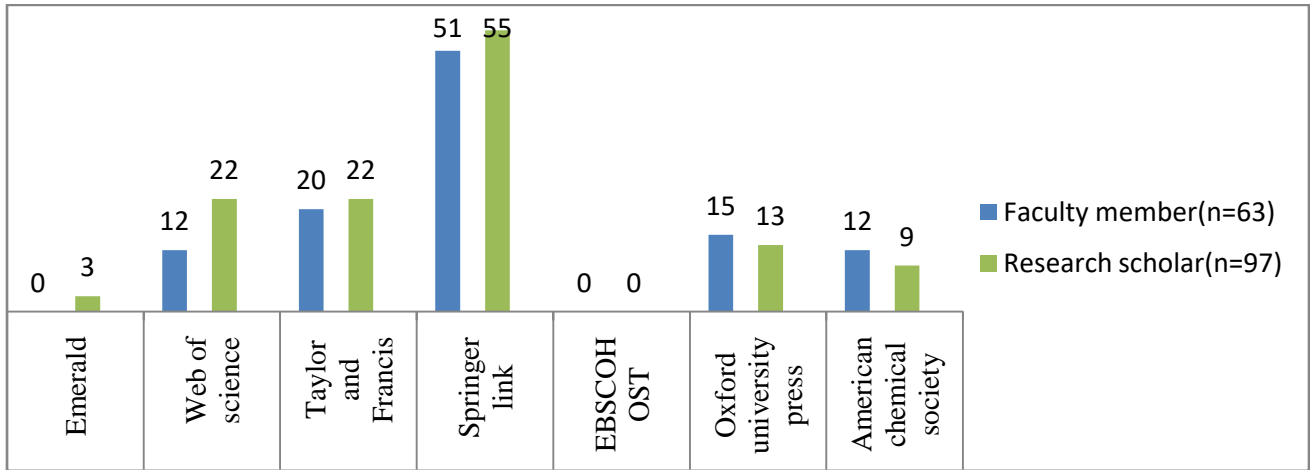
Fig 4: Use of e-databases

5. Purpose of using e-databases:

Different user communities in the university setup who use the e-database for different reasons. The study reveals that majority of faculty (76.1%) and research scholars (75.2%) use e-databases for research purpose, keeping themselves up-to-date and finding relevant information (Fig5).
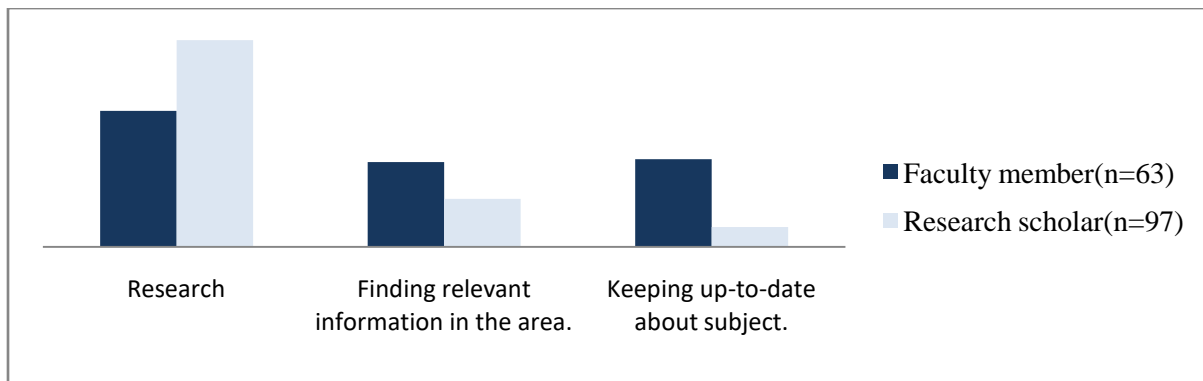

Fig 5: Purpose of using e-databases

6. Search strategy used:

While searching a document different search strategies are used .The respondents were asked that which type of search strategy they follow. Mostly faculty (55.1%) and research scholars (46.3%) use both (simple and advance) type of search strategy (fig6).
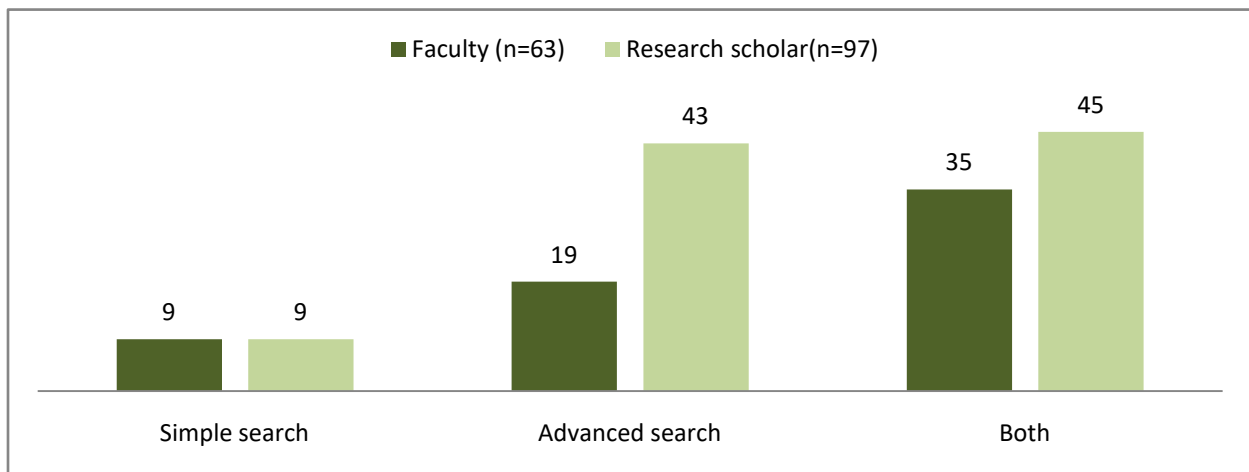

Fig 6 :Search strategy used

7. Search terms used:

The study reveals that majority of faculty (66.6%) and research scholars (42.2%) browse the required information by title of the article followed by journal title. It is also revealed from the data that least number of users browse by date of publication (fig 7).
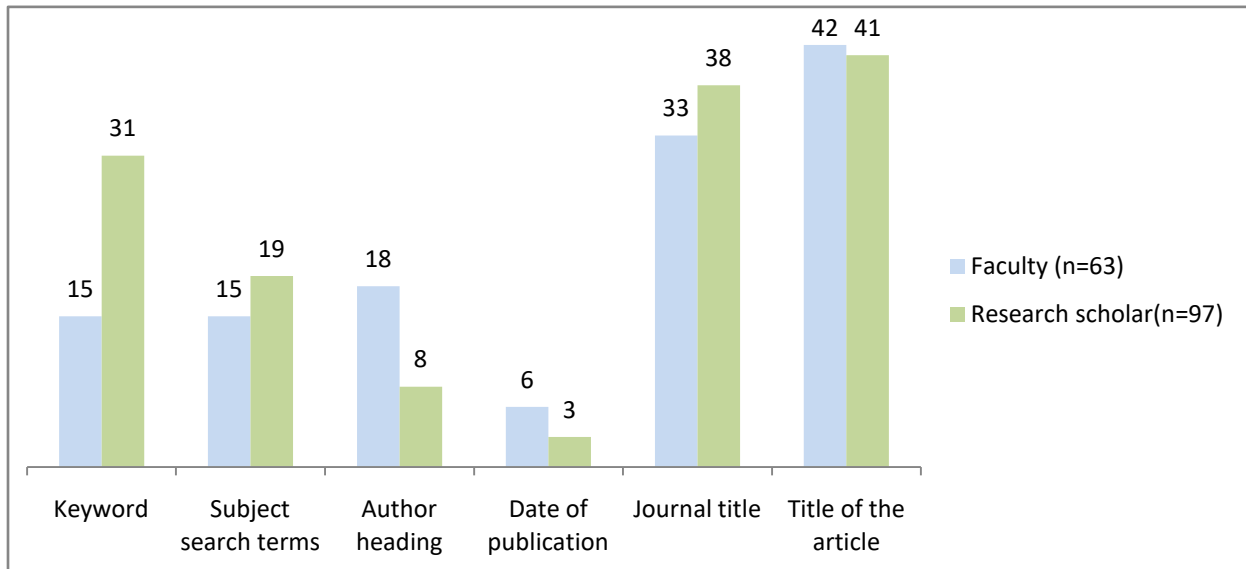

Fig 7: Search terms used

8. Problem in accessing databases:

Many key constraints come in the way of accessing the e-database effectively. Among all the constraints slow internet connectivity is mainly faced by majority of faculty (85.7%) and research scholars (62.8%). This is followed by retrieval problem and electricity disruption (fig8).
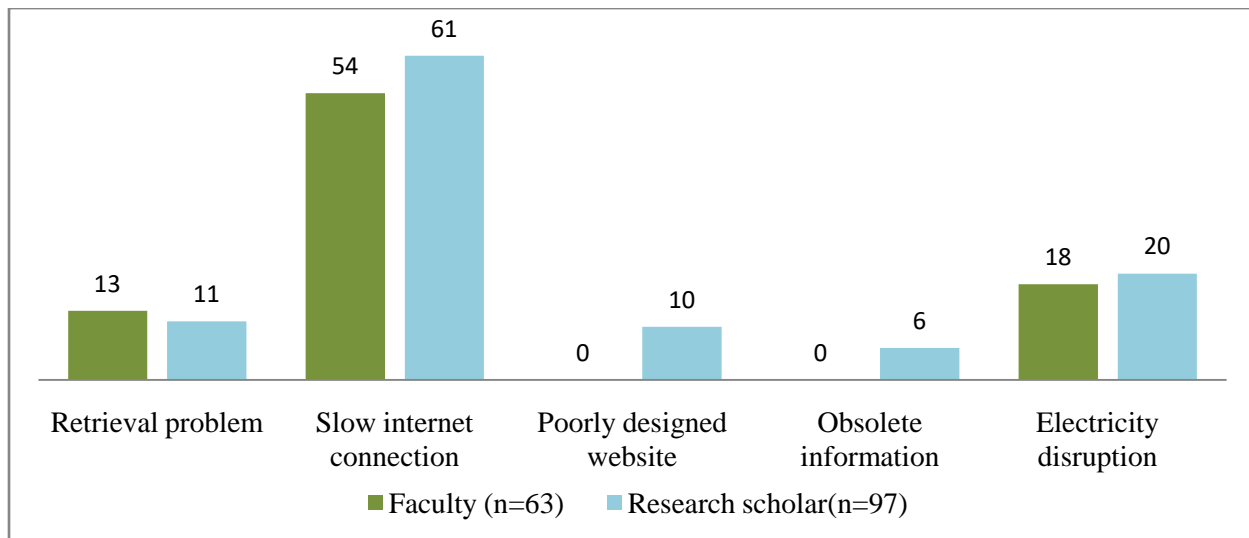

Fig 8 :Problem in accessing databases

IV. CONCLUSION

Rapid growth in information needs due to digital technologies, academic libraries face a hard task, namely to provide effective and efficient ways of delivering information service to their users. Google and Amazon.com's customer gratification Web-based services have dramatically altered the information landscape, and now academic library users expect similar ease of use and immediate results when accessing information through the library gateway. In addition to this these libraries also face constant changes in subscription packages, formats, and technological advancements. The changing information landscape and users' demand force academic libraries to confront some tough questions. **Walter and Marks (1981)** suggested that, qualitatively speaking, half of an individual's reality resides in action. From a systems

perspective, making experience a central element in curriculum (education). Although the motivation for the development of a learning society involved creating more flexible institutions and finding ways to solve complex problems collectively. But such vision should be transplanted with broad spectrum of ideas. We need to understand how our physical environments, media, organizational structures, jobs, consumption habits, and relationships all nurture and frustrate the learning that matters to us as individuals and as communities. Whose learning counts, What are we learning for, How is experiences will be obtained in the most useful manner in the way of what we value.

Which will get enhanced through the experiences wegain during their search for information associated with the tasks and help in determining how academic libraries keep up with user expectations.

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