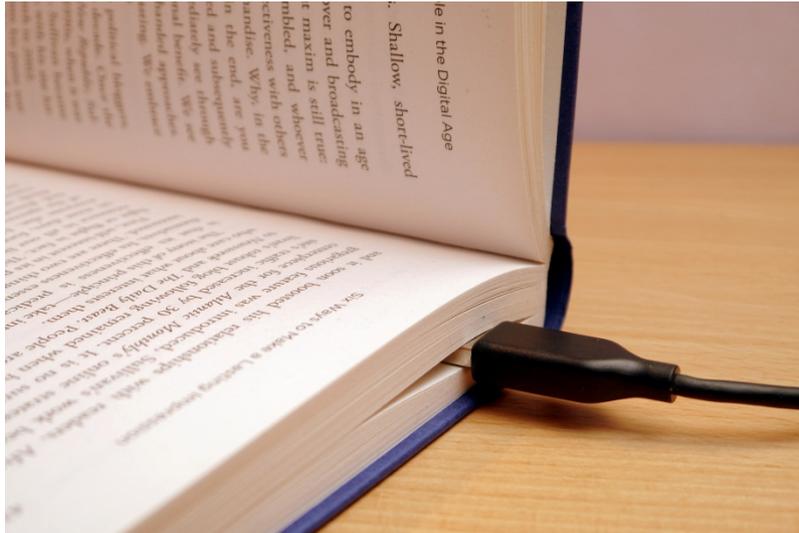


Exploring academics' changing use of Loughborough University

Library's digital resources



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University Library * IT Services >

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Executive summary

This study demonstrates how Loughborough University Library adapts and develops its services by monitoring users' behaviour. Taking data from satisfaction surveys from 2009 and 2012, the Library identified trends and changes in how academics were accessing online services (e-journals, e-books, electronic databases and Library Catalogue Plus). Follow up interviews were conducted with University academic staff to establish areas of concern and where improvements and enhancements could be introduced. Academic staff are frequent users of the Library's online services but their visits to the Library building are decreasing in regularity. The following insights were provided by the study:

- E-journals: academics are very satisfied with the Library's e-journal provision which they see as very important.
- e-books: high levels of importance are attached to e-books but there are lower satisfaction rates. This can be attributed to various frustrations academics experience with e-books which are outside the Library's control.
- Electronic databases: academics are very aware of databases in their disciplines but there are significant difference in how they are used. The view was often expressed about how complex they were to access.
- *Library Catalogue Plus (LCP)*: satisfaction levels with LCP had reduced considerably between 2010 and 2013.

The Library has taken the results from this study and introduced various improvements and enhancements.

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Introduction

University libraries must continually develop and modify their services to respond to changing ways in which academic staff and students access information. If this does not happen, there is a danger either that services will continue to be supplied when there is no demand or services that are needed fail to be identified and then produced. This applies equally to developing the digital library as it does to the physical library building .

Students and academic staff continually change their information seeking behaviour, both in how they access the Library building and how they use online services. The purpose of this study was to focus on the evolving way that academics use the Library's digital resources. These changes needed to be captured and identified so that the Library could respond and adapt its services accordingly.

In 2013, Loughborough University Library benefitted from a major refurbishment to its building. There is every reason for the University to be very satisfied with the outcomes of the resulting improvements. Providing a successful Library building is important but it is only one aspect of its services. A high quality digital library service also has to be apparent that is strategically informed by users' experiences.

Methodology

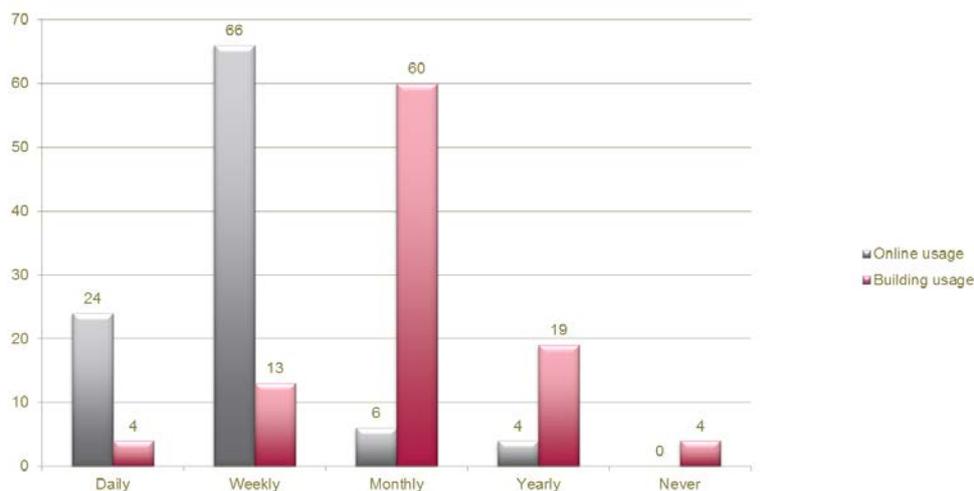
A Library project team was set up to oversee the study which included Gary Brewerton, Matt Cunningham, Frances Leahy, Frank Parry, and Graham Walton. Data from the 2012 general user satisfaction survey (Walton et al, 2013) was identified and compared with the corresponding data from the 2009 general user satisfaction survey (Walton, 2010). Changes and trends were identified in the

frequency academics visit the Library building and also how they use digital resources (e-journals, e-books, databases and resource discovery tool) between 2009 and 2012. The focus was the both the importance and the satisfaction that academics attach to the digital services. It has been possible to show how academics rank the importance and significance of 15 Library's services (including digital services) for both 2009 and 2012. The outcomes of the 2009 and 2012 comparisons were then used to inform semi structured Interviews (Appendix 1, page 11) with 15 academic staff. Their responses are summarised in Appendix 2 (pages 12 – 16).

Results and discussion

Frequency in academics use of building and use of digital resources: for the first time the 2012 survey (Walton et al, 2013) asked people how often they used the Library's digital services. Frequency of building use had been asked on various occasions over the years. Figure 1 indicated that digital services are used by most academics at least weekly, whereas many only visit the Library on a monthly basis at the most.

Figure 1 Academics' frequency of using Library building and online resources



In the interviews, academics were asked to outline how they used digital resources in their work. They were accessed either daily or weekly when starting new projects but this frequency would reduce when they are occupied with other things e.g. teaching. Most staff, when questioned, were clear about the range of online material they used but for some of them there is limited connection between digital resources and the Library. This is because they access resources via Google where the purchasing role of the Library is often hidden. Three staff mentioned the Institutional Repository (IR) and Learn was mentioned once.

For many academic staff, the Library is meeting their information needs primarily through its digital provision.

E-journals: Academics' satisfaction and importance levels with e-journals had improved between 2009 and 2012 (Table 1).

Table 1: Academics perceptions on importance and satisfaction levels in e-journals (2009 and 2012).	2012	2009
importance levels attributed by academics to e-journals	1st	3rd
satisfaction levels attributed by academics to e-journals	4th	6th

Academics see e-journal as being the most important Library service and are very satisfied with the availability. In the interviews, academics had much praise for the University's e-journal provision. There was little enthusiasm for print journals. The major problem experienced by academics was accessing older papers. They were complimentary about the speedy inter-library loan service. A wide range of approaches were used to find e-journals including the Library's databases and Google Scholar. There was a limited awareness of the Library's A-Z list of e-journals.

E-books: academics' perceptions about e-books had also altered between 2009 and 2012 (Table 2).

Table 2: Academics perceptions on importance and satisfaction levels in e-books (2009 and 2012).	2012	2009
importance levels attributed by academics to e-books	6 th	10 th
satisfaction levels attributed by academics to e-books	13 th	12 th

E-books were rated higher in importance in 2012 than in 2009 with the satisfaction level being slightly lower in the later year. In the interviews, it was apparent that academic staff showed a high level of awareness of e-books. They also perceived that they were very popular with students. Academic staff expressed their frustrations with e-books owing to the limited range of titles and also restrictions imposed by copyright.

Electronic databases (Table 3): The Library makes available to academic staff and students a large number of electronic databases such as the *Web of Science*.

Table 3: Academics perceptions on importance and satisfaction levels in electronic databases (2009 and 2012).	2012	2009
importance levels attributed by academics to databases	8 th	6 th
satisfaction levels attributed by academics to databases	3 rd	2 nd

Academic staff had a high level of awareness about the databases within their disciplines. There was a wide variance in their utilisation, ranging from very heavily to very rarely. Google Scholar was accessed on a frequent basis by most academics even though many had concerns about quality issues. The reason it was used was because of its simplicity compared to the Library supplied commercial

databases. Having more straightforward interfaces was identified as being very welcome.

Library Catalogue Plus: When the 2012 survey was completed, the Library had recently introduced its resource discovery tool, *Library Catalogue Plus* (LCP).

Various concerns were raised by academic staff about this development and this is reflected in the survey's results (Table 4). It was seen as being more important in 2012 than it was in 2009 but it had much lower satisfaction levels. The follow up interviews identified that staff were encountering difficulties such as lack of precision, unable to find database, not intuitive and slow response time. When looking for material, most academics prefer to go straight to their preferred database or Google Scholar.

Table 4: Academics perceptions on importance and satisfaction levels in Library Catalogue Plus (2009 and 2012).	2012	2009
importance levels attributed by academics to Library Catalogue plus	5 th	8 th
satisfaction levels attributed by academics to Library Catalogue plus	15 th	7 th

Conclusion

This study has shown that academic staff have a good awareness of the electronic resources that the Library provides and use them frequently. E-journals have developed into a major library service which is well received and appreciated. This evaluation has highlighted certain issues around three of the Library's digital services: *Library Catalogue Plus* (LCP), electronic books, and databases. The Library has used the outcomes of this study to address the concerns that surfaced in the study. Various improvements and developments have been initiated and are detailed below

Library Catalogue Plus (LCP)

- significant number of resources have been added and are centrally indexed and searchable via Catalogue Plus including Scopus, Taylor & Francis journals, and Royal Society journals
- ProQuest content databases will be made available
- additional functionality has also been introduced into LCP including browse searching, improvements to the display of variant editions of works, the exporting of records to bibliographic management software, and improvements to navigation
- improvement in response times since the hosted system was moved from a data centre in Chicago to one in Amsterdam.

It is still recognised that there are weaknesses with the system, especially in terms of locating appropriate research material. On-going developments with the system are planned and the Library will continue to participate in discussions with our supplier (Ex-libris) and other libraries internationally about future developments to the underlying Primo system.

e-books

The Library is severely restricted by publisher policies in how it can improve e-book provision. The problems include issues surrounding digital rights management, ease of access/ use and the range of titles available. The Library is:

- participating in a couple of national/international purchasing models projects: (JISC ebook Consortia Project and Knowledge Unlatched)
- reviewing its e-book suppliers (within the National Joint Consortia Agreement) for books, standing orders, e-Books and related material

- trialling a new supplier, Askews

The limited range of titles available is very similar amongst all suppliers, so the Library shall continue to pursue deals with publishers to find appropriate models for making text books available electronically.

electronic databases

- reviewing the visibility of databases and other online materials, with the intention of promoting their usage, especially within different subject areas
- giving feedback to publishers on the structure and complexity of their interfaces.

Only by constantly monitoring and reviewing its services will the Library ensure it is effective in meeting its users' needs. This work demonstrate how effective Loughborough University Library has been in the process of continuous improvement for its digital provision. In 2015, the next users' satisfaction survey will be take place and the Library will continue to use the outcomes to shape future service enhancements.

References

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Appendix 1

Schedule for interviews

Introduction: thank interviewee for giving up time – assure them interviews will last about 30 minutes maximum. Explain that Library is completing the interviews as a result of findings from the 2012 user satisfaction survey. Need to explore in more details how academic staff make use of Library's online services. Ask if any further questions:

General	
What do you understand by Library online services?	Prompts E journals, Library Catalogue Plus, Ebooks, Databases, Library web page
How often do you use the Library's online services?	Prompts: Daily, weekly, monthly, yearly, never
E-books	
Do you use e-books?	Prompts: If yes, what is your experience? If no, why not? Do you have any views about the range of e-book titles?
E-journals	
What is your view of the Library's e-journal provision?	Prompts: In what ways could the Library improve its range of e-journals? How easy is it to find e-journals?
E-resources	
What e-resources do you use supplied by the Library? How would you describe your use of it?	Prompts: Frequency of use, ease of use, others used instead (Google scholar?),
Library Catalogue Plus	(may have to explain what Library Catalogue Plus is
What are your views about Library Catalogue Plus?	Prompts; why is it ranked 15 out 15 services in terms of academic staff satisfaction? How could it be improved?
Summary	Thank people for their time and thoughts. All will be confidential. Data will be used to inform service developments.
Do you have any other views on the Library and its online services?	Prompts; How could they be improved? How can they be marketed and promoted more effectively?

Appendix 2 Details of academic staff interviewed

- Aeronautical ; Lecturer @ 2
- Business & economics: Lecturer
- English & Drama : Senior lecturer
- Mechanical engineering: Lecturer
- Info Science: Lecturer @ 2
- Materials: Lecturer
- Mathematical science : Lecturer
- Physics: Senior lecturer
- PHIR: Lecturer
- Social sciences: Professor @ 2 , Lecturer, Reader, Senior Lecturer,
- Professor

Summary of responses

How often do you use e-resources?

- everyday
- Uses Library online in fits and starts. Depends where she is in teaching/ research cycle.
- Use e-journals once a day at least. Use ISI on weekly basis.
- Usage of the online resources are consistent with work she undertakes, so sometimes she may not use the Library for long periods of time, however on average e-journals are the resource used most frequently, on average; weekly.
- uses e-journals weekly, albeit inadvertently.
- Uses once every other day
- Use e-journals daily, other online services maybe twice a month
- Depends, usually on average once a week. Will go for some time using it daily and then not need for a few weeks.
- Weekly
- She uses e-journals on a daily basis.
- Access a selection of databases once a week (on a Monday morning) e.g. LISA and Nexis. She does have an email alert to he keep up to date. Catalogue use is more often and is tied with research projects and teaching role.
- This is dependent on 's timetable throughout the year. She uses the catalogue twice a month during term time and several times a week throughout vacation. The IR, she uses monthly, databases 2-3 times a year and e-journals most frequently.
- Twice weekly
- Quite a bit, though tended to work in bursts of activity when certain deadlines arose, so sometimes daily.
- Accesses the website 2-3 times per week

What do you understand by Library online services?

- main interaction with online services is with academic journals but is aware of other services which the Library provides.
- Still likes to visit Library as chance to get out. Uses digital library for:
- Preparing work for students uses e-books and online reading systems. Purpose is to find resources students can access.
- As researcher, needs to literature search at beginning and end of research. Library catalogue plus, search engines and databases
- Have a lot of alerts set up for e-journals for herself and colleagues.
- Regarding research, the Library is invisible. I access e-journals through Google but I do realise that the Library pays

for them. Similarly I use ISI Citation Indexes a lot and I know the Library pays for this. The IR is a bureaucratic chore. I don't need the Library as a building

- Regarding teaching, my only contact is for administering the online reading lists. The Library looks after LEARN and I don't think much of that. Never uses Library web pages and was not aware of Library refurbishment.
- mentioned the catalogue, databases, e-journals, e-books and the Library blog when listing online resources.
- Mainly uses e-journals, although is aware of other resources such as the catalogue, e-books and databases.
- Observed that he uses the Library resources but is not always aware that he does so; so may access information from Google or other institutions' websites and then access material through the password page.
- In terms of the Library web page, he keenly advises his students to check the Library's "know how" courses which he believes to be very useful.
- Any of the various services available via the Library website, for example: LCP, PDFs of academic skills such as literature searching and referencing styles.
- Access to information. Didn't see a distinction between online and physical services.
- Sees Library as Catalogue/ literature searching services/ web pages. Only goes to Library when needs a specific book or teaching a specific module. Never goes to access print journals.
- Line uses the Catalogue (not Catalogue Plus) and e-journals and is aware of other specialist databases and software but doesn't use them.
- was aware of the use of e-journals which she finds particularly useful to linking to reading lists. E-books are again useful for teaching purposes and she directs her students to these resources as well as the Library's study skills leaflets.
- Covers a whole range of services some owned by the Library and others which we subscribe to.
- Understood the distinction between our "in house" services and those we pay for. Mentioned all of the above.
- mentioned the IR, catalogue, databases, e-journals and e-books.
- uses the Catalogue to search for books, journals and the repository. She is aware of the range of databases and electronic services and can navigate easily from the web pages.
- was aware of where to find various electronic resources and named several databases, the Library Catalogue, e-journals in particular. Regarded LUPIN/Institutional Repository as Library resources.
- Services as provided on the Library website such as the online resources and academic skill advice sheets.

E-journals

- Can access all the e-journals needed (apart from JStore). E-journals are great- easy to find, easy to store and easy to read. Uses Zetoc a lot and never uses paper journals
- Don't use paper journals. Thinks e-journals are fantastic/ Prints out the ones she wants to read. Very rarely needed e-journals Library does not have a subscription for. Then uses ILLs. Saves them also as PDFs. Easy to find, east to use, can share. Makes life much easier
- Knew how to find e-journal from Library Catalogue Plus and was generally happy with the range provided by this Library. Also used the e-journals provided by Michigan as Barry is an Emeritus Professor there and has electronic access to their services. Used the Inter-Library Loan service for material not found in either. Mentioned that he often received articles directly from authors on an informal basis and was aware that this happened elsewhere in the University. Also has access to e-journals via membership of several societies and his role as journal editor.
- In general, the range of e-journal titles are adequate and the Library has access to most of the key titles searches for. Access to older titles/articles are more difficult but will use Google for open access or consult print material if unavailable. The Library catalogue plus is not as intuitive as Metalib, so finding titles are more difficult therefore, uses Google to access most journal articles.
- Uses e-journals on a daily basis and described the Library's ranges of e-journals as brilliant. Did find some of the e-journal platforms more challenging than others but recognised that this wasn't something that the Library couldn't change.
- Very pleased with e-journal provision. Should do away with print journals as too difficult to use. Only a few titles are not available from Library. And ILL service is excellent, quick and friendly. Feels that not all academic colleagues share her enthusiasm.
- finds the provision of e-journals to be particularly good, although the restrictions of only accessing the most current years in certain titles can be limiting. However, she finds that contacting her Academic Librarian to be useful in requesting material which is limited access or applying for an ILL. In terms of finding e-journals, does not use the Library catalogue as she finds it difficult to narrow down the results. Instead she will use the Library's databases such as Web of Science or Google Scholar.
- E journal provision is good. Does not use Library web site to access them. Uses Zetoc rather than Library e journal

list. Aware that Library provides e journals. E journals are easy to access, much better than having to go to Library to locate, print them, and then photocopy. Usually can access the e journals that are needed. Number where needed inter-library loans has decreased.

- Generally good for contemporary material but her main difficulty is not being able to access all the material she would like on JSTOR. To overcome this, she will either apply for ILLs, visit the British Library herself, set up citation alerts and has contacts with other Academics from other institutions who might have access to material. goes directly to the supplier's website when using e-journals, as opposed to using the catalogue and finds using their search tools her best to filter information, although this can vary from title to title.
- The range of titles are good and is pleased with the increased provision of digital archived material. Some of the research undertaken relies on comparative analysis, so to be able to access archived material online hes in terms of saving time. accesses journal material through Google Scholar as database searching is too complicated and time consuming. Google scholar is more effective at retrieving the results required.
- Tends not to use LCP for searching journals directly and prefers to get articles from databases. Missing not being able to "browse" journals while in building, but recognises that this isn't how students work anymore. Happy with range and depth of e-journals and recognises the expertise applied in choosing them and the role the department has in this and is also aware of the problems with journal inflation.
- has no problem finding e-journals but was not aware of the A-Z list of e-journals link. Likes the ease of collecting PDFs – which she usually prints out – as opposed to the complicated loan arrangements of e-books. Does not think the Library holds enough e-journals and finds that many of the e-journal titles of interest to both her research and teaching are not available through Loughborough. Finds many articles informally through contacts with authors and other colleagues. Uses the Inter-Library Loan service for the remainder.
- accesses e-journals directly as she has a list of ones that she generally returns to all the time. Otherwise, when does research work or general searching she uses Library Catalogue Plus, SciFinder or Google Scholar. is generally happy with the e-journals which the Library provides but finds that there are a number she would like but are not provided. uses Inter-Library Loans for those but not often from colleagues or direct from authors. has no personal subscriptions or memberships. finds it very easy to find e-journals.
- is satisfied with e-journal provision. He rarely finds that he goes without or cannot get hold of a journal paper, even if it isn't held at Loughborough. Frequently emails authors and colleagues for articles and uses the Inter-Library Loan service for material not held at Loughborough. Is aware of the e-journals A-Z page and knows how to find e-journal, more often than not by going directly to the publisher site
- Nowadays uses e-journals considerably more than physical journals as they are easier to get hold of. This is especially important as around half the articles he looks (based on the abstracts) at aren't useful and it would have been very disappointing to have had to searched for them on the shelves only to find this out. The Library's e-journal coverage is pretty good for his teaching/research areas.
- Couldn't remember when she'd last consulted a physical journal. Found the range of journals generally good as her research/teaching areas are fairly broad. She would however like the Library to make it clearer when we don't have access to a specific journal so she doesn't go round in circles attempting to find it.

e-Books

- does not use e-books very much but searches for some mainly via Google. Knows about the Library's policy of providing e-books for student texts in preference to multiple copies and intends to use these more often when compiling reading lists. Did not know about the difference between e-books available to individuals and those available to institutions.
- SB used them a bit but does not like to read on screen. Prints sections out. But is a big advantage for part time students who need remote access.
- CA e-books mean nothing. No relevance to teaching as books used are not available as e-books.
- does use one e-book consistently as a reference to her work, which is easy to find, however she does not use e-books in general enough to comment on range of titles or ease of use.
- DO is familiar with the use of e-books and finds them easily on the catalogue. He uses e-books for teaching purposes which are good for introductory/general reading, however he finds the copyright restrictions can make duplicating large chunks of material difficult i.e. for RL purposes and this can vary via publisher. They are generally easy to use but finds that his students have difficulty when wanting to compare several texts simultaneously.
- uses e-books personally on his iPad. Also uses them as part of his teaching and will often look for alternative titles that are available in e-book format as increasingly his students favour these.
- MC recommends e-books to his students where they are available although personally prefers to use physical books.
- AK e-books never used, has come across them only by chance via Google. Not aware of students ever using them.
- occasionally uses e-books if there is no print alternative, but not for research, only to check for use on modules.

Usually recommends e-books for students but thinks there are not enough.

- LG prefers the use of print material, although she does use e-books which are good for copying extracts and for off campus use. When asked about the range of e-books, she commented that this was disappointing. She would like to see a greater range of core text material available electronically, although she appreciates the restrictions of obtaining this because of their cost. She mentioned that even when she has requested core text material to be ordered electronically, she can find that the print has been ordered instead and is not always notified about this. She believes e-books are particularly useful for her students and encourages them to use them.
- AO doesn't use them (mainly due to specialised nature of subject and lack of availability). Does occasionally use the departmental kindle but doesn't own one. Will put e-books on reading lists if available as aware of popularity with students. Aware of issues in publishing industry and relatively new model of publishing that is still in a state of flux
- is neutral as to the use of e-book material as opposed to print, but will order e-books as this is good for her students in simultaneously accessing information. She feels that the range of titles has grown, particularly in her subject area but does not use e-books herself.
- is a big user of e-books and likes to recommend e-books to students. She feels that the Library could provide more e-books. uses e-books quite a lot for consultation purposes which suggests that the reference aspect may be more important for some subjects than others. is aware of the restrictions on use but is not worried and is happy with the number of loans. She uses EBL a lot and likes the way that on the EBL platform she can create her own personal viewing catalogue of often used books which is a little like a reference shelf she can consult easily.
- has only ever used e-books in a personal capacity, downloading them onto his Kindle. He was not aware of the difference between individual and institutional purchases and the range of e-books or number of e-book loans available to students.
- doesn't use them personally and didn't think undergraduates were keen on them either. Thought that physical books were much better when studying. But would like to see some of the iconic books in each subject available electronically. Stated that e-Books were very useful for some of the travelling business people the department deals with although the loan periods were often too short.

Library catalogue plus

- Uses Library Catalogue Plus quite frequently, usually to find book and journal titles. Finds the service too much of a 'broad brush' which sometimes does not bring up the expected results. On the other hand, appreciates that it operates as an e-store window for many people and can be useful for discovering useful material. Prefers, however, to use the specialist tools such as PubMed.
- Used to it now but struggled initially. Still finds it a bit quirky. Not very keen at first but have become more used to it. Have come across lots of examples when looking for book that she knows is in the Library and yet cannot be found in catalogue.
- Used to use it 2/3 years ago but never does now. Only reason would be if checking for student whether Library had specific book.
- The catalogue is good for locating books and reserving material but finds the portal for e-resources more difficult to use. As doesn't use the catalogue frequently, she doesn't have any suggestions on how it can be improved
- 's experience of the catalogue he described as "okay" but would like a clearer understanding of material that the Library holds and information to be made available on how else material can be made accessible. He uses the catalogue to mainly search for books.
- Believes that LCP is much better than the old OPAC and that it has as much better coverage. He typically uses Select Databases when searching LCP except when looking for a particular book.
- Found the transition from the previous OPAC difficult. Doesn't like the more modern style of LCP and other web interfaces as they feel non-ergonomic although says this may be a generational thing.
- Does not find it very useful. Only interested in Library Catalogue rather than for finding other resources. Just uses it to find if Library has a book or not.
- Disliked Catalogue Plus because it gave too much information, much of it irrelevant. When alerted to the Advanced Search with the ability to search by title, abstract or subject (in much the same way as MetaLib) Line said that she had not been aware of this and much preferred this search to the default one-line "Google-like" box which she didn't like at all.
- does not use the Library Catalogue Plus very much as she finds its usage to be unclear; there are too many results and it takes too long, so prefers to use Google Scholar.
- Didn't use LCP (other than as a catalogue)
- Results were "too loose" – as an academic you are looking for precision and Ann finds it just as easy to go directly to databases and find better structured information in a couple of clicks

- Quite like the range of limiters but does wonder about duplication and whether there could be more use of key ones in the initial search results
- Doesn't really see the point of the more advanced functions e.g. tags/reviews
- Recognises how popular it is with students but queries how well they are making use of the system (suspects just typing key words in and using first few results)
- Not aware of content coverage
- Initially, found that the usage of the interface took time to get use to and was not particularly intuitive but feels that it is generally good and works. There is some confusion on how to only search for material within the Library which could be made clearer. The research results are okay.
- uses Library Catalogue Plus mainly for checking book and e-book availability, sometimes for journal articles though not all that often. She agreed that students were more likely to use this, particularly if they were already in the Library and needed to pick up hard copies of books, but also because it was perceived as not so much a research tool.
- did not fully realise the difference between Catalogue and Catalogue Plus. He tended to use the Catalogue mostly to find book locations and rarely to use Catalogue Plus to find journals – he found these by using PubMed, Scopus, or by going direct to e-journal sites. preferred the old catalogue saying that he found it more intuitive.
- Not noticed much difference.

E-journals

- Can access all the e-journals needed (apart from JStore). E-journals are great- easy to find, easy to store and easy to read. Uses Zetoc a lot and never uses paper journals
- Don't use paper journals. Thinks e-journals are fantastic/ Prints out the ones she wants to read. Very rarely needed e-journals Library does not have a subscription for. Then uses ILLs. Saves them also as PDFs. Easy to find, east to use, can share. Makes life much easier
- Knew how to find e-journal from Library Catalogue Plus and was generally happy with the range provided by this Library. Also used the e-journals provided by Michigan as Barry is an Emeritus Professor there and has electronic access to their services. Used the Inter-Library Loan service for material not found in either. Mentioned that he often received articles directly from authors on an informal basis and was aware that this happened elsewhere in the University. Also has access to e-journals via membership of several societies and his role as journal editor.
- In general, the range of e-journal titles are adequate and the Library has access to most of the key titles searches for. Access to older titles/articles are more difficult but will use Google for open access or consult print material if unavailable. The Library catalogue plus is not as intuitive as Metalib, so finding titles are more difficult therefore, uses Google to access most journal articles.
- Uses e-journals on a daily basis and described the Library's ranges of e-journals as brilliant. Did find some of the e-journal platforms more challenging than others but recognised that this wasn't something that the Library couldn't change.
- Very pleased with e-journal provision. Should do away with print journals as too difficult to use. Only a few titles are not available from Library. And ILL service is excellent, quick and friendly. Feels that not all academic colleagues share her enthusiasm.
- finds the provision of e-journals to be particularly good, although the restrictions of only accessing the most current years in certain titles can be limiting. However, she finds that contacting her Academic Librarian to be useful in requesting material which is limited access or applying for an ILL. In terms of finding e-journals, does not use the Library catalogue as she finds it difficult to narrow down the results. Instead she will use the Library's databases such as Web of Science or Google Scholar.
- E journal provision is good. Does not use Library web site to access them. Uses Zetoc rather than Library e journal list. Aware that Library provides e journals. E journals are easy to access, much better than having to go to Library to locate, print them, and then photocopy. Usually can access the e journals that are needed. Number where needed inter-library loans has decreased.
- Generally good for contemporary material but her main difficulty is not being able to access all the material she would like on JSTOR. To overcome this, she will either apply for ILLs, visit the British Library herself, set up citation alerts and has contacts with other Academics from other institutions who might have access to material. goes directly to the supplier's website when using e-journals, as opposed to using the catalogue and finds using their search tools hes her best to filter information, although this can vary from title to title.
- The range of titles are good and is pleased with the increased provision of digital archived material. Some of the research undertaken relies on comparative analysis, so to be able to access archived material online hes in terms of saving time. accesses journal material through Google Scholar as database searching is too complicated and time

consuming. Google scholar is more effective at retrieving the results required.

- Tends not to use LCP for searching journals directly and prefers to get articles from databases. Missing not being able to “browse” journals while in building, but recognises that this isn’t how students work anymore. Happy with range and depth of e-journals and recognises the expertise applied in choosing them and the role the department has in this and is also aware of the problems with journal inflation.
- Line has no problem finding e-journals but was not aware of the A-Z list of e-journals link. Likes the ease of collecting PDFs – which she usually prints out – as opposed to the complicated loan arrangements of e-books. Does not think the Library holds enough e-journals and finds that many of the e-journal titles of interest to both her research and teaching are not available through Loughborough. Finds many articles informally through contacts with authors and other colleagues. Uses the Inter-Library Loan service for the remainder.
- accesses e-journals directly as she has a list of ones that she generally returns to all the time. Otherwise, when does research work or general searching she uses Library Catalogue Plus, SciFinder or Google Scholar. is generally happy with the e-journals which the Library provides but finds that there are a number she would like but are not provided. uses Inter-Library Loans for those but not often from colleagues or direct from authors. has no personal subscriptions or memberships. finds it very easy to find e-journals.
- is satisfied with e-journal provision. He rarely finds that he goes without or cannot get hold of a journal paper, even if it isn’t held at Loughborough. Frequently emails authors and colleagues for articles and uses the Inter-Library Loan service for material not held at Loughborough. Is aware of the e-journals A-Z page and knows how to find e-journal, more often than not by going directly to the publisher site
- Nowadays uses e-journals considerably more than physical journals as they are easier to get hold of. This is especially important as around half the articles he looks (based on the abstracts) at aren’t useful and it would have been very disappointing to have had to searched for them on the shelves only to find this out. The Library’s e-journal coverage is pretty good for his teaching/research areas.
- Couldn’t remember when she’d last consulted a physical journal. Found the range of journals generally good as her research/teaching areas are fairly broad. She would however like the Library to make it clearer when we don’t have access to a specific journal so she doesn’t go round in circles attempting to find it.

E-resources

- Would always use ISI Citation Index rather than Google citations. Much better, higher quality and depth. Now uses Google Scholar rather than PsycInfo. Realises the inadequacies of PsycInfo by Google Scholar quicker and simpler to use.
- Does not use Google Scholar but thinks other academics may use it more. Does find Google Scholar much quicker to use but difficult to use systematically. Certainly when publishing will use databases despite finding them tedious and time consuming to use.
- Serendipity plays a large part in resource discovery – often picks up e-journal articles by clicking on links from Tables of Contents or references sent by colleagues or found in other articles. Used Google Scholar but not too frequently. Was aware of the Google Scholar Citation profile and the h-index. Also used Web of Science but most often went directly to PubMed - a version of Medline which is provided by the Library but is often more well-known and used. Used RefWorks once but wasn’t fond of it, finding it too confusing and needing too many tweaks. Is a much bigger fan of Mendeley. Two quotes about online sources: “I use everything without thinking about it and that’s the way it should be.” “I don’t want to learn to use the software ...[to use databases or online tools].”
- Web of knowledge is the database uses most frequently which is good for literature searching or bibliometrics. She finds it easier to search from individual databases rather than from the Library catalogue plus as it is more difficult to know which databases to select and what keywords to use. does use Google Scholar but finds a simple Google search is better in locating grey literature.
- Uses web of knowledge episodically. His main resources are Google (although not Google scholar) and Wikipedia. There is also a lot of physics materials freely available on the internet (e.g. arXiv) which he uses
- Uses Literature Online, EBO and Modern Criticism all the time. Could not do her research without them. Google Books is OK but not good enough as the commercial e-resources
- has no preference in terms of utilising specific databases and is most likely to use Google Scholar to find material
- Uses Web of Science a lot as Google Scholar. Finds Web of Science organises information better than Google Scholar. Uses Google Scholar when vague about what looking for. Web of Science of clear about what is needed. Google Scholar comes up with more obscure material. Just uses Web of Science database.
- uses the databases very rarely but when she does, she uses them to find material for literature searches. The databases she consults the most are Web of Science, Humanities Index and Zetoc and uses the catalogue to search simultaneously. This method she finds best in terms of narrowing down searches. She also uses Google Scholar.
- Does not use the Library databases and only time he may do so, is if a database is referenced in a particularly

useful citation. He finds the number of databases frustrating to use and may not always know which database is best suited to the area he wishes to research. The various ways of searching i.e., terminology, Boolean indicators for each database makes it less user friendly and would prefer a simplified way of searching (this did imply that he may not be aware of the "Search Databases" option in the catalogue).

- Tends to concentrate on 2 databases LISA and Nexis Access weekly on a Monday but more often when working on new/specific projects Will use LCP for catalogue but not for searching for articles/using select databases. Uses Google scholar as a supplement/quick search but will not rely on it as coverage is so patchy .
- Uses Google Scholar almost completely, though occasionally uses the database Sociological Abstracts for research. Liked MetaLib and found it easier to use with better results than Library Catalogue Plus
- uses SciFinder most often because it can allow her to use the structure search facility and because it most closely fits her subject requirements. She doesn't use – or like – Web of Science or Scopus but does use Google Scholar
- Uses PubMed/Medline almost exclusively but also uses Scopus. has a Google Scholar profile and has a RefWorks account. He uses them "in a fashion which suits me" and uses them frequently, but more often when he has a particular research project to work on. regarded his use of databases as haphazard and said that he rarely searched in a systematic way but that he usually found a way of navigating and using them "in his own way".
- Uses Web of Science, Compendex and a few others on a regular basis. Understands that these are subscription based services paid for by the Library. Raised the issue of open access and how this is increasingly becoming important to academics. However, this can be problematic with commercially sponsors as it is already difficult to get some of them to agree that the research can be published let alone pay for the publications.
- Doesn't use databases other than Web of Knowledge as they are generally too focused for her needs. Does use Google Scholar frequently.