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**UNIVERSITY LIBRARY  
AT A NEW STAGE OF SOCIAL  
COMMUNICATIONS  
DEVELOPMENT**

**CONFERENCE PROCEEDINGS**

**No. V (2020)**

**Dnipro**

**2020**

Dnipro National University of Railway Transport  
named after Academician V. Lazaryan

**UNIVERSITY LIBRARY AT A NEW STAGE OF SOCIAL  
COMMUNICATIONS DEVELOPMENT.  
CONFERENCE PROCEEDINGS**

**No. V (2020)**

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## **READINESS OF UNIVERSITY LIBRARIES FOR ONLINE COMMUNICATION AND INTERACTION: UNILIBNSD-2020 INTERNATIONAL CONFERENCE**

A new (5th) issue of the journal “University Library at a New Stage of Social Communications Development. Conference Proceedings” is presented. Full-format papers were selected, reviewed and recommended by the members of the international editorial board of the similarly-named conference (UniLibNSD-2020).

The topic of the conference “University Library at a New Stage of Social Communications Development” in 2020 is “*Open Science, Open Access and Open Educational Resources: New Opportunities for Libraries.*”

A fantastic experience of bringing together opinions of the leaders from different countries in the field of Library and Information Science (LIS) in a hybrid (blended) format forum is presented!

The main topics of the presented articles are determined, the peculiarity of LIS university researchers in the choice of topics is indicated.

*Keywords:* Conference Proceedings; university library; blended conference experience; UniLibNSD-2020 International Conference; Library and Information Science; Library of DNURT; Ukraine

Dear readers, authors, and colleagues,

Today we present the new (V) issue of the journal “University Library at a New Stage of Social Communications Development. Conference Proceedings.” Full-format papers were selected, reviewed and recommended by the members of the international editorial board of the similarly-named conference (UniLibNSD-2020).

The subject of the conference “University Library at a New Stage of Social Communications Development” in 2020 is “*Open Science, Open Access and Open Educational Resources: New Opportunities for Libraries.*” ([http://conf.lib.diit.edu.ua/Conf\\_univ\\_Library2020](http://conf.lib.diit.edu.ua/Conf_univ_Library2020)).

The International Conference was initiated by Scientific and Technical Library of Dnipro National University of Railway Transport named after Academician V. Lazaryan (DNURT Library; <https://library.diit.edu.ua>) and took place on October 8-9, 2020 in the DNURT Conference Hall (Dnipro, Ukraine).

The organizing committee closely monitored the situation with COVID-19 and restrictions on physical movement. We realized that in the current period of dramatic uncertainties, virtual conferences (regional, global) may be the only place and time when we have direct access to the leaders of academic directions, experts and other recognized specialists.

The great news is that in the summer and autumn of 2020, Dnipro (Ukraine) was in a fairly safe epidemic zone. Therefore, we were glad to meet with the conference participants in various formats – physically and online. The blended conference experience or hybrid conference offered participants a safe, most efficient and affordable way to combine and interact, physically and online.

It was a fantastic experience bringing together opinions of the leaders from different countries in the Library and Information Science (LIS) field in a hybrid (blended) forum!

The International Organizing Committee has done a great job keeping all the safety measures for the 57 physical participants and staff. But the bulk of the LIS researchers and practitioners (127 people) communicated online in ZOOM.

Specialists and scientists in the field of LIS and higher education from eight countries of the world (Poland, Belarus, Lithuania, Sweden, South Africa, Kazakhstan, the Philippines and Ukraine) attended the conference.

Thanks to them, the forum has become a unique physical and virtual platform for scientific discussions, constructive exchange of information, best practices, lessons and master classes.

Video presentations and reports revealed already developed and innovative practices, current events and possible vectors for the development of university libraries in the world under conditions of uncertainty caused by the COVID-19 pandemic. Abstracts and presentations are available at [http://conflib.diit.edu.ua/Conf\\_univ\\_Library2020/schedConf/presentations](http://conflib.diit.edu.ua/Conf_univ_Library2020/schedConf/presentations).

Changing strategies and priorities in the activities of libraries of higher education institutions set the topics for the speeches and discussions:

- COVID-19 pandemic amplifies and accelerates trends for libraries to invest in digital resources and services.
- Today is exactly the time when every library needs to immediately focus on open electronic educational resources (OER).
- Open science, open access, having changed the processes and management of scientific communications, have provided new opportunities for university libraries to demonstrate their contribution to the development of distance learning and research.
- Libraries of higher education institutions have over the years created digital collections, expanded the range of digital services and provided the digital infrastructure of their institutions, which made them one of the most digital structures of academic activity.
- Academic integrity policies and practices in universities around the world are greatly enhanced and disseminated due to libraries.
- Assessment of scientific resources, bibliometry, scientometrics, new and emerging metrics, have become mandatory elements of library activities for many universities around the world.
- The use of social networks as a tool for interacting with users is becoming increasingly popular.
- Psychological support and practical aspects of the use of innovative psychological tools during psychological support of librarians.
- The message of the world's libraries, that environmental friendliness is the answer to the challenges of our time sounds more and more confidently and louder: green libraries and sustainable development
- and much more

At the same time, the peculiarity of LIS university researchers is that in addition to conducting research focused only on library science, there is a need to conduct research in various disciplines that are relevant to their institutions.

The common thread in all the reports was the belief that the pandemic should be a turning point for all university libraries in expanding their contacts with users, with each other, with all

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the persons concerned. And this test of the library's readiness for online communication and interaction gave a positive result!

Of the many presented conference reports, the members of the international editorial board selected the highest quality papers, which are presented in this (5th) issue of the journal "University Library at a New Stage of Social Communications Development. Conference Proceedings."

The publication provides direct open access to its content, based on the following principle: free open access to research results enhances global knowledge sharing.

The international editorial board appreciates the contribution of each author. We sincerely thank our readers for their interest in UniLibNSD-2020, our reviewers for their competence, delicacy and goodwill.

We sincerely wish our partners and readers good health, success and confidence that the global twilight will surely disappear soon and the time for sunny days will come!

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## **ГОТОВНІСТЬ УНІВЕРСИТЕТСЬКИХ БІБЛІОТЕК ДО ОНЛАЙН-СПІЛКУВАННЯ І ВЗАЄМОДІЇ: МІЖНАРОДНА КОНФЕРЕНЦІЯ UNILIBNSD-2020**

Представлено новий (5-ий) випуск журналу "University Library at a New Stage of Social Communications Development. Conference Proceedings". Повноформатні статті були відібрані, рецензовані та рекомендовані членами міжнародної редакційної ради однойменної конференції (UniLibNSD-2020).

Тема конференції "University Library at a New Stage of Social Communications Development" в 2020 р. – "Відкрита наука, відкритий доступ та відкриті освітні ресурси: нові можливості для бібліотек".

Представлений фантастичний досвід об'єднання лідерів думок різних країн в області Library and Information Science (LIS) при проведенні форуму гібридного (змішаного) формату!

Визначено основні теми представлених статей, вказана особливість університетських дослідників LIS у виборі тем.

Ключові слова: Conference Proceedings; бібліотека університету; blended conference experience; міжнародна конференція UniLibNSD-2020; Library and Information Science; Library of DNURT; Ukraine

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## **PARTNERSHIP AS AN EFFECTIVE FORM OF CONSOLIDATION AND INTEGRATION OF INFORMATION RESOURCES OF LIBRARIES OF UKRAINE**

**Objective.** The report is aimed to represent library partnership as an important component of diversification interaction of domestic scientific libraries and a universal form of consolidation of digital resources of documentary heritage. **Methods.** The methodology of the article is based on the general scientific principles of systematization, complexity, comprehensiveness of knowledge. **Results.** The content of publications of Ukrainian scientists in recent years on the importance of library projects for the development of domestic librarianship is highlighted. The use of the term "library partnership" in library science is substantiated. The most successful projects of scientific libraries of Ukraine as modern multifunctional institutions are presented. **Conclusions.** Positive consequence of active interaction of libraries through partnership is the implementation of effective communication, overcoming industry and departmental separation, targeted activities on customer focus, expanding the range of new services, a qualitatively new level of information library space. Prospects for further development of the domestic scientific, educational and cultural space through the library partnership are outlined.

*Keywords:* scientific library; interaction of libraries; partnership; library project; V. I. Vernadskyi National Library of Ukraine

### **Introduction**

The evolution of the entire system of scientific communications in the context of globalization of social processes has formed a new paradigm of interaction in the activities of libraries as a dyad of mutual exchange and mutual enrichment. The defining category of effective transformations and dynamic changes in modern library science and practice of Ukraine is the interaction of libraries, which optimizes traditional and represents innovative strategies, forms, types, models of forming an integrated library and information resource as an important component of global e-space.

Traditional and innovative solution of problems of modernization of domestic libraries requires the study of scientific-theoretical and practical aspects of library partnership as an important component of diversification of scientific libraries and universal technology of consolidation of digital resources of documentary heritage. This positively affects the quality of library and information services through the introduction of new e-services and the provision of unlimited Internet access to relevant information.

Thus, the study of the essence and content of the library partnership, identifying its potential opportunities in the formation of a consolidated electronic resource of cultural heritage, promotion of the achievements of Ukrainian culture and science are extremely relevant for successful progress of domestic library science and practice.

## Methods

The methodology of the article is based on the general scientific principles of systematization, complexity, comprehensiveness of knowledge. The use of general scientific (analysis, synthesis, generalization) and special research methods (comparative-historical, retrospective, problem-chronological) contributed to the achievement of this goal.

**Analysis of recent research.** Characterizing the available source base, it should be noted that most of the materials devoted to the interaction are mainly articles, dissertation research, reports, meeting reports, seminar and conference proceedings (Klymenko & Sokur, 2019). Among the domestic scholars who in one aspect or another cover library interaction through partnership, it is worth mentioning the publications of T. Vylehzhaniina (applied aspects of library cooperation) (Vylehzhaniina, 2013), O. Voskoboinikova-Huzieva (social partnership as a factor in the development of library and information sphere of Ukraine) (Voskoboinikova-Huzieva, 2014), O. Klymenko (theoretical principles of interaction of scientific libraries) (Klymenko, 2016), O. Sokur (scientific and organizational support of interaction libraries of scientific institutions of the National Academy of Sciences of Ukraine) (Sokur, 2019), S. Shemaiev (conceptual principles of system interaction of libraries with museums and archives) (Shemaiev, 2016) and O. Rybachok (international projects on integration of digital resources of archives, libraries, museums) (Rybachok, 2018).

The participation of librarianship researchers (theorists and practitioners) in the scientific discourse makes it possible to join the search for ways to overcome the applied problems of the domestic library industry in today's conditions.

## Results and Discussion

Libraries of Ukraine are a basic element of cultural, scientific, educational, information infrastructure of the state. Today, libraries are looking for new approaches to cooperation, the development of modern thinking, rapid response to major events. Libraries are becoming the channel through which more and more people from different social groups join the process of cooperation, here the public is consolidating on social issues, and this is very important for the development of partnership and the formation of civil society (Klymenko, 2016).

Trends in recent years have shown the dynamism of the transformation of information and communication activities of libraries and the shift of work priority focus in the electronic environment. The desire to work ahead of social demands and compete with other cultural and information institutions encourages the adaptation of all known components, including - cooperation, collaboration, partnership, consolidation, which promotes library integration in general. The interaction of libraries as the basic documentary and information institutions of society, which have unique cultural and historical funds, requires the establishment and strengthening of productive information and cultural ties in order to form a single consolidated information space.

Interaction is an important factor in the integration of cultural and scientific heritage in a globalized world and is based on the conceptual foundations of the development of the global infrastructure of electronic science. The principles based on which libraries interact productively are partnership, openness and equality of the parties for the purpose of development and use of the integrated library and information resource to develop a full-fledged scientific and information space in Ukraine. A promising area for further development of the information service is the partnership between libraries. Any model of library development involves the active use of partnership, among its main types are sectoral partnership (library-library); intersectoral

partnership (library and institutions of culture, science, education, business, public associations, creative unions, etc.); international partnership (sectoral and intersectoral); partnership with public authorities (legislative and executive branches), especially with ministries and departments that have libraries under their authority. The interaction of libraries of Ukraine is developing more and more actively, and the activity of partner libraries takes place without changing the legal status, staff schedule and additional financial costs. However, participation in corporate associations imposes some obligations on partners. First of all, it is the appropriate technical and technological support (Internet connection, available modern automated system, workstation arrangement). Secondly, compliance with current corporate rules (standards, instructions) and work completion in a timely manner (Sokur, 2019).

Monitoring of the professional information flow showed the constant development of the main subsystems of library interaction, in particular partnership to meet the information needs of society. The partnership is based on compliance of content, goals and results with the requirements of current international and national legislation, priority of common interests and goals over the interests of individual partners, equality of all partners within the partnership agreement, voluntary participation in the partnership.

Partnerships can be created for any period. According to the analysis of publications of domestic practice, they can be divided into short-term (from one day to a month and a half), limited (for several months) and permanent (those that occur from time to time over many years) (Suprunets, 2009). The short-term form of library partnership includes exhibitions, expositions, presentations, joint seminars, round tables, conferences, meetings, webinars, lectures, etc. Limited forms can be designed for a significant but well-defined period. As an example, the creation of a museum exhibition or the use of a grant, work on joint publication, acquisition. Permanent (situational) projects are relevant today, i.e. the creation of library societies and commissions, exchange of literature, preparation of bibliography, informing about new acquisitions on certain topics, methodological support of libraries.

As a relatively new phenomenon, the partnership in the domestic library science reflects the processes of expansion and complication of forms of interaction, which in essence is always mutually beneficial. Successful partnerships are fostered by the dominance of a strategy of cooperation and compromise through the formation of effective integration and cooperation ties. Today, in the context of growing regional budget deficits, domestic library partnership, in our opinion, is the most effective tool for modernizing the library industry and social infrastructure in general. Thus, partnerships in the domestic library services are, as a rule, in many cases multilateral cooperation of various institutions and organizations, such as museums, archives, higher education institutions for the development of the Ukrainian European state.

In the face of such negative factors as limited funding, unsatisfactory logistics and staff shortages, participation in library projects is essential for the development of domestic libraries in cultural, scientific, educational and information infrastructure, which will also result in the implementation of an effective communication policy, overcoming sectoral and departmental separation, purposeful effective customer orientation, introduction of new services, productive formation of information and library space at a qualitatively new level.

For the successful formation of an integrated scientific information space, the development of such national scientific information projects is of undeniable importance, the main coordinator of which is the V. I. Vernadskyi National Library of Ukraine: abstract database "Scientific Ukraine", electronic library of professional periodicals "Scientific Periodicals of Ukraine", electronic library "Ukrainika", information portal "Science of Ukraine: Access to Knowledge".

Implementation of projects on a national scale contributes to strengthening the information base of innovation and support of reform processes in the country, the connection of national

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information resources to the international system of scientific electronic communications, which contributes to the formation of a positive image of Ukrainian science.

Each collaborating party contributes to the joint project. One of the technologies widely used in the practice of partnership in the domestic library science is the creation of electronic libraries. In the library and information space, scientific electronic libraries should become separate system-forming elements that perform information and communication functions in the status of an independent resource, as well as are part of the combined resources of general scientific importance. For example, the participants (only 111 today) of the integrated resource electronic library "Culture of Ukraine" are national libraries (among foreign ones is the National Academic Library of Republic Kazakhstan), libraries of Ukrainian universities, all domestic regional universal scientific libraries, research institutions, publishers, authors, etc. Together they gave one of the most popular contents of relevant information on the history of Ukrainian culture.

An example of a successful partnership is also the project "Catalogs of Libraries of Institutions of the National Academy of Sciences of Ukraine" launched in the V. I. Vernadskyi National Library of Ukraine (about 30 libraries of scientific institutions of the National Academy of Sciences of Ukraine are its active participants). Work is underway to involve network libraries in the creation and maintenance of an electronic catalog on the server of the V. I. Vernadskyi National Library of Ukraine, which requires methodological support, systematic organization and training "Corporate Cataloging: New Technologies and Opportunities for Academic Libraries". Seminars are held for the heads of libraries of scientific institutions, which cover the issues of bibliographic recording into the electronic catalog, entering descriptions of book memorabilia, creating authoritative files of the names of persons and institutions, features of systematization of scientific publications, etc.

### **Conclusions**

The analysis carried out in the article allows to state that library partnership as a universal and most effective library resources consolidation technology is: 1) an important component of diversification interaction of modern scientific libraries, which promotes formation of consolidated domestic scientific-cultural-educational space; 2) an incentive for library integration into the world's common information space through digital resources of documentary heritage; 3) establishing and strengthening of productive information and communication links of libraries that have unique cultural and historical funds; 4) introduction of modern information and communication technologies, system optimization and modernization of all areas of multifunctional activity. Interaction through partnership encourages research libraries, as the basic documentary and information institutions of society, to work ahead of social demands and compete with other cultural and information institutions in the context of digitalization through the implementation of creative library projects.

We see the prospect of further research in the development of history studies, stages of creation, development strategies of both domestic and foreign library partnerships; launch of scientific research of theoretical, methodological, organizational, and legal principles of partnership; substantiation of its actual traditional and innovative forms and types. After all, despite the wide range of library research in recent years in this area, the library partnership, in our opinion, needs further specification of the term. The issue of classification and typology of library projects remains relevant and it is necessary to study and introduce into domestic practice the best foreign experience of library projects in the context of global digitalization.

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## ПАРТНЕРСТВО – ЕФЕКТИВНА ФОРМА КОНСОЛІДАЦІЇ ТА ІНТЕГРАЦІЇ ІНФОРМАЦІЙНИХ РЕСУРСІВ БІБЛІОТЕК УКРАЇНИ

**Мета.** Репрезентувати бібліотечне партнерство як важливу складову диверсифікаційної взаємодії вітчизняних наукових бібліотек та універсальну форму консолідації цифрових ресурсів документальної спадщини. **Методика.** Методологія статті базувалася на загальнонаукових принципах системності, комплексності, усебічності пізнання. **Результати.** Висвітлено зміст публікацій українських науковців останніх років щодо значення бібліотечних проєктів для розвитку вітчизняної бібліотечної справи. Обґрунтовано вживання у бібліотекознавстві терміна «бібліотечне партнерство». Представлено найуспішніші проєкти наукових бібліотек України як сучасних мультифункціональних установ. **Висновки.**

**STRATEGIC PARTNERSHIP**

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Позитивним наслідком активної взаємодії бібліотек через партнерство є здійснення ефективної комунікації, подолання галузевого та відомчого відокремлення, цілеспрямована діяльність на клієнтоорієнтованість, розширення спектра нових сервісів і послуг, якісно новий рівень формування інформаційного бібліотечного простору. Окреслено перспективи подальшої розбудови вітчизняного науково-освітньо-культурного простору через бібліотечне партнерство.

*Ключові слова:* наукова бібліотека; взаємодія бібліотек; партнерство; бібліотечний проєкт; Національна бібліотека України імені В. І. Вернадського

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## **DYNAMICS OF DEVELOPMENT OF UNIVERSITY LIBRARIES IN BELARUS: RESEARCH RESULTS**

**Objective.** The study of the effectiveness of individual processes in the activities of university libraries is a popular direction of scientific research. The work is aimed at a comprehensive study of the dynamics of development of the university libraries network in Belarus using the method of self-examination within the framework of the experimental toolkit. **Method.** The research was conducted using a new methodological toolkit for an independent quality assessment (voluntary certification) in the work of libraries of all types. **Results.** On the example of analyzing the activities of university libraries, a methodological toolkit has been tested. It is based on a matrix of library indices, a calculation algorithm of quality indices, criteria (performance indicators), and a system of weights and ratings of libraries. **Conclusions.** Constant comprehensive monitoring of the quality in the activities of the university libraries using up-to-date methods is today a defense against abolition; it helps to identify organizations that provide the highest quality services, show the strengths and weaknesses of library development, act as an information resource for making the right management decisions, both within a particular library and the network as a whole, and in librarianship at the state level. The development, implementation, and improvement of tools for studying the quality in the activities of university libraries undoubtedly have great potential.

*Keywords:* university libraries; dynamics of development; quality control; methodological toolkit; organizational management; Belarus

### **Introduction**

The main advantage of a developed country with an innovative economy is associated with its human potential, which is largely determined by the effective educational careers of university graduates and the implemented results of scientific research. One of the conditions for competitiveness and demand for future specialists is the information base of the university, namely, a library having all the necessary resources for information support of the educational process and research activities and providing its users with the most demanded list of high-quality information and educational services.

At a time of change, accompanied, inter alia, by the optimization (unity, reduction) of a number of universities in the Republic of Belarus, the analysis of the potential of their libraries becomes especially relevant.

Practice shows that only the constant adaptation of libraries to changing conditions, organizing the new areas of activity (for example, monitoring the world scientific information flow, promoting scientific publications in the international scientific information space, analyzing the level of citation of university scientists, etc.) can help libraries prove their social importance and relevance, both at universities and in the state as a whole (Liutsko, 2020b, p. 42). Accordingly, under the conditions established by state development programs, a comprehensive system for monitoring, the activities of university libraries can be used as a fairly effective management mechanism. Its structure will help to take into account all relevant management issues and establish a "balance" between the interests of users (students, undergraduates, graduate students, university faculty) and economic efficiency; between the library as an effective organization and its ability to cope with future challenges. It will create a favorable environment for assessing and analyzing, measuring the quality of the university library as a whole, each of its structural departments, and each employee.

Scientists and specialists around the world are working on the development of criteria for assessing the activities of libraries. Some researchers are aimed at examining the quality of a library through improving the efficiency of its services, which in turn affects the degree of user satisfaction. The quality of service to users and their satisfaction are important criteria for effective service management. Service quality is seen as a comparison of users' expectations before using the service and their impression after obtaining the requested service at the library (Dash & Padhi, 2010, p. 12).

The research of the range and quality of e-services at the University of Tartu (Estonia) using the focus group method showed that technological and marketing approaches to studying the quality of e-services can be complemented by a social approach based on communication, user participation, and feedback. It should be noted that this research with the participation of users of the university library helped to identify fifteen criteria for the quality of electronic services (Einasto, 2014, p. 4).

Automated systems for analyzing user satisfaction with the quality of library services of university libraries ((LIBQUALC and Customer Service Excellence CSE) have allowed English experts to collect different opinions on this issue and make the right decisions (Atkinson & Walton, 2017).

Assessing the quality in the activities of libraries from the standpoint of the effectiveness of the ongoing scientific research reflects the opinion of specialists from Novosibirsk (Russia) (Guzner & Guzner, 2012).

Researches over the past ten years have forced the library community in Russia, Ukraine, and Belarus to think about developing comprehensive indices for studying the quality of library performance in general (Mykolenko, 2010; Soloidenko, 2011; Strelkova, 2016; Strelkova, 2017; Brykalov, Balyberdin & Borodina, 2018; Dresher, Kosolapova, & Klyuchenko, 2018; Pilko & Mukhamedieva, 2019). Among them, researches were identified in the field of studying the quality of university libraries (Opekunova, 2013; Opekunova, 2017). Each research undoubtedly contributes to the overall methodology for studying the quality of library performance. However, at present, in our opinion, a more complex toolkit is the version developed by the Belarusian library scientist I. B. Strelkova in 2016 (Strelkova, 2016). This toolkit was first tested at the university libraries of the Republic of Belarus and formed the basis in the preparation of the Ph.D. thesis of the author of this article. The work is called "Qualimetric assessment in the activities of the library of a higher education institution based on the competence approach".

The purpose of this work is to comprehensively study the dynamics of development of the network of university libraries in Belarus using the method of self-examination within the framework of the experimental toolkit.

## **Methods**

The study of the dynamics of the development of university libraries in Belarus consists of several interrelated stages. At the first stage, the participants in the research (directors of university libraries) were asked to complete a table of public library indices for two years (Strelkova, 2016, pp. 6-28). For the convenience of emailing and receiving data from respondents, the questions were formulated in the Google Forms program. The form included more than one hundred and ten (110) questions. The table of indices at the public library is formed by 5 sections: material and technical base (A); library fund (B); users (B); stuff (G); execution of library events (including unique events) (D). In each section, four components were identified: resources; availability; use, and development potential. To characterize unique events (from one to three learning, cultural-educational, and other events), directors of university libraries were offered a plan-description, in

which it was required to indicate its purpose, type, target audience, and assess the impact on the library as a whole. In order to encourage directors of university libraries in Belarus to self-examine their departments, a questionnaire of seven questions was proposed. It made it possible to identify their attitude toward library innovations. With the aim of increasing the objectivity of the research results, an expert commission was organized represented by the Director of the Fundamental Library of Belarusian State University (BSU), the Scientific Library of Belarusian National Technical University (BNTU), and the Yanka Kupala State University of Grodno (SUG). It is noteworthy that members of the commission did not have the right to make decisions on their libraries. This mission was entrusted to three directors of other libraries. Based on the results of studying the respondents' answers, the members of the expert commission assigned points to each library on a 10-point scale (1-min, 10-max) (Strelkova, 2016, p. 32). Unique events (if any) were assessed by the expert commission according to five criteria, including innovative relevance (IR\_1); financial efficiency (FE\_2); cultural efficiency (CE\_3); social significance (SS\_4); global perspective (GP\_5). Then the arithmetic mean is calculated for each library. Data for each university library from all experts are collated in a similar way. They form the final library rating (FLR). The library rating results are summarized in the table.

### Results and their discussion

With a view to allowing conducting the research in Belarusian universities, the author of the article prepared official letters for rectors. The administration and the postgraduate study department of Belarusian State University of Culture and Arts provided invaluable assistance in preparing the documents. Forty directors of university libraries out of fifty-two possible ones took part in the research. Some of them were as respondents and experts. The number of indices, complex calculations, and great responsibility caused some difficulties from the side of the research participants, but they were able to overcome everything thanks to their involvement in the process and interest in the final results.

As expected, at the top of the ranking were university libraries of the leading institutions of higher education in Belarus (Table 1).

*Table 1. Libraries – leaders in the rating*

Key indices	The number of points for the main indices. Overall score/Rating index		
	BSU Fundamental Library	BNTU Scientific Library	Yanka Kupala (SUG) Scientific Library
<b>A. Material and technical resources</b>	10	8	6
<b>B. Library fund</b>	10	8	6
<b>C. Users</b>	9	8	7
<b>D. Stuff</b>	6	7	6
<b>E. Execution of library events</b>	4	8	7

<b>Overall Rating of University Libraries</b>	39/7,8	39/7,8	32/6,7
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Let us compare the results in the rating of libraries-leaders. With an equal number of points for the main indices and the same rating of the Fundamental Library of BSU and the Scientific Library of BNTU, the first one, having the highest rating works and develops unevenly. So, in the library with a high level (10 points) of the material and technical resources (the functional library building, large areas for serving users and staff work, modern ABIS, etc.); library fund with a high degree of circulation (10 points); user activity (9 points), there is staff loss (a decrease in the number of specialists with higher library education, a high turnover rate among competent and effective staff) (6 points). It should be noted that the library does not position itself with the help of unique library events (4 points). However, this fact may currently be associated with the COVID 19 pandemic.

The scientific library of BNTU, unlike the Fundamental Library of BSU, does not have maximum points for each index (material and technical resources, library fund, users, library events – 8 points each; staff – 7 points), at the same time, it is dynamically developing in all areas of activity.

Scientific Library of Yanka Kupala State University of Grodno also does not have high scores (6 and 7 points) on performance indices. However, according to the results of expert analysis it focuses on systematic development and has good potential.

Other libraries that were given lower scores expressed a strong desire to introduce innovative forms in all performance indices. Their directors have plans to develop and implement unique measures after the abolition of quarantine measures in the country.

Intermediate results of the research were discussed at meetings of the Department of Information Resources and Communications at Belarusian State University of Culture and Arts (Minsk, Belarus).

### Conclusion

Constant comprehensive monitoring of the quality in the activities of the university libraries using up-to-date methods is today a defense against abolition; it helps to identify organizations that provide the highest quality services, show the strengths and weaknesses of library development, act as an information resource for making the right management decisions, both within a particular library and the network as a whole, and in librarianship at the state level. The development, implementation, and improvement of tools for studying the quality in the activities of the university libraries undoubtedly have great potential.

It should be noted that twenty-eight directors of university libraries of the Republic of Belarus expressed a particular interest in further studying quality assessment methods and took part in a pedagogical experiment (Liutsko, 2020a, p. 175).

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## ДИНАМІКА РОЗВИТКУ УНІВЕРСИТЕТСЬКИХ БІБЛІОТЕК БІЛОРУСІ: РЕЗУЛЬТАТИ ДОСЛІДЖЕННЯ

**Мета.** Вивчення ефективності окремих процесів в діяльності університетських бібліотек є популярним напрямком наукових досліджень. Робота спрямована на комплексне вивчення динаміки розвитку мережі університетських бібліотек Білорусі з використанням методу самообстеження в рамках експериментального інструментарію. **Методи.** Дослідження проводилося з використанням нового методичного інструментарію для проведення незалежної оцінки якості (добровільної сертифікації) роботи бібліотек усіх типів і видів. **Результати.** На прикладі аналізу діяльності університетських бібліотек апробований методичний інструментарій, в основі якого лежать: матриця показників бібліотеки, алгоритми розрахунку показників якості, критеріїв (індикаторів ефективності), системи ваг і рейтингів бібліотек. **Висновки.** Постійний комплексний моніторинг якості діяльності університетських бібліотек з використанням актуальних методик є сьогодні захистом від скасування; допомагає виявити організації, які надають послуги найвищої якості; показують сильні і слабкі сторони розвитку бібліотек; виступають інформаційним ресурсом для прийняття правильних управлінських рішень, як всередині конкретної бібліотеки і мережі в цілому, так і в бібліотечній справі на державному рівні. Розробка, впровадження та вдосконалення інструментів для вивчення якості діяльності університетських бібліотек безсумнівно має великий потенціал.

*Ключові слова:* університетські бібліотеки; динаміка розвитку; оцінка якості; методичний інструментарій; організаційний менеджмент; Білорусь

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## MARKETING COMMUNICATIONS: READING PROMOTION PROGRAMS IN ACADEMIC LIBRARIES

**Objective.** The article covers different forms of communication between library staff and its users including reading promotion. It is rather effective for libraries to communicate with the target audience. Nowadays libraries need to communicate with customers and academic libraries are not in the exception list. Academic library staff need to communicate and build strong relations with students, professors and staff of university. Target audience may be informed about the library, support of users or different events that take place in library space. **Methods.** Based on the analysis of scientific research, a list of potential communication channels has been identified. Library messages and reading promotion campaigns were also analyzed. **Results.** Part of library communication should be devoted to book reading promotion and reading programs. Library staff need to get acquainted with programming and marketing, because without this knowledge it is hard to fulfill main activity. Marketing is everywhere today, even in academic library activity. The article describes the main elements of communication between the academic library and the user: messages, channels, target audience and gives examples of information and advertising campaigns conducted by different libraries. **Conclusions.** Reading promotion programs maybe part of common library communication. Modern libraries start to communicate with their users, promote reading books and educate readers. It can be done with a budget on promotion and without it.

*Keywords:* academic library; communications; information campaign of the academic libraries; reading promotion; campaigns to support reading books in university libraries; book advertising

### Introduction

Academic library play a critical role in connecting community members to vital resources and programs, now more than ever.

Scientific library in the university help students to study and write bachelor's or master's thesis.

Communication with readers, main target audience of library, is in urgent need for modern library. Academic library also need to build strong communication with readers. Even if it is students and even if they will change every 2-4 years.

How academic libraries communicate with customers and connect with their community?

### Methods

In this study secondary data analysis and research reports were used to create list of potential communication, channels, ideas for communication campaigns and messages. Analysis of librarian communication messages and book reading promotion was made. In addition, common scheme of communication was implemented to academic library communication process with users.

### Results and Discussion

Communication scheme for academic library looks like this (based on Roman Jakobson's scheme): sender – message – receiver – channel – code – context.

- Sender of the message (academic library)

- Message (visit academic library, read more books provided by library, use services provided by library)

- Receivers (students, lecturers, professors, faculty members and staff)

List of possible channels of communication for academic library:

- web site (articles, news, blog)

- social media

- academic newspaper, student radio or TV

- graffiti (outdoor and indoor, that are so popular in European universities)

- posters

- calendars

- souvenirs

The survey “US Public Libraries: Marketing and Communications Landscape” mentioned such communication channels that can be used by library and may be suitable for academic libraries:

- printed material in the library

- social media

- library's website

- library events

- local communication events

- local media

- e-mail messages (for site subscribers and those who have a library card) (US Public Libraries: Marketing and Communications Landscape, 2018).

Great example of engaging followers and new young readers was shown by New York Public Library. In 2018 the communication campaign “Insta Novels” was set. Special format of engagement was Instagram Stories, fast format. Famous novels were presented in several second video story. Among first novels were “Alice in Wonderland”, “The Metamorphosis”. By the way, this novels often used by advertising agencies while launching advertising campaign for bookshops for creating narrations (Freberg, 2020).

E-mails as an effective way of communication and good strategy can use such target messages: library card is going to expire, we've missed you.

Another way to communicate with readers is newsletters. It is important form of communication mentioned in “Communication in the Library: the Role of Librarians” (Martins, Cortês, Graça, 2011).

Target audience of the messages sent by academic libraries:

- students (first year bachelor students, graduate students, master students)

- lecturers and professors

- staff and faculty members.

Students are rather specific audience for communion. First of all, they have studies at university and obtain profession and experience for further activity. Students need to create presentations, prepare individual tasks, participate in scientific conferences and publish thesis, write bachelor's or master's thesis.

From the other side, students are young people (17-25 years old) and they are very curious and open to new information, new facts and knowledge. This means that they are a very good audience for library communication and reading promotion.

Professors and staff also can be participants of different reading challenges launched by academic library staff.

Academic libraries can use a variety of messages, for example:

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- get a library card
- visit library
- read books
- read special book (written by university professor or graduate)
- read more
- read scientific books
- read classical texts
- read book wrote by famous scientists
- library is full of surprise
- read for fun
- read books to know more facts
- read books to pass exams
- read book to be smart
- promotion of reading advantages
- visit new web-site
- order books with new online service (in case it is available)

Target message will be working in the best way when it give students benefit they want, for example "10 books to help you learn more about...". Keeping balance between too much and not enough information from library is one of the main task in communication strategy.

Main goal of communication campaigns and objectives:

- increase library usage
- promote books
- promote advantages of reading
- give example of positive library usage (for further model)
- increase awareness of library
- increase use of library material
- increase participation in library events and traffic to library
- promote the value of library
- connection with community (students, professors and academic staff)

Some libraries give us bright examples of creative communication with readers. For example, look at advertising created for Czech Library Association "Read It Before Hollywood Does" with Jane Air, The Old Man and the Sea. Milwaukee Public Library provide great example of advertising campaign that mark advantage of library: "Turn your face to the book", "You could be Reading", "140 characters? Try millions". American Library Association also has launched a series of events to promote libraries and reading (banned book week, teens read) and supported this event with powerful posters spread all over the country (Miami, 2016). Madrid Book Publishers Association also launched powerful campaigns in order to communicate with the readers. The most powerful was about "Reading stimulates your imagination" with Sherlock and Cyrano, as well as futuristic ad campaign with the slogan "The more you read, the more you see" that shows the power of books and reading.

According to research data in US Public Libraries: Marketing and Communications Landscape (2018) 40% of public libraries have a communication strategy and 25% have marketing professionals or staff. Madrid Book Publishers Association cooperates with the world famous advertising agency "Grey", regional office in Madrid (Spain). New York Public Library cooperated with the advertising agency "Mother".

But it is not important to have budget or cooperate with famous marketing agency as communication starts from library and staff.

By the way, some communications may be classified as public service announcement, communications that promote public interests, for example reading promotion. Such communication are placed free (public TV, radio, outdoor). Of course, it is good to have a budget for promotion and communication. But reality is that librarians, like real superheroes, need to be acquainted with marketing and even programming, because without such skills and knowledge it is hard to fulfill new main activity. It is making the most of limited resources with no marketing budget.

### Conclusions

10-20 years ago, the library was a building where users went to get the documents and the information they needed and had access to the expertise of specialized professionals. And now inspiration starts in the library, because library help users read, learn and connect. So, let us communicate with library users and promote library service and reading books with powerful information campaigns. Design of information and advertising message will be the object of another article.

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## МАРКЕТИНГОВІ КОМУНІКАЦІЇ: ПРОГРАМИ ПРОМОЦІЇ ЧИТАННЯ КНИГ В УНІВЕРСИТЕТСЬКИХ БІБЛІОТЕКАХ

**Objective.** Стаття висвітлює різні форми спілкування між співробітниками бібліотеки та її користувачами, включаючи просування читання. Для бібліотек досить ефективно спілкуватися з цільовою аудиторією. В даний час бібліотекам необхідно спілкуватися з клієнтами, і академічні бібліотеки не є винятком. Співробітникам академічної бібліотеки необхідно вести діалог і будувати міцні відносини зі студентами, викладачами та співробітниками університету. Цільова аудиторія може бути проінформована про бібліотеку, підтримку нею користувачів або різні події, що відбуваються в бібліотечному просторі. **Methods.** На основі проведеного аналізу наукових досліджень визначено список потенційних каналів комунікацій. Також було проаналізовано повідомлення бібліотек та кампанії промоції читання. **Results.** Частина бібліотечної комунікації повинна бути присвячена популяризації читання книг і програм читання. Співробітникам бібліотеки необхідно ознайомитися з програмуванням і маркетингом, тому що без цих знань складно виконувати основну діяльність. Маркетинг сьогодні присутній скрізь, навіть в роботі академічній

бібліотеки. У статті описані основні елементи комунікації академічної бібліотеки і користувача: повідомлення, канали, цільова аудиторія та наведені приклади інформаційних та рекламних кампаній, що проводяться різними бібліотеками. **Conclusions.** Заохочувальні читання можуть бути частиною загального бібліотечного спілкування. Сучасні бібліотеки починають спілкуватися зі своїми користувачами, заохочують їх до читання. Це можна зробити з бюджетом на просування і без нього.

*Ключові слова:* університетські бібліотеки; комунікації; інформаційні кампанії університетських бібліотек; промоція читання; кампанії на підтримку читання книг в університетських бібліотеках; реклама книги

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## **PSYCHO-EMOTIONAL SECURITY: PREVENTION OF OCCUPATIONAL BURNOUT OF LIBRARIANS**

**Objective.** The study is aimed at expanding the global library community awareness of the measures and tools to overcome occupational burnout based on the practical experience of the library and the Psychologo-Medico-Pedagogical Consultation Service of the Hryhoriy Skovoroda University in Pereyaslav (Ukraine). **Methods.** The main data were obtained by the method of internal and external observation, as well as the analysis of many years of practical experience of the library. **Results.** The author described the system of preventive psychological security measures of the university library and offered the tools for overcoming job burnout. **Conclusions.** For 15 years, the library staff has undergone a three-stage practical training, which gave librarians a new experience of better self-awareness, encourages active thinking, and hence better understanding of other people.

*Keywords:* library environment; occupational burnout syndrome; emotional exhaustion; psycho-emotional security

### **Introduction**

In the modern world, the library is the center of attraction of new trends, progressive ideas, creative thoughts. Social processes affect libraries, force them to change, to fill the library space with new content. Academician of the National Academy of Sciences of Ukraine Oleksii Onyshchenko (2020) notes that for libraries the task of fitting into the digital environment is an inevitable objective necessity. It is dictated by their eternal functions of accumulation, processing and transfer of knowledge, experience, information in general. It is the innovative way of development of libraries and the renewal of all aspects of their life that ensure the fulfillment of their social mission of transforming the profession of librarian into a scientific information specialist (information scientist). In our time of digital technology libraries remain the places where one can not only receive information, learn, develop, but also create intellectual recreation, get inspiration for new things and projects. The modern creative librarian, who is already embedded in the global system of the knowledge society, is prone to occupational burnout. Therefore, intellectual workers must be prepared for the changing challenges of the time.

**Literature review.** Emotional burnout is a symptom of today (Burnout, 2020; Occupational burnout, 2020), which, however, began to be studied by librarians several decades ago (Fisher, 1990). This is a state of exhaustion, which leads to complete or partial loss of strength, feelings and is accompanied by loss of joy and satisfaction in living. It affects people whose work involves constant communication - doctors, psychologists, teachers, managers, social workers, librarians, etc. For example, according to C. S. Shaw (1992), when a librarian burns out, he feels his own professional incompetence, dissatisfaction with work, depersonalization, and eventually his or her self-esteem deteriorates sharply. For a quality organization of work in the team there are important: firstly, the team to work harmoniously, secondly, a calm emotional state of each employee, thirdly, positive emotions, socio-psychological climate in the team. This opinion is shared by Ukrainian librarian T. Safonova (2019), who believes that it is the employees who retransmit information about the internal atmosphere and activities of the institution, so their negative image can lead to a rapid decline in the level of public confidence.

J. S. Caputo (1991) reflects in her research the factors that influence library services in the field of mental health in the new century. This includes problems of public policy, organizational climate within the team, and new technologies.

In the spring of 2018, B. Wood, Ana Guimarães, C. Holm, Sherrill W. Hayes, Kyle R. Brooks (2020) tested and checked the reliability of the work-related Copenhagen Burnout Inventory subscales among 1,628 academic librarians working in the United States. Academic librarians reported a total job burnout score of 49.6. In general, female participants aged 35 to 44 reported the highest level of job burnout, and men and the elderly reported the lowest level. This study also found some interesting information about non-binary librarians that suggests further research.

Ukrainian practices of librarians of higher education institutions, touching on this topic, emphasize the need for psycho-emotional security (Derkach, 2020; Hubar, 2020).

**The objective of this study** is to expand the global library community awareness of the measures and tools to overcome occupational burnout based on the practical experience of the library and the Psychologo-Medico-Pedagogical Consultation Service of the Hryhoriy Skovoroda University in Pereyaslav (Ukraine).

### Methods

The main data were obtained by the method of internal and external observation, as well as the analysis of many years of practical experience of the library and the Psychologo-Medico-Pedagogical Consultation Service of the Hryhoriy Skovoroda University in Pereyaslav (Ukraine).

The main focus was on conducting art-therapeutic meetings and creating a psychological space that determine the development and active use of emotional self-resource skills among library professionals.

### Results and Discussion

In order to prevent emotional exhaustion and occupational burnout of librarians in the book collection of the Hryhoriy Skovoroda University in Pereyaslav, it is necessary to hold art-therapeutic meetings with the involvement of psychologists. In addition, a modern librarian must be a good psychologist himself. Therefore, such qualities as sociability, tolerance, friendliness, tact and emotional endurance are important for communication with visitors. Within the framework of cooperation of the university library staff with the head of the Psychologo-Medico-Pedagogical Consultation Service of the University Tetiana Kuzmenko, there are systematically carried out the measures, whose psychological support task is: prevention of psychological exhaustion and professional deformation of specialists; prevention of psychosomatic diseases; advisory assistance in solving acute life problems, crises, internal conflicts; promoting positive conflict resolution in the team, etc. The program of measures of psychological support for the scientific library employees is created and certain work experience is gained. Various forms of practical implementation of tasks are held at different sites of the university environment: seminars, trainings, unloading hours, inspiration hours, master classes, express consultations, etc., which are aimed at revealing personality, team building, creating a comfortable microclimate and a positive image of the library, namely:

1. Workshop "The Use of Sand Jungian Psychotherapy in the Process of Developing the Skill of Self-Analysis and Self-Presentation". In the student art gallery room during the workshop, each participant spoke about their problem, building a way out strategy with the help of sandboxes and children's toys, resulted in the analysis of their own actions and deeds.

2. Workshop "Formation of Psychological Self-Regulation Skill through Art Therapy". In the psychological unloading reference room the task was to draw a personal secret image in the form of an interesting fantastic animal, using an art-therapeutic technique to let the problem go, painting elements such as arms, wings, legs.

3. Hour of inspiration "Formation of Muscle Tension Relief Skill through Dance Therapy". In the assembly hall in a dance circle, accompanied by music, with the help of bright scarves, each participant expressed a hidden personal problem in dance tempo. This technique helped the members to achieve internal and external harmony in the team, to release the muscles, to create a friendly atmosphere.

4. Training "The Use of Fairy Tale Therapy in the Process of Age Crises". A collective viewing of a fairy tale about favorite hero Buratino took place in the library cinema hall. The task was to think up, to fantasize about fairy-tale characters, as a result of which there was an active communication of participants, demonstration of the richness of creative imagination.

5. Express-workshop "Formation of Negative-to-Positive Transformation Skill as a Guarantee of Psychological Health". The library reading room was used to explain how to prevent emotional and professional burnout with the help of metaphorical associative art cards. Each participant shared his creative thoughts, aesthetic views, transformed the negative into the positive.

6. Psychological express-consultation "Formation of Constructive 'Image' Response Skills in Tense Situations". In the reading room of the library the following tasks were set: to form collective responses for the micro-team with the help of metaphorical associative cards in groups. This helped to unite individuals in the team, to achieve trust.

7. Hour of psychological unloading "Formation of Stress Relief Skill by Means of Metaphorical Associative Cards (MAC)". In the psychological unloading reference room, the participants of the event, working with the MAC tools, through their own vision of associations of image metaphors, expressed their emotions and feelings in the present: here and now. This exercise gave the participants the opportunity to reveal their aesthetic tastes more deeply, to show openness.

8. Psychological game "Guardian Angel" as a Means of Forming a Positive Climate in the Library Team". In the space of the library on the eve of St. Nicholas Day, there were anonymously chosen the angels - librarians who, in secret, gave nice little gifts and signs of attention to their chosen ones. On the day of the holiday, each participant intuitively guessed his Guardian. The game filled the team with kindness and love, balancing and creating a positive microclimate in the library.

9. Hour of psychological unloading "Harmonization of Human Life Spheres as a Guarantee of Life Creativity". In the information and resource hall "Chumatskyi Shliakh" the participants did exercises with MAC "Harmony in Me" and "Clouds" accompanied by classical music. There was a psychological effect: the library, as a platform, became a place of psychological reset of personality. Each participant talked about the expediency of the selected image, why the selected card is associated with maximum harmony, full emotional balance. Participants were applauded for their performances.

10. Relax-hour "Time of Inspiration", the purpose of which was the formation of skills to manage their own psycho-emotional state, the development of a positive perception of reality. It is known that negative emotions have a bad effect on well-being and efficiency, which should and can be got rid of as soon as possible. This was facilitated by an hour of psychological relief. Demonstration of videos and specially selected exercises contributed to the development of positive self-perception and harmonious interaction with the outside world.

11. Hour of psychological unloading game "Life Balance - the Key to Happiness". The library staff with the help of a set of motivational quotes from V. Nazarevich "Pocket of Joy" got acquainted with the methods of harmonization of the inner state of the individual, approaches to

life situations that would not be perceived as problems, ways to prevent emotional and professional burnout. During the game, each participant had the opportunity to discover the best features of their character and get advice from a psychologist.

12. Socio-psychological training "Living in the Positive: Sanogenic Thinking Techniques". The event was attended by librarians, teachers, students who were convinced that a positive attitude is a set of ideas and beliefs of a person about something or someone. In general, it is the knowledge one received, which turned into life attitudes and images, into the idea of the surrounding world and oneself. Accordingly, negative beliefs and perceptions form a negative attitude, positive beliefs – a positive one. Negative attitudes, in turn, are the basis for any negative emotions. The conclusion is obvious: to feel more positive emotions and feelings, you need to form as many as possible positive beliefs and ideas about the world around you, about yourself and your destiny. And the negative attitude (beliefs and ideas) must be removed, being replaced with a positive one.

13. Master class "Music Therapy as a Means of Improving the Emotional State of Individual". Music therapy is a science-based professional practice in which music is used to actively support people who want to improve their health, functioning and well-being. Therapy differs from music education and entertainment in the fact that it focuses on health and fit for people of any age and ability. The participants of the informative and interesting master class were library staff, teachers, employees of preschool educational institutions of the city, guests of the university.

The result of cooperation with the Psychologo-Medico-Pedagogical Consultation Service of the University is the constant growth and self-improvement of library staff, the formation of users' and visitors' perception of the library as part of the university community - intellectual workers, the formation of ecological worldview, careful attitude to others, awakening of thinking, formation of socially active, creative personality.

These issues were presented in the speech "Art-Therapeutic Meetings of Personal Growth of Library Staff" at the interlibrary seminar "Library Staff: Ways to Effectively Overcome Conflicts", on December 11-12, 2017, in Kyiv, NPU named after M. Drahomanov and at the Ninth International Exhibition "Modern Educational Institutions - 2018", on March 15-16, 2018, in Kyiv, round table "Personal and Professional Growth of Library Professionals: Art Therapy Studios". The following issues were discussed at the round table: the specifics of the use of psychological technologies in the process of psychological support of library staff; practical recommendations for optimizing the professional activity of library specialists. The target audience of the event was employees of research and higher education institutions.

Having positive experience and certain practices, the logical continuation of this topic was the organization of a regional training seminar for institution librarians on the topic: "Psycho-Emotional Security: Educational and Socio-Cultural Dimension". It took place in three stages in the university libraries of Pereyaslav, Kyiv and Irpin. The project started on January 23, 2020 in the library stack room of Pereyaslav University and was entitled "Psycho-Emotional Security: Educational and Socio-Cultural Dimension". It was visited by colleagues from the National University of Physical Education and Sports of Ukraine (Kyiv) and the University of the State Fiscal Service of Ukraine (Irpin). The topic of the seminar, which included art-therapeutic meetings "Fairy-Tale Therapy: Personal Meetings", "MAC-Therapy: Team Resources", "Bibliotherapy and Isotherapy: Ethno-Art", "Game Therapy", "Sand Play Therapy", was presented by Olga Shkyra, director of the library of Pereyaslav University, Tetiana Kuzmenko, consultant of the Psychologo-Medico-Pedagogical Consultation Service of the University, senior lecturer of the Education Management and Practical Psychology Department of the Hryhoriy Skovoroda University in Pereyaslav, Olga Strilets, Candidate of Pedagogical Sciences, Associate Professor

of the Art Disciplines and Teaching Technique Department of the Hryhoriy Skovoroda University in Pereyaslav, a member of the Union of Designers of Ukraine. During the event, psychological games and trainings were held, which built the interaction of participants, formed the ability to work in a team, created a positive atmosphere that facilitated trusting communication. Psychological exercises contributed to the psycho-emotional relief of the participants and were aimed at developing skills to prevent burnout, to overcome stressful situations. During the seminar, Olga Shkyra presented her own collection of poems "Staying with You to My Heart Content", using the methodology of bibliotherapy. The event ended at the Kobzar Museum of the National Historical and Ethnographic Reserve "Pereyaslav" with an interesting tour and a session of music therapy.

The next stage of the seminar on "Psycho-Emotional Security: Rehabilitation Basics in the Educational Process" took place on February 21, 2020 in Kyiv at the National University of Physical Education and Sport of Ukraine (NUPESU). In addition to the announced participants, the seminar was attended by the representatives of the Kyiv National University of Technology and Design and the National University of Life and Environmental Sciences of Ukraine. Therefore, Tetiana Omelchenko, Associate Professor of the Health, Fitness and Recreation Department of NUPESU shared the "Secrets of Health and Longevity" with the audience. The report "Formula of Successful People" and useful advice was made by M. M. Vasylenko, Associate Professor of the Health, Fitness and Recreation Department of NUPESU. And the champion of Ukraine in Latin American dances Daria Yagidka conducted a practical lesson "Life Without Restrictions: Dance Therapy".

The final stage of the regional seminar to exchange practical experience of higher education libraries was a round table "Prospects for Development of Scientific Libraries of Higher Education Institutions in the Conditions of Today's World Challenges: COVID-19", which took place on September 25, 2020 in Irpin on the basis of Scientific Library of the University of the State Fiscal Service of Ukraine. The program consisted of interesting reports and presentations. Olga Shkyra, director of the library of Hryhoriy Skovoroda University in Pereyaslav shared her practical experience "Emotional Resourcing Practice as Prevention of Professional Burnout". There was also a meeting-training with a practicing psychologist Volodymyr Mykolenko, founder and head of the School of Emotional Modeling (Kyiv) on the topic "Psychological Features of Professional Behaviour".

### **Conclusions**

Thus, the staff of the library of Hryhoriy Skovoroda University in Pereyaslav has been gradually staged practical training for 15 years. At the first stage, each member of the library staff tried to size the psychologist up, listened to him/her; on the second stage there appeared a level of trust of the librarian both to the psychologist, and to the team members. Today, the team has experience typical of the third stage: it is the active use of advanced technologies. What do people get from participation in these activities? First of all, it is a new experience of better self-awareness, which encourages active thinking, and hence a better understanding of other people.

The famous Ukrainian writer Myroslav Dochynets noted that people should not be stuffed with knowledge, but enlightened, not taught by thoughts, but by thinking. Therefore, in the period of library digitalization, it is advisable to conduct such developmental training, which requires effort, physical and psychological health of librarians, creativity, endurance and efficiency.

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## ПСИХОЕМОЦІЙНА БЕЗПЕКА: ПРОФІЛАКТИКА СИНДРОМУ ПРОФЕСІЙНОГО ВИГОРАННЯ БІБЛІОТЕЧНИХ ПРАЦІВНИКІВ

**Мета.** Дослідження спрямоване на розширити уявлення бібліотечної спільноти світу про заходи та інструментарій подолання професійного вигорання на основі практичного досвіду бібліотеки та консультативної психолого-медико-педагогічної служби Університету Григорія Сковороди в Переяславі (Україна). **Методика.** Основні дані були отримані методом внутрішнього і зовнішнього спостереження, а також аналізом багаторічного практичного досвіду бібліотеки. **Результати.** Описано систему профілактичних заходів психологічної безпеки університетської бібліотеки та пропонується інструментарій подолання професійного вигорання. **Висновки.** Колектив бібліотеки за 15 років

пройшов триетапне практичне навчання, що дало бібліотекарям новий досвід кращого усвідомлення самих себе, спонукає до активного мислення, а значить, і кращого розуміння інших людей.

*Keywords:* бібліотечне середовище; синдром професійного вигорання; емоційне виснаження; психоемоційна безпека

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**THE LIBRARY OF THE FREE UNIVERSITY OF BERLIN.  
ENVIRONMENTAL FRIENDLINESS AS A RESPONSE TO MODERN  
CHALLENGES**

**Objective.** The article deals with the functional organisation and design of the Free University Library in Berlin, which has become not only an information centre, but also a centre for supporting research, supporting and providing education and training with a green space. **Methods.** The article is the result of the thorough study of the Internet resources about “green” libraries and the Philological Library of the Free University of Berlin. **Conclusion.** The library is an example of how to implement the philosophy of sustainability in all processes of the organisation's life, without detracting from the importance of scientific and information support for the teaching and research process. **Results.** The article was an attempt to describe the ways in which modern technologies go hand in hand with resource-saving policy, which could be implemented in the university libraries of Ukraine.

*Keywords:* Free University of Berlin; Germany; philological library; green library; open access; pedagogical activity; service

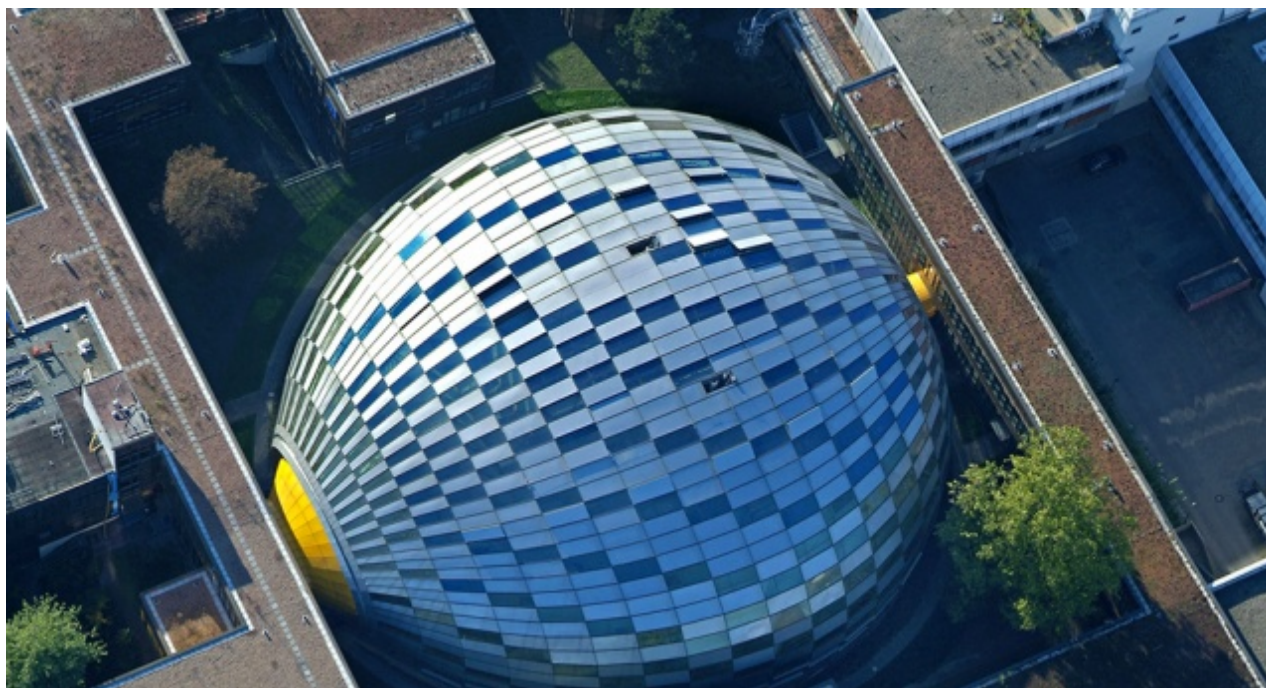
**Introduction**

The Free University of Berlin's library refers to one of Germany's largest educational institutions. The library successfully combines research, teaching and research with the sustainability of spaces and the philosophy of environmental compatibility of the library in the modern world.

In recent years, researchers have been interested in the library as a place of public use. One of the most important challenges of our time is the problem of reducing the ecological footprint in everyday life. Therefore, in addition to the availability and accessibility of services provided by the library, it is now important to find ways of transforming libraries into ecologically friendly spaces. For example, the library of the Free University of Berlin has its own solar energy supply, the main library's premises are oriented towards natural light with a system of mirrors for efficient distribution and a point lighting system for organising the visitor's private space in an energy-saving manner. The library is designed to be heated exclusively by sunlight, considering the winters in Germany, and air conditioning is achieved by a system of gates and ventilation hatches. (Hauke & Werner, 2012). The library follows the principle of not using excess paper and printouts. All library software is purchased only from companies that adhere to environmental principles. The same applies to furniture and stationery.

**Methods**

The article is the result of a thorough study of the Internet resources about the Green Library and the Free University of Berlin Philological Library.



*Figure 1. Free university of Berlin, the Philological Library*

### **Results and discussion**

The Free University of Berlin is the largest university in the capital and one of the elite universities in Germany. Created in 1948 on the initiative of a student committee as a public law subject with wide self-government rights, it was the driving force behind the 1968 student protests (Freie Universität Berlin, (n. d.)).

The Freie Universität is the largest university system in Germany. It consists of the university (central) library and 15 department libraries with a total collection of approximately 80,000 printed units, 70,000 electronic journals, 500,000 e-books and 1600 databases. The publications issued after 1990 are fully digitized and available through OPAC. The Library has the status of the UN Depository Library and is linked to the UN Global Library System under the direction of the Dag Hammarskjöld Library in New York. The Free University Library also operates as the European Documentation Centre of the European Union. As part of the UN and EU Library, it contains all publications of the UN General Assembly, UN Security Council, International Court of Justice as well as those of the Council of Europe and the Organization for Security and Cooperation in Europe (Bibliotheken, (n. d.)).

In addition to standard services such as subscription, bibliography, use of reading rooms and access to the Internet, visitors are offered ways to use the library space, such as working in a separate office (this requires booking), small group rooms with and without interactive whiteboards, a multimedia room equipped with a Blue-ray player and an Internet-connected TV. The library also offers a room for visually impaired people, who can take advantage of library resources using special computer peripherals. The university's research repository is very useful, thanks to which students and scientists can read articles and monographs on the topic of their research.



*Figure 2. The entrance hall of the Philological Library*

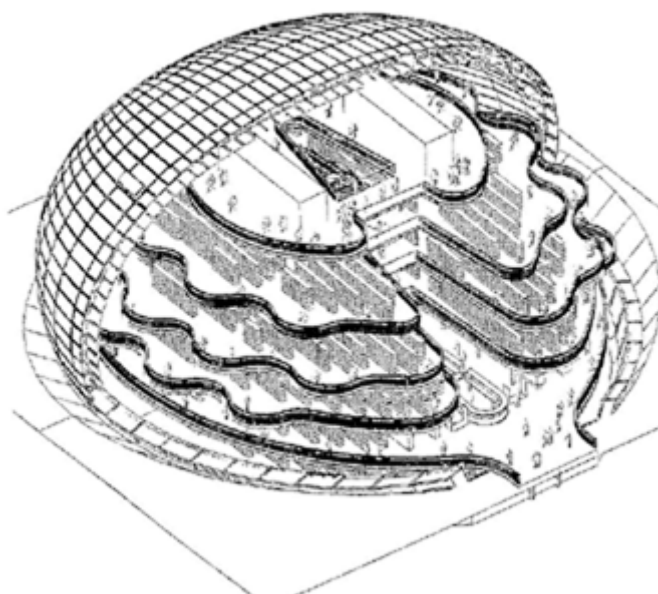
The Free University is known for its humanitarian studies. The Dahlem Humanities Center, for example, is a research institute in this field in Germany (Kords & Zavorodnia, 2013). Its characteristics are rare specialisations such as Arabic and Judaic Studies, as well as Slavic Studies. The Centre for Area Studies brings together regional studies in North and Latin America, Eastern Europe and East Asia, the Middle East and selected European countries. In turn, the Otto Suhr Institute (Otto-Suhr-Institut für Politikwissenschaft) is one of the most prestigious political science cells in Europe. This wide variety of humanities and specialities has led to the need for a separate library that meets the needs of students and researchers. To this end, a philological library was built in 2005, containing a collection of books from the following sections: General and Comparative Literature Studies, English, Byzantine Studies, German Studies, Indian Philology/South Asian Studies, Classical Philology, Latin American Institute, Mid-Latinist Philology, New Greek Studies, Dutch Studies, Philosophy, Roman Studies, Slavic Studies (Literature Studies), Comparative and Indo-European Linguistics.

The services of the library are available to all residents of the city. (Brake & Kress, 2011). The need for a library card arises only when the reader wants to take a book home or use the Internet. There is a separate room where visitors can make a photocopy. As in other libraries in the system, you can book a separate study room for scientific work or a separate room for group activities. Students can rent a book storage box so that they do not have to carry books home after class. Teachers can use a digital copying service to order. The library is open on weekdays from 9.00 to 22.00 and on weekends from 10.00 to 20.00. The library has a total of 25

librarians, some of whom are university students, who work mainly in the evening and on weekends. This is how the question of library opening hours is resolved (Boyarinova, 2018). The Free University Philological Library is a reference-type library, where visitors work with indoor sources, while the subscription is for night work only (Hallmann, 2013). On the university's website you can find an interactive map of the Philological Library, with which you can navigate freely in the library room and find the necessary sections of literature on the shelves.



*Figure 3. Curved lines and the dynamic structure*



*Figure 4. "The Brain": the project of the Philological Library*

The building of the Philological Library (Fig. 1) was designed by London-based Foster and Partners as part of the modernisation process and contains eleven previously separate departments. (Werner & Diecks, 2004). It was the one that has become a model of how modern technology can contribute to creating an environment-friendly space. (Fig. 2). The structure complements the existing building of the Humanitarian Institute, which was built between 1967

and 1979, whose design was developed by German architects together with Jean Prouvet. The originality of the new building designed by Norman Foster lies primarily in the cellular structure of the shell made of steel, glass and aluminium. The second fibreglass shell covers the core of the building itself and is shaped like a dome. Under the dome is a curved shape cladding that follows the shape of the brain. Thanks to this shape, the library is popularly called the 'Berlin Brain' (Kords & Zavorodnia, 2013). The characteristic feature of the library is the combination of a monolithic concrete structure and a permeable coating. They define the ecological concept of the building, according to which natural light and ventilation are essential elements. Bookshelves are centrally located on all four levels and framed by desks. The individual levels are curved, so that a dynamic structure with spacious mezzanine is created in the interior. (Fig. 3). The facade is both a heat conductor and a buffer - individual panels can be opened depending on the weather. The massive internal concrete structure acts as a heat accumulator and is additionally cooled or heated by water pipes. For most of the year, the library is fully ventilated through the outer shell and daylight is also natural (Philologische Bibliothek der Freien Universität Berlin, (n. d.)). Thus, 60% of the ventilation used during the year is natural ventilation, i.e. free of charge. (Fig. 5, 6).



*Figure 5. Natural ventilation*



*Figure 6. Daylight*

The building is oriented from west to east so that the Wind Rose creates and amplifies air circulation along the contour between the shells and the interior. There are some other engineering solutions in the building that only allow air conditioning to be switched on 13 days a year. During the rest of the year, the library maintains a natural temperature of 21-22 °C, which is convenient for people and books alike.

An interesting architectural solution for energy saving is the Allen rule, according to which warm-blooded animals have shorter body parts in cold climates than similar species in warm ones. As a result, animals living in cold climates acquire a smaller specific body surface and therefore lose less heat. This idea has given birth to the outer hemisphere shape of the library (Hallmann, 2013).

The library, like many modern institutions, has colourful waste bins. The library also recycles used paper. But as Klaus Ulrich Werner, Head of the Department for Philosophical and Humanistic Libraries and the Free University Library of Philology (Berlin), points out, at the same time the library is trying to extend the life of books for as long as possible, so only books, which have long since lost their relevance, are recycled. Others are repaired or given away as part of charity events. (Freie Universität Berlin: Startseite (n. d.)).

### Conclusions

As we have seen, the Philological Library of Berlin Free University implements and uses both passive and active strategies and innovations to ensure that it is environmentally friendly. The design and architectural solutions offered by the designers have made it possible to significantly reduce the costs of heating, lighting and air-conditioning in the premises.

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## **БІБЛІОТЕКА ВІЛЬНОГО УНІВЕРСИТЕТУ В БЕРЛІНІ. ЕКОЛОГІЧНІСТЬ ЯК ВІДПОВІДЬ НА ВИКЛИКИ СУЧАСНОСТІ**

**Мета.** Бібліотека Вільного Університету в Берліні - це бібліотека одного з найбільших навчальних закладів Німеччини. У статті розглядається функціональна організація і конструктивне рішення бібліотеки Вільного Університету в Берліні, яка стала не тільки центром інформації, але поєднала в собі центр підтримки наукових досліджень, підтримки та забезпечення навчального та освітнього процесу з екологічним простором. **Методи.** Стаття є результатом ретельного вивчення Інтернет-ресурсів про «зелені» бібліотеки та Філологічну бібліотеку Вільного університету Берліна. **Висновки.** Бібліотека є прикладом втілення філософії екологічності всіх процесів життєдіяльності організації, не применшуючи при цьому значущості наукової та інформаційної підтримки навчального процесу і наукових досліджень. **Результати.** Стаття була спробою описати способи, за допомогою яких сучасні технології поєднуються з політикою економії ресурсів, і які можуть бути впровадженими в університетських бібліотеках України.

*Ключові слова:* Вільний Університет в Берліні; Німеччина; філологічна бібліотека; зелена бібліотека; відкритий доступ; педагогічна діяльність; сервісність

UDC 027.7 (574):[616-036.22:004.9]

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**LIBRARY PROMOTION AND USER ENGAGEMENT IN PANDEMIC TIMES: THE CASE OF KAZAKHSTAN**

**Objectives.** In these trying times due to the global effect of pandemic, what social media accounts do academic libraries in Kazakhstan maintain and how can they improve their social media engagement to continuously connect with their stakeholders? This report provides an overview of the current status of social media engagement of selected academic libraries in Kazakhstan during the COVID-19 crises. This paper will give us a picture about the kinds of online postings shared by these libraries particularly with the use of Facebook. **Methods.** The top two universities ranked by Independent Quality Assurance Agency (IQAA) were considered in this report to be compared with the only autonomous organization of education in Kazakhstan. The library social media accounts of these three organizations were investigated to review the number of followers, frequency of posting, and its overall social media engagement. Data collected is publicly available to all potential users, followers, or subscribers. Using the post engagement rate (PER) formula introduced by Socialbakers (2013) and adapted by Peñaflores (2018) and Magno (2016), this report identifies and analyzes the average PER Facebook pages maintained by academic libraries. The engagement metrics looked into the number of interactions and the widest reach possible in every post. All three academic libraries investigated maintain a Facebook page. The other account was just created last February 2020. To compare Facebook data during the pandemic times, public information available from June – August 2020 was measured. **Results.** The social media platforms operated by the academic libraries in Kazakhstan are Facebook, Twitter, Instagram, VK, and YouTube. One of the earliest academic library Facebook accounts established in Kazakhstan started in 2010 with less than 3,000 accumulated followers after ten years. This shows a very slow rise in the number of followers considering an academic population of more than 5,000 people in 2020. Data revealed that Eurasian National University Library's Facebook account had a higher PER of 0.83 even if it only debut in 2020 compared to the Facebook page of Nazarbayev University which garnered 0.22 PER. KAZNU Library's Facebook page had the highest PER of 1.02. **Conclusions.** Facebook is the most popular social media platform across the globe but it is not the case in Kazakhstan. Library marketing and promotion in Kazakhstan needs to be addressed as public relations is not the primary focus. The utilization of social media as a tool for user engagement is not fully developed. One way to look at it is to consider library staffing and identify their marketing background. The pandemic situation must be the turning point of academic libraries to enhance their reach with their stakeholders. It was a test to know the readiness of the library in terms of online communication and interaction.

*Keywords:* social media; user engagement; academic libraries; pandemic; COVID-19; Facebook; Kazakhstan

**Introduction**

The use of social media as a tool for library promotion narrows the communication gap among the library's target users. Keeping up to date regarding library services is one of the perceived benefits of utilizing social media accounts (Jones & Harvey, 2019). While Facebook is the most popular social network worldwide (Statista, 2020b), it only remains to be the third most popular in Kazakhstan as reported by Kazpravda (2019) with only 413,026 active users. VK or V Kontakte is the most popular social media in the country with almost two million active users followed by Instagram with over a million subscribers. One of the earliest academic library Facebook accounts established in Kazakhstan started in 2010 with less than 3,000 accumulated followers after ten years. In these trying times, how can academic libraries in Kazakhstan improve their social media engagement? This report provides an overview of the current status of social media engagement of select academic libraries in Kazakhstan during the pandemic times.

Nazarbayev University (NU) is the flagship university in Kazakhstan. It was established in 2010 by former President Nursultan Nazarbayev and became autonomous in 2011 (Nazarbayev

University, 2019). This young university is proving to be one of the best universities throughout the country by offering internationally accredited programs and being one of the leading research-based institutions across Kazakhstan. Recently, the Foundation Program received full accreditation of its English for Academic Purposes program for a period of four years from the British Association of Lecturers in English for Academic Purposes. NU education is at par with European standards as the Graduate School of Public Policy also received full accreditation from the European Association for Public Administration Accreditation.

In comparison with other state universities, the Independent Quality Assurance Agency (IQAA) in Education released the national rankings of the best universities in Kazakhstan in 2020. The top two universities named in the list are Al-Farabi Kazakh National University (KAZNU) in Almaty with a very high rating of 98.71 and followed by L. Gumilyov Eurasian National University (ENU) in Nur-Sultan with a rating of 82.75 (e.gov, 2020). NU Library will benchmark itself with the top two academic libraries in the IQAA 2020 list.

This report delves into the social media engagement of three university libraries during the pandemic times. As libraries continue to provide access to a wealth of information and knowledge resources which are vital and crucial to a researcher's life, it also needs to stay active in reaching out to the needs of its users regardless of the situation. A communication arm is a central element to stay connected with its clients. It must be considered that one of the criteria when evaluating what constitutes a best university is availability of the best facilities and resources, and one of them is the library.

#### ***Review of Related Literature***

Facebook claims to be the most popular social network site reaching almost 3 billion users a month with India, United States and Indonesia having the biggest audience size (Statista, 2020a). In 2017, Kazakhstan had a 5.47% engagement rate for Facebook link posts among other kinds of posts like video, photo, or status posts (Statista, 2019).

The fast turnaround of information in social media has both advantages and disadvantages. People can easily get the latest news through Facebook or Twitter but one has to be careful with the multitude of misinformation tagged as infodemic (Lima, Lopes, & Brito, 2020). Social media is widely used by many organizations to distribute timely updates and the library is one of them as they keep an abundance of authoritative information. While the library has the responsibility to teach users how to be selective and evaluative when it comes to filtering information online, social media also exists to build and reconnect a community divided by physical distance to protect themselves from the spread of virus.

#### ***Social Media as a Marketing Tool in Libraries***

The value that products and services have is strengthened when people apply marketing strategies to offer and exchange these goods to those who want and need them (Ihejerika, Goulding, Calvert, 2018; Kotler & Keller, 2012).

Furthermore, marketing strategies solidify the relationship of the library and its customers by putting emphasis on the concerns and needs of users (Jones & Harvey, 2019). It must also be underscored that social media as the trending marketing tool should not be the library's sole ingredient in reaching out to the users and social media should form only part of a diverse marketing strategy.

#### ***Social Media Engagement in Academic Libraries***

Lam, Au, and Chiu (2019) reported in their research study that Facebook is the most used marketing tool by libraries. The most frequent content being shared is about library events and each status bears photographs with links. Some authors recommended to regularly review the page performance of the library's social media accounts. Libraries should also consider other kinds of digital technology approaches to attract younger audience. Similarly, Peñafior (2018) added that

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there is a great need for libraries to arrive at a conscious effort “on increasing user interaction by providing a variety of and engaging content” (p. 64). An interesting post of an image must start a conversation (Shafawi & Hasan, 2018). The quality of the post will make it more inviting for users to engage.

**Methods**

The top two universities, namely Al-Farabi Kazakh National University (KAZNU) in Almaty and L. Gumilyov Eurasian National University (ENU) in Nur-Sultan, ranked by Independent Quality Assurance Agency (IQAA) were considered in this report to be compared with the only autonomous organization of education in Kazakhstan – the Nazarbayev University (NU). Quantitative content analysis was applied in this study. The library social media accounts of these three organizations were investigated to review the number of followers, frequency of posting, and its overall social media engagement. Data collected is publicly available to all potential users, followers, or subscribers. Using the post engagement rate (PER) formula introduced by Socialbakers (2013) and adapted by Peñaflor (2018) and Magno (2016), this report identified and analyzed the average PER Facebook pages maintained by academic libraries.

The PER formula is:

$$\text{Average post engagement rate} = \frac{\text{Total Likes + Comments + Shares}}{\text{Total Posts / Total Page Likes}} \times 100$$

The study will only focus on one social media platform which is Facebook, the most popular of all. The engagement metrics looked into the number of interactions and the widest reach possible in every post. Data were collected manually and summaries were presented below. All three academic libraries investigated maintain a Facebook page. It is apparent that one of the accounts particularly of the ENU Library was created only in February 2020. Because the lockdown period started in mid-March 2020, it is better to look into the data at least after two months to give time for the Facebook account of grow. To compare Facebook data during the pandemic times, public information available online from June – August 2020 was analyzed, observed and measured.

**Results and Discussion**

*Table 1. Social media accounts maintained by select academic libraries in Kazakhstan*

<b>Library</b>	<b>Facebook</b>	<b>Twitter</b>	<b>Instagram</b>	<b>YouTUBE</b>	<b>VK</b>
ENU	X	X	X	X	X
KAZNU	X		X		X
NU	X	X	X	X	

Table 1 shows ENU Library maintains five social media platforms for communication and interaction with its library users. ENU Library has the major social networks that suggest strong user engagement. According to world rankings, Facebook has more than 2 billion active users,

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YouTube with 2 billion users, Instagram with over a billion users, and Twitter with 326 million users (Statista, 2020b). VK or VKontakte is regarded as the Russian counterpart of Facebook. It has 65.2 million active users (Statista, 2020c). Following ENU Library is NU Library which maintains Facebook, Twitter, Instagram and YouTube while KAZNU Library only maintains Facebook, Instagram and VK. This data is based on publicly available information showed in the library website/portal of these three university libraries. Data was extracted last on 10 September 2020.

*Table 2. Facebook and Instagram followers of select academic libraries in Kazakhstan*

Library	Facebook followers	Facebook likes	Instagram followers
ENU	993	982	5,654
KAZNU	85	68	699
NU	2,470	2,354	580

ENU Library's Facebook page was created only in February 5, 2020 yet it already has almost 1,000 followers with 982 likes (Table 2). One reason of having more likes might be the huge number of student population with almost 16,000. NU Library's Facebook page was created in October 21, 2010 while KAZNU's Facebook page started in May 17, 2017. KAZNU also has an older Facebook page created in January 22, 2016 with 136 followers. The last status was posted in February 2017. KAZNU's Library page only received 68 likes while NU Library page had the highest with 2,354 likes. KAZNU's student population is almost 20,000 while NU is only 6,000. With these numbers, the social marketing team of KAZNU has to improve in getting more likes since the page started in 2016. The same with NU Library page that started in 2010 but only established less than 3,000 followers after a decade.

As mentioned previously ENU Library also has a Twitter with only two followers, a YouTube account with 22 subscribers and VK with 344 members. NU Library has also Twitter with 30 followers and a YouTube account with 78 subscribers.

*Table 3 Facebook data comparison among ENU, KAZNU, and NU Libraries*

Library	Number of posts	Number of Likes and reactions	Number of Comments	Number of Shares	PER
ENU	23	138	1	48	0.83
KAZNU	26	15	0	3	1.02
NU	43	194	6	24	0.22

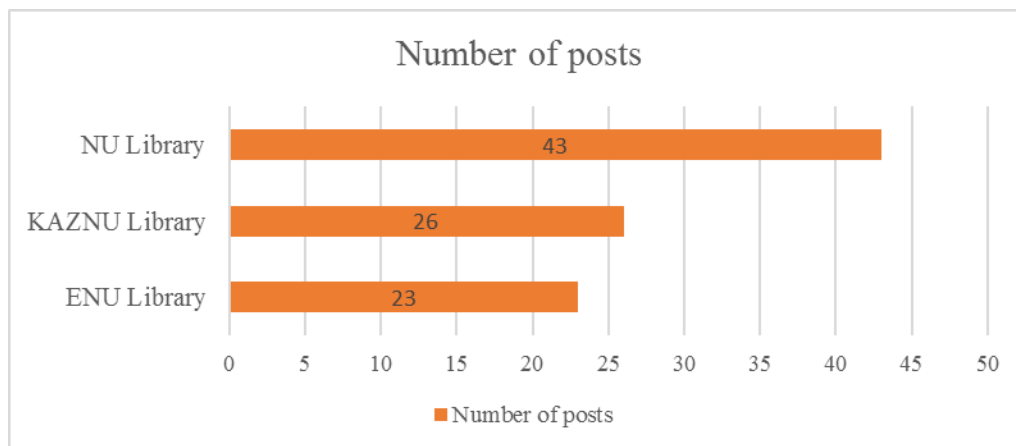


Figure 1. Number of posts for a period of three months (pandemic times)

For a period of three months from June – August 2020 during the novel coronavirus (COVID-19) pandemic, data were manually collected from the Facebook pages of ENU, KAZNU and NU Libraries. Table 3 shows Facebook data comparison among three academic libraries. The following data were extracted: number of posts, number of likes and reactions, number of comments per post and number of shares. Data revealed that KAZNU Library Facebook page had the highest PER of 1.02 among three libraries. It is followed by ENU Library with 0.83 and finally NU Library with 0.22. NU Library's Facebook page had the most number of posts (Fig.1). Having a small amount of Facebook followers of only 68, KAZNU Library was able to maintain a steady online interaction with its followers. It has to improve more on getting comments from its users as it did not get anything for a period of three months. The followers became passive during the pandemic times. ENU Library Facebook page followers are active in sharing content while NU Library Facebook followers are more active in sending reaction emojis. Moreover, NU Library Facebook page generated more posts from June – August 2020 as compared to the other two university library Facebook pages.

It is also noticeable that there are posts with no interactions at all. KAZNU Library Facebook page had 64% with no interactions while NU Library Facebook page had 9.3% with no interactions.

All three library Facebook pages share content mostly including photographs of an upcoming or finished event, promotion of a library collection, announcement of a webinar, historical moments in the country related to Kazakh literature, achievements of the university or the library and its personnel, or changes in library policies during quarantine period, and how to stay connected, safe and healthy. Some links shared contain YouTube links, slideshows and curated videos. Less post is also given on how to interact with the library during the pandemic situation. Libraries could have taken the opportunity to post on certain ways how to keep safe and healthy during quarantine or who to contact in the library for research related requests. ENU Library pays tribute to Kazakh poets and laureates including new publications by ENU scientists by sharing them in their Facebook pages. KAZNU Library posts about their book collection and how to search using their catalog. They also post protocols related to COVID-19. NU Library Facebook page shares their content in three languages especially if it is about library events. Known that there are 92 days from June 1 – August 31, NU Library had a 46.74% daily posting rate, KAZNU Library had a 28.26% daily posting rate, and ENU Library had a 25% daily posting rate.

### **Conclusions and Recommendations**

The use of social media particularly of Facebook is not new in Kazakhstani academic libraries. While Facebook is the most popular social media platform across the globe, it is not the case in Kazakhstan as VK is the most prolific. The existence of a library Facebook page can be traced back a decade ago when Nazarbayev University Library launched it in October 2010. Another popular social media platform used in Kazakh academic libraries is Instagram which was also being utilized by Eurasian National University Library, Al Farabi Kazakh National University Library and Nazarbayev University Library.

During the three-month lockdown period from June-August 2020 because of pandemic, KAZNU Library generated the highest PER with 1.02. This was a result of having a low number of total Facebook likes. Having the highest PER amongst the three academic libraries does not mean the posts are well received since they have the highest percentage of posts with no interactions. The huge student population of KAZNU Library will help them increase their Facebook followings if they follow a good social media marketing plan.

All three libraries should improve the frequency of their posts by making it more interactive. Times have changed and the younger generation has seen the latest technological trends. As Lam, Au and Chiu (2019) suggested, libraries should now be well adapted to technology and find approaches that could attract younger audience. Library marketing and promotion in Kazakhstan needs to be addressed as public relations is not the primary focus. The utilization of social media as a tool for user engagement is not fully developed. One way to look at it is to consider library staffing and identify their marketing background.

Maintaining more than one social media platform is also overwhelming. There must be more library personnel inclined in marketing who can focus on planning and strategy, market research, product creation and design, and other support services needed. They are the experts who can provide professional service (Yap, 2020). Without people, the marketing plan will suffer no matter how great the idea is. The pandemic situation must be the turning point of academic libraries to enhance their reach with their stakeholders. It was a test to know the readiness of the library in terms of online communication and interaction.

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## **ПОПУЛЯРИЗАЦІЯ БІБЛІОТЕК ТА ЗАЛУЧЕННЯ КОРИСТУВАЧІВ У ПАНДЕМІЧНІ ЧАСИ: ПРИКЛАД КАЗАХСТАНУ**

**Введення.** Облікові записи у яких соціальних мережах підтримують академічні бібліотеки в Казахстані у ці важкі часи через глобальну пандемію та як вони можуть покращити свою залученість до соціальних мереж, щоб постійно спілкуватися зі своїми користувачами? Ця доповідь містить огляд поточного стану використання соціальних мереж академічними бібліотеками Казахстану під час кризи COVID-19 та дає нам уявлення про види публікацій в Інтернеті, які публікують ці бібліотеки, особливо у Facebook. **Методика.** У доповіді розглянуто два найкращих університети в рейтингу Незалежної агенції забезпечення якості освіти (IQAA), щоб порівняти їх з єдиною автономною організацією освіти в Казахстані. Облікові записи цих трьох організацій у соціальних мережах досліджувались з метою перевірки кількості підписників, частоти публікацій та їх загальної залученості до соціальних мереж. Зібрані дані є загальнодоступними для всіх потенційних користувачів, послідовників або підписників. Використовуючи формулу розрахунку коефіцієнту

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залученості публікації (PER), представлену компанією Socialbakers (2013) та адаптовану Peñaflores (2018) і Magno (2016), у цій доповіді визначено та проаналізовано середні показники коефіцієнту залученості публікацій на сторінках у Facebook, які ведуть академічні бібліотеки. Метрики залучення враховуватимуть кількість взаємодій та найбільше охоплення у кожному дописі. Усі три досліджені академічні бібліотеки ведуть обліковий запис Facebook. Один обліковий запис був створений лише у лютому 2020 року. Тому для порівняння даних Facebook за часів пандемії проаналізовано загальнодоступну інформацію, викладену з червня по серпень 2020 року. **Результати.** Платформами соціальних мереж, якими користуються академічні бібліотеки Казахстану, є Facebook, Twitter, Instagram, VK та YouTube. Один з найдавніших бібліотечних облікових записів у Facebook, створений у Казахстані, розпочав свою діяльність у 2010 році і через десять років накопичив менше ніж 3000 підписників. Це свідчить про дуже повільне зростання кількості послідовників, враховуючи академічну чисельність населення понад 5000 осіб у 2020 році. Дані показали, що обліковий запис Євразійського національного університету у Facebook мав вищий показник коефіцієнту залученості публікацій, 0,83, незважаючи на те, що його було започатковано лише в 2020 році порівняно з сторінкою Назарбаєв університету у Facebook, яка набрала 0,22%. Сторінка у Facebook бібліотеки КазНУ мала найвищий показник залученості публікацій – 1,02. **Висновки.** Facebook – найпопулярніша платформа соціальних мереж у всьому світі, але в Казахстані це не так. Бібліотечний маркетинг та просування бібліотечних послуг в Казахстані потребують вирішення, оскільки зв'язки з громадськістю не є головним напрямком роботи. Соціальні мережі як інструмент залучення користувачів ще не повністю використовуються. Один із методів вирішення цього питання – це розглянути штат бібліотеки та визначити його маркетинговий досвід. Ситуація з пандемією має стати поворотним пунктом для академічних бібліотек, спонукати їх до розширення охоплення більшої кількості користувачів. Це був тест на готовність бібліотек з точки зору онлайн спілкування та взаємодії.

*Ключові слова:* соціальні мережі; залучення користувачів; академічні бібліотеки; пандемія; COVID-19; Facebook; Казахстан

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**LOST BOOK HERITAGE FROM THE HISTORY OF G. P. ALEKSEEV'S PRIVATE LIBRARY**

**Objective.** The purpose is to highlight the history of the private library of the Katerynoslav figure in the context of the social and cultural life of an individual family of the 19<sup>th</sup>–early 20<sup>th</sup> centuries; to analyze a private collection according to subject and language features. Objective is the private library of G. P. Alekseev, a public and cultural figure. **Methods.** The study uses analytical-synthetic, system-structural, historical-biographical, and statistical methods. **Results.** Little-known pages of Ukrainian librarianship history are revealed; the boundaries of studying private book collections of public figures are expanded; the role of the individual in cultural development and creation of an intellectual circle of the region is determined. An important area of historical memory is highlighted, namely the revival and preservation of book heritage. **Conclusions.** The private library is an important center in the process of forming a network of Ukrainian libraries and creating a holistic picture of the cultural development of the province. The repertoire and content of the book collection of the Katerynoslav nobleman and honorary citizen G. P. Alekseev testifies to the high level of the intellectual environment of the Ukrainian city. Type characteristics and quantitative analysis emphasize the uniqueness and significance of a private library collection.

*Keywords:* public figure G. P. Alekseev; private library; lost book heritage; Katerynoslav region

**Introduction**

During the studying the history of librarianship in Katerynoslav in the 19<sup>th</sup>–early 20<sup>th</sup> centuries, special attention is paid to private libraries and collections of residents of Katerynoslav and its province. Historical and book research of private libraries, which were formed in the field of Ukrainian culture of the 19<sup>th</sup>–early 20<sup>th</sup> centuries and shared its historical destiny, are extremely important, but little studied by historical science. Recently, private book collections of the past have become the object of historical and library analysis.

Scholars cover hitherto unknown events and facts that allow us to identify a wide range of activities of public and cultural figures in the field of book and library heritage. Ascetic activity, in particular, the creation of their own book collections testifies to the high intellectual level of the nobility of the Ukrainian provinces and respect for the book as a source of knowledge.

**Methods**

Analytical-synthetic, system-structural, historical-biographical and statistical methods of historical cognition are used in the work.

**Results and Discussion**

Life and work of G. P. Alekseev is closely connected with his family estate Kotovka, Novomoskovsk uyezd, Katerynoslav province, where he was born in 1834. The figure came from an old noble family. His grandfather received the title of Doctor of Oxford University and held the position of Katerynoslav Provincial Leader of the nobility. On the maternal side, G. P. Alekseev came from hetman Daniil Pavlovich Apostol, whose documents are the most valuable in the library of the privy councilor.

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After graduating from Kharkiv Imperial University, G. P. Alekseev received the degree of Ph.D. in Law. He devoted his entire life to the activities in state and public institutions, especially educational institutions. As an educated and cultured person, G. P. Alekseev supported various charitable events. He was one of the generous benefactors of education in the form of scholarships. According to his contemporaries, he was a man of amazing moral purity, a believer, extremely simple and accessible as a man of high rank. An honorary figure of various societies, a full privy councilor, chief master of the court, he showed the nobility of the soul helping many people with advice, appealing to the authorities with petitions (Mal'czev, 1914).

«The Catalogue of Kotovsk Library of Chief Master of the Court G. P. Alekseev» made in 1913 is the main document in the research. The catalogue dates back to the 1880s and is associated with the name of Amy Coles, who at that time worked as a governess in the family and did the painstaking and dirty work of reviewing the library collection. According to the correspondence of G. P. Alekseev, published in the «Epistolary Legacy of Academician D. I. Yavornytsky» it is known that in the early 20<sup>th</sup> century two librarians were responsible for arranging the library. It can be assumed that they continued to compile a catalogue. This «Catalogue» has survived to our times and occupies an honorary place at Dnipropetrovsk National Historical Museum named after D. I. Yavornitsky (hereinafter-DNHM). The bibliographic publication is a valuable historical source in the process of studying book heritage and creating a holistic picture of the cultural development of Katerynoslav province at the beginning of the 20<sup>th</sup> century. Only love for books as historical and information sources helped the Katerynoslav nobleman G. P. Alekseev to assemble a unique book and journal collection (Abrosymova et al., 2010, p. 843; Tyrras, 2000, pp. 197-198).

The library was one of the largest private book collections in Katerynoslav province in the second half of the 19<sup>th</sup>–early 20<sup>th</sup> centuries. Its quantitative and qualitative composition allows us to conclude that it had been collected for a long time. Kotovka was a cultural center where various public and cultural-educational figures gathered, talked, and discussed topical problems. Representatives of Katerinoslav elite and relatives of the library owners visited the cosy estate of the Alekseev family. Teachers of Katerynoslav Gymnasium and Real School were frequent guests there. The acquaintance between G. P. Alekseev and D. I. Yavornytskyi quickly grew into a strong friendship. The Director of Oleksandr Pol Historical Museum was constantly invited and eagerly awaited in the family estate (Abrosymova, 2003, p. 130).

According to the Catalogue, Kotovsk Library consisted of books and periodicals in Ukrainian, Russian, and foreign languages. From the letters of Amy Coles it is known that in the 1880s the private library of G. P. Alekseev had more than six thousand books, most of which were historical ones. In the 1910s, according to our estimates, Kotovsk library totalled more than fifteen thousand volumes. The books were divided into eleven sections: antique books; theology; philosophy and pedagogy; literature; history; art; natural sciences and mathematics; social science; applied knowledge; reference; children's books. Their number was over twelve thousand volumes. Periodicals (Russian, Ukrainian, foreign) were allocated separately and were placed in the ninth section. They totalled more than two thousand five hundred volumes. In addition, the compiler of the "Catalogue" divided the above sections into subdivisions (eleven), which included foreign publications on certain topics (Katalog, 1913; Tyrras, 2000, pp. 203-204).

The «Catalogue» contains a complete systematized description of publications from the private collection of G. P. Alekseev, which were stored in the family estate. The book complex of the private library contained unique publications on history and culture, which preserve the heritage of the past for modern research.

The author tries to analyze and systematize the collection of Kotovsk book library based on a copy of each section of the «Catalogue». The next aspect of the research from the private

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collection is the study of the reading circle of the nobility and determining its role in the formation of personality in Katerynoslav province in the early 20<sup>th</sup> century. Based on the coverage of the library collections contents, the author presents their chronological, geographical, linguistic characteristics, thematic composition, and emphasizes the presence of rare editions.

The subject of the collection allows us to imagine the versatile personality of G. P. Alekseev due to his attitude to Ukrainian culture, which was carried by the book and periodical heritage. The discovered document clearly specifies the state of private collecting of Imperial Russia in the early 20<sup>th</sup> century and shows trends that are characteristic of the Ukrainian estate.

The basis of his scientific interest was antiquity. It contributed to the close relationship of G. P. Alekseev with the esteemed director of Katerynoslav Museum named after O. Pol professor D. I. Yavornytsky. He highly appreciated G. P. Alekseev's collection, comparing it to the collections of V. V. Tarnovsky in Kachanivka and O. M. Pol in Katerynoslav. Together with O. M. Pol, he was the first collector of manuscripts, which are reflected in the studied «Catalogue». G. P. Alekseev kept valuable memoirs of Pavlo Apostol, the son of hetman D. Apostol (in French), which consisted of six volumes reflecting the life of the Russian Empire in general and Little Russia in particular. His dream was to publish a historical legacy, but he did not have time. G. P. Alekseev died in 1914 in Katerynoslav at the age of 80 (Abrosymova, 2003, p. 129; Mal'czew, 1914, p. 6).

The volume of the private library allows emphasizing the obvious fact: the collection was located not on one floor of the house. Katerynoslav honorary member kept his own library in bookcases, the number of which according to the «Catalogue» was more than two hundred. From the letter of P. M. Sochinsky it is known that in 1906, after the renovation of the hall for the library, the number of specially built bookcases was 54. The capacity of the bookcases differed in the number of shelves: from four to eight ones. Art publications (the presence of large formats) were placed on shelves I–III (Abrosymova et al., 2010, p. 496).

«Ancient Russian Library» in twenty volumes (1788–1791 pp.) can be considered as the first book in G. P. Alekseev's library. It was kept in the first bookcase, on the first shelf, in section No. 1. The first bookcase contained books by famous historians. Books were devoted to the state system and social development of the empire (F. Bulgarin, D. Buturlin, M. Karamzin). Rare editions attract the attention of scholars: «Genealogy Book of Princes and Nobles of Russia» (1787); "The chronological core of world's history from the beginning of the world to the death of Catherine II" (1805) and others. In addition to books, G. P. Alekseev placed periodicals in the first bookcase. The owner of the library received a book «Picture of Antiquity» (1793–1794) from the teacher of the Theological Seminary, hieromonk Theophanes, which is devoted to the historical development of the world (Katalog, 1913, p. 4).

The process of acquiring was important for the collector. The catalogue allows identifying library sources where the owner bought books and periodicals. The description contains book catalogues, library reference books and collections of old publications, popular science literature on home collections, which served as bibliographic assistants in the world of printed books in Russia in the 19<sup>th</sup>–early 20<sup>th</sup> centuries. G. P. Alekseev's attention as a bibliographer was attracted by the books of classics of domestic library science (V. Sopikov, L. Khavkina). Studying them, G. P. Alekseev gained experience in classifying books and periodicals according to their specific topics, their placement, providing numbers to sections. He also worked on the process of systematization of publications in his collection. The author could not understand what method G. P. Alekssev used, but we can assume that his classification was

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his own, not library one. The designation of sections began with number one and ended with four-digit numbers.

The library of G. P. Alekseev had the most diverse world book repertoire. He bought scientific literature during trips to other cities and towns of the Russian Empire. The close and long-term relationship of the chief master of the court with publishing houses of Russia and other countries helped to replenish the book collection with valuable publications in terms of content and time. It is worth noting that the book collection included «Gospel» in twenty-eight languages. On the pages of the Catalogue, we find books of ancient literature: «A Word about Igor's Regiment» (1823 and 1876), the works of Ioan Zlatoust; historical chronicles, which G. P. Alekseev constantly used. He attached special importance to scientific and pedagogical activities, so he bought «The Brockhaus and Efron Encyclopedic Dictionary» in eighty-two volumes (1890–1904), the most valuable in content and the largest in volume reference edition which the owner placed in two bookcases.

The section on fiction and historical literature was the largest in the Kotovsk collection of G. P. Alekseev. The works by Russian writers and poets of the 19<sup>th</sup> century occupied a significant place. There are complete collections by domestic and foreign authors (O. Dumas, W. Collins, A. Conan Doyle, W. Shakespeare, etc.). Historical books are presented by well-known researchers of history: G. Bokl, G. Boplan, S. Velychko, Herodotus, D. Lebbok, A. Skalkovsky. G. P. Alekseev was interested in books on numismatics and heraldry by P. Winkler and B. Koehne. Books on the history of England, Turkey, the Czech Republic, and many other foreign countries filled the shelves of the library. An integral part of the library were publications devoted to the social sciences (section No. 7), namely the development of the provinces. The section contained legal literature, including collections of state laws in various fields. The Art History Section (one hundred and sixteen titles) and the Children's Section (one hundred and twelve titles) had small volumes (Katalog, 1913).

The collection of Ukrainian publications testifies to the attention and interest of the public figure to the Ukrainian book, to his deep knowledge on this issue, his self-awareness of the historical moment. The author of the article attempts to classify the Ukrainian publications listed in the «Catalogue». The Katerynoslav activist replenished the library not only with single copies but also with books and periodicals in several copies.

G. P. Alekseev knew the works of prominent Ukrainian historians, writers, and philosophers: V. Antonovych, D. Bagaliy, M. Hrushevsky, M. Kostomarov, D. Yavornytsky, M. Gogol, Marko Vovchko, P. Kulish, G. Skovoroda, T. Shevchenko. The collection received folklore and ethnographic Ukrainian books and art albums: «The Gallery of Kyiv sights» (1858); «Collection of Ukrainian songs» (1898), «Description of collections of folk Easter eggs» by S. Kulzhinsky (1899). Local lore publications that contained information about life and activity of Katerynoslav province and its inhabitants (I. Akinfiev; M. Vladimirov; F. Lokot; M. Mizko) attracted the attention of the collector.

It is extremely important to study foreign publications from the library of G. P. Alekseev. The owner has supplemented his collection with eight thousand volumes of foreign books and periodicals. The book collection contained publications from different times, from the end of the 18<sup>th</sup> to the beginning of the 20<sup>th</sup> century. Emphasizing the universal nature of the library collection, the founder gave the dominant preference to the French-language literature of the 18<sup>th</sup> and 19<sup>th</sup> centuries. The complex of German catalogues and French coin collections was the main part of the foreign historical fund. The presence of rare works in Latin («La Sainte Bible», 1771; Plinius Caecilius Secundus «Panegyricus» 1736 and 1739; Lhomond C.F. «Epitome», 1808), encyclopedias, dictionaries, almanacs, calendars, and atlases (Reclus E. «Geogruniverselle» in nineteen volumes, 1887; Bartholomew J. «The Pocket Atlas», 1888) show the activities of

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G. P. Alekseev as an active figure involved in the development of European culture (Katalog, 1913).

The fate of the private library is interesting. From the «Epistolary Legacy of Academician D. I. Yavornytsky» it is known that after G. P. Alekseev's death in 1914 the book collection went to his son-in-law, Prince M. P. Urusov, and his wife V. G. Urusova (daughter of G. P. Alekseev) (Abrosymova, Vasylenko, & Perkova, 2005, p. 125). The family took care of the library until 1918. It is known that during the change of power in Katerynoslav province, Kotovsk library totalled about twenty-seven thousand books. The house was in poor condition and had a sad appearance: the bookcases were overturned by soldiers. The pages of rare editions of the unique private library were torn out and used for smoking. In January 1918, the Catalogue and all Ukrainian publications were stolen (Tyrras, 2000, pp. 301, 346). In March 1918, the local newspaper "Prydneprovsky Krai" reported that the private library had been dispersed: one part had been transferred to Katerynoslav Committee of Bund (Universal Jewish Workers' Union in Belarus, Lithuania, Poland, and Russia, 1890–1921). The Bolsheviks prepared the second part to transfer to M. Karavaev People's University ("Pridneprovskij kraj", 1918). In April 1918, the Alekseev-Urusov family and their acquaintance, K. I. Kranz, a teacher of German and French at Katerynoslav First Men's Gymnasium, tried to find and return the books from the library to their owners (Abrosymova et al., 2010, p. 846; Tyrras, 2000, p. 351).

In order to preserve the valuable private library, the Katerynoslav Provincial Zemstvo Board appealed to the Provincial Council to return the library under the control of the provincial department. There is no further information about the entire library. In order to preserve some copies, G. P. Alekseev's daughter and wife gave some books to the Regional Museum named after O. Pol. According to the «Epistolary Legacy of Academician D. I. Yavornytsky», it is known that some publications are in the collection of DNHM (Dnipro National Historical Muzeum).

### Conclusions

The processed material proves that G. P. Alekseev's private collection is unique. It contains different thematic groups of books and periodicals in different languages. Examining private collections, we highlight the range of activities and versatility of the founders through their attitude to the book heritage of Ukrainian and foreign publishers of the 19<sup>th</sup>–early 20<sup>th</sup> centuries. The study of library science history allows filling the gaps in the processes of creation and future of private libraries in the state network structure.

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**ВТРАЧЕНА КНИЖКОВА СПАДЩИНА: З ІСТОРІЇ ОСОБИСТОЇ  
БІБЛІОТЕКИ Г. П. АЛЕКСЄЄВА**

**Мета** – висвітлити історію приватної бібліотеки катеринославського громадського та культурного діяча Г. П. Алексєєва в контексті соціального та культурного життя окремої родини XIX – початку XX століть; проаналізувати приватну колекцію за тематикою і мовними ознаками. **Методика**. У дослідженні використовуються аналітично-синтетичні, системно-структурні, історико-біографічні та статистичні методи. **Результати**. Розкрито маловідомі сторінки історії українського бібліотекознавства, розширено межі вивчення приватних книжкових зібрань громадських діячів, визначено роль особистості у культурному розвитку та створенні інтелектуального кола краю. Висвітлено важливий напрямок історичної пам'яті, а саме відродження та збереження книжкової спадщини. **Висновки**. Досліджена приватна бібліотека є вагомим осередком у процесі формування мережі українських бібліотек та створенні цілісної картини культурного розвитку губернії. Репертуар та зміст книжкової колекції катеринославського дворянина та почесного громадянина Г. П. Алексєєва свідчить про високий рівень інтелектуального середовища українського міста. Видова характеристика та кількісний аналіз підкреслюють унікальність та значущість приватного бібліотечного зібрання.

*Ключові слова*: громадський діяч Г. П. Алексєєв; приватна бібліотека; втрачена книжкова спадщина; Катеринославщина

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e-mail: roilingel.calilung@ua.edu.ph, ORCID 0000-0002-8208-4038**PERCEPTIONS AND PRACTICES OF ACADEMIC LIBRARIANS IN HANDLING AND MANAGING OPEN EDUCATION RESOURCES (OERs): BASIS FOR CAPACITY BUILDING PLAN**

**Objective.** This study determined the perceptions of academic librarians on open educational resources (OERs) in terms of familiarity, utilization by patron and purpose, management practices of OERs in terms of handling and storage, organization and marketing, and problems encountered in handling and managing OERs. **Methods.** It utilized quantitative-qualitative research design or mixed method using a validated researcher-made questionnaire. Descriptive statistics, which mainly consist of frequency distribution, percentile, mean and standard deviation, were used while thematic analysis was utilized for the qualitative data. **Results and Discussion.** The study revealed that academic librarians are moderately aware on OERs. Regarding digitized library collections, academic librarians are fully aware. In terms of utilization by patron, it was reported that majority of the types of OERs are rarely utilized. The top three types which are seldom utilized by patrons are course materials, digitized library collections and open textbooks. **Conclusions.** The familiarity of librarians on OERs depends on the degree of their exposure to such resources. Utilization of OERs by patron improves when guided on how to use them. Purpose is defined based on the optimal usage of the OERs. Lack of familiarity and exposure to OERs may lead to poor handling and storage, organization and marketing of these resources resulting to low appreciation from clients. A capacity building plan is needed to improve the handling and management of OERs in academic libraries.

**Keywords:** academic libraries; capacity-building; handling; management; open educational resources (OERs)

**Introduction**

Over a period of years, the library has become a center for information and resources across all formats. These resources are utilized by students, teachers, school administrators and non-teaching personnel for instruction, research and recreational purposes.

The new normal has forced many libraries to cease operations or choose to do so following government quarantine guidelines and protocols to stop the spread of the virus. This situation has also braved many librarians to be creative in developing new programs and services. The new normal has provided new opportunities, ideas, partnerships, and challenges in conceptualizing and providing alternative library programs and transforming services to virtual or online.

From the usual balance of print and non-print resources, the emphasis is now on the acquisition of and subscription to electronic resources as long as the library budget permits. Unfortunately, there are many libraries which cannot cope up due to their meager budget or none thereof.

This is where Open Educational Resources (OERs) comes in. The International Federation of Library Associations and Institutions (IFLA) in its publication, "Open Educational Resources and Libraries: A Briefing" (IFLA, 2020), shared three key points about OERs: 1) *Open educational resources (OERs) are teaching, learning and research materials made available for free, and with no or only limited restrictions, to support access to knowledge;* 2) *OERs are becoming increasingly important in the education sector. They have proven their benefits by providing democratic and equitable access to knowledge, supporting life-long and informal learning, and offering diversified sources of knowledge;* and 3) *Librarians are helping to make OERs a reality: they make them available and accessible, and encourage their production, use and dissemination.*

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OERs are teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use or re-purposing by others. Open educational resources include full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge (Atkins, Brown & Hammond, 2007; UNESCO, 2017).

According to UNESCO, academic staff (including librarians and support staff) are vital agents in ensuring the quality of teaching and learning delivered to students. Thus, librarians are expected to become familiar with OERs in order to support teaching and learning. With the increasing presence and demands for OERs, libraries and librarians must be properly equipped in the handling and managing of these resources in order to maximize their purpose and usage (Baker, Carney, & Schwark, 2019).

It is within this purview that the researcher felt the need to conduct a thorough study on the perceptions and practices of academic librarians in handling and managing open educational resources (OERs) with the view of developing a capacity building plan.

**Research Problems.** Generally, the study describes how academic librarians perceive open educational resources (OERs) with the view of developing a capacity building plan. Specifically, it answers the following questions:

1. How may the perceptions of academic librarians on Open Educational Resources (OERs) be described in terms of:
  - a. Familiarity
  - b. Utilization
  - c. Purpose
2. How are Open Educational Resources (OERs) managed in academic libraries based on the following variables:
  - a. Handling and storage
  - b. Organization
  - c. Marketing
3. What are the problems encountered by academic libraries in handling and managing Open Educational Resources (OERs)?
4. What capacity building plan can possibly be formulated to improve handling and managing of OERs?

**Literature Review.** In the era of open e-learning, the librarian as an information specialist should be knowledgeable with all the information resources available from various sources. One of the types of resources that libraries may consider are the open educational resources.

The definition of OER currently most often used is “digitized materials offered freely and openly for educators, students and self-learners to use and reuse for teaching, learning and research”. OER includes learning content, software tools to develop, use and distribute content, and implementation resources such as open licences. This report suggests that “open educational resources” refers to accumulated digital assets that can be adjusted and which provide benefits without restricting the possibilities for others to enjoy them (OECD, 2007).

Subsequently, Johnstone (2005) defines OERs according to their function in learning, to include: 1) Learning resources (i.e., courseware, content modules, learning objects, learner support and assessment tools, online learning communities), 2) Resources to support teachers (i.e., tools for teachers and support materials to enable them to create, adapt, and use OER, as well as training materials for teachers and other teaching tools, and 3) Resources to assure the quality of education

and educational practices.

According to Doyle (2005) as cited in Downes (2006), the concept of 'open' entails, it seems, at a minimum, no cost to the consumer or user of the resource. This account is expanded into a set of unambiguous affordances by proponents of open access. For example, for the Public Library of Science (PLoS), 'open' includes the following: 1) Free, immediate access online; 2) Unrestricted distribution and re-use; 3) Author retains rights to attribution; 4) Papers are deposited in a public online archive.

It has been widely documented and demonstrated how important open educational resources (OERs) are. Schön (2008) highlighted that Open Educational Resources (OER) can be an important element of policies that want to leverage education and lifelong learning for the knowledge society and economy. From conferences and declarations dedicated to the support of OERs to the development of resource repositories and other services, there has been a general awakening in the learning community (Downes, 2006).

In understanding the concept of 'open', Foote (2005) as cited in Downes (2006) defines Four Freedoms in relation to OERs. These are 1) Freedom to copy; 2) Freedom to modify; 3) Freedom to redistribute; and 4) Freedom to redistribute modified versions. (Doyle 2005) as cited in Downes (2006) stressed that there is no consensus that 'open' means 'without limitation whatsoever'. Doyle suggested that some rights may be retained by the author of the resource.

Lin (2019) explored OERs as an alternative to traditional textbooks. In addition to cost-savings, OER brings a promise "that, if curated and used properly, it supports educators striving to create a cost-effective learning environment that's interactive, dynamic, current, and relevant." According to (Kompar, 2016), school librarians are transformational leaders in supporting OER initiatives in school districts and selecting OERs appropriate for the curriculum.

Indeed, OERs are special resources that requires special handling and technical expertise. A specific skill set is needed in order to effectively locate, evaluate, organize, and promote high-quality OER (Mardis, 2015). In essence, librarians are in the position to handle and manage these types of resources.

UNESCO suggested ways and measures on the effective use of OERs. These include 1) developing skills to evaluate OER; 2) publishing OER; 3) assembling, adapting and contextualizing existing OER; 4) developing the habit of working in teams; 5) seeking institutional support for OER skills development; 6) leveraging networks and communities of practice; 7) encouraging student participation; 8) promoting OER through publishing about OER; 9) providing feedback about, and data on the use of, existing OER; and 10) updating knowledge of IPR, copyright and privacy policies. Thus, a capacity building plan is crucial to educate educators and librarians about the proper handling and management of these resources.

User (student and teacher) perception is an important consideration when there is an expectation to use an innovation (Rogers, 2003). Studies of perceptions in both groups have shown students and teachers have a favorable perception of OER because they can increase access, better prepare students, are of similar or higher quality and meet diverse learners' needs (Allen & Seaman, 2016; Petrides, et al., 2011).

## Methods

*Research Design.* The study utilized quantitative research design particularly descriptive method. According to McCombes (2020), descriptive research aims to accurately and systematically describe a population, situation or phenomenon. It is designed for the researcher to gather information about present existing conditions. In this particularly study, descriptive method was used to describe the perceptions of academic librarians on Open Educational

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Resources (OERs) while thematic analysis was used to describe their practices in handling and managing OERs with the view of designing a capacity building plan as output of the study.

*Participants.* To achieve a high degree of precision, all members of the Central Luzon Digital Library Consortium had been included as participants of the study. This will narrow the margin of error and allow inferences about the characteristics of the population.

*Research Instrument.* The researcher developed a self-made questionnaire which is divided into four (4) parts. Part I gathered the demographic profile of the respondents which include their no. of years in the profession, experience in using OERs, number of years that the library has maintained its collection of OERs, and the format/resource types of OERs that the library maintains. Part II elicited information about the participants' perceptions on OERs in terms of familiarity, utilization by patron and purpose. Part III collected information about participants' management practices of OERs specifically on handling and storage, organization and marketing. Part IV obtained data on participants' challenges in handling and managing OERs.

The questionnaire was validated using expert validation. Four experts were invited to assess the self-made questionnaire to determine the applicability of the items prior to pre-testing of the validated questionnaire: retired LIS professor from an international university, electronic resources product specialist/librarian, retired library administrator and archivist/librarian. All the four experts are researchers and have presented a paper in an international conference. The first draft of the questionnaire was forwarded to the first group of validators (i.e., retired library administrator and archivist librarian). Comments and suggestions from the first group of validators were considered for the revision of the instrument. After which, the instrument was again checked by the other two validators (i.e., retired LIS professor and electronic resources product specialist/librarian).

Figure 1 shows the comparative presentation of the assessment ratings given by the two groups of validators on the first and revised draft of the questionnaire. It can be gleaned from Figure 1 that after incorporating the comments given by the first group of validators, scores improved because of the improved self-made questionnaire.

ables	Items (Sub- items)	Group 1 (First Draft)				Group 2 (Revised Draft)			
		Validator 1		Validator 2		Validator 3		Validator 4	
		Validation Criteria		Validation Criteria		Validation Criteria		Validation Criteria	
		Content	Language	Content	Language	Content	Language	Content	Language
Perceptions	3 (34)	3	3	2	3	3	4	4	4
		3	3	2	2	3	4	4	4
		3	3	2	2	3	4	4	4
Practices	3 (9)	4	3	2	3	4	4	4	4
		4	3	2	2	4	4	4	4
		4	3	3	3	4	4	4	4
Challenges	2 (0)	3	3	2	3	4	4	4	4
		3	3	2	3	4	4	4	4
Mean Score		3.43	3.00	1.86	2.57	3.57	4.00	4.00	4.00
Verbal Interpretation		Manifested	Manifested	Manifested	Manifested	Manifested	Manifested	Manifested	Manifested

*Figure 1. Validation Results for the Self-made Research Questionnaire*

As shown on Figure 2, the alpha coefficient for the 14 items is .977, suggesting that the items have relatively high internal consistency.

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.977	0.978	14

Figure 2. Reliability Test

*Data Gathering Procedure.* The questionnaire was administered by the researcher to the 14 members of the Central Luzon Digital Library Consortium through the Google Form.

*Data Analysis.* Data were tabulated, calculated and statistically analysed, discussed and interpreted using frequency count, percentage distribution, mean, and standard deviation.

*Ethical Considerations.* The following items were considered in the conduct of the study: informed consent, privacy and confidentiality. The researcher obtained the informed consent from all the study participants, emphasizing that their participation was voluntary and free of charge.

When participants sign the consent form, they acknowledge participation in the study and understand that their rights are protected (Creswell, Fetters, & Ivankova, 2004). The researcher explained clearly to the participants that their names would not be disclosed to any outside party with the potential of publication.

## Results and Discussion

*Participants' Demographic Profile.* Table 1 presents the participants' demographic profile in terms of years in LIS practice. Eighty-six percent (12 out of 14) of the participants have more than 10 years of experience in the profession while only 14% (2 out of 14) have 1-3 year experience.

Table 1. Participants' Profile in Terms of Years in Practice

Responses	Frequency	Percentage (%)
1-3 years	2	14
4-6 years	0	0
7-10 years	0	0
More than 10 years	12	86
Total	14	100

Table 2 shows the participants' experience on the use of OERs. It was reported that 12 out of the 14 participants have already accessed an OER while the remaining 2 have no experience accessing an OER yet.

Table 2. Participants' Profile in Terms of Usage of OERs

Responses	Frequency	Percentage (%)
Yes	12	86
No	2	14
Total	14	100

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Table 3 presents the years that participants have maintained their OERs in the library. In terms of years that participants have maintained their collection of OERs in the library, a higher percentage shows that 35.71% (5 out of 14) of the participants have maintained their OERs less than a year, while 21.43% (3 out of 14) reported that they don't have a collection of OERs yet.

*Table 3. Participants' Profile in Terms of Years that Library Maintains its OERs*

Responses	Frequency	Percentage (%)
Less than a year	5	35.71
One to three years	2	14.29
More than three years	0	
More than five years	4	28.57
Not yet	3	21.43
Total	14	100

As can be gleaned from Table 4, the top three types are *open textbooks*, *course materials*, *images*, and *OER online archive*.

*Table 4. Participants' Profile in Terms of OER Format/Resource Types*

Responses	Frequency	Rank
Animation	1	9
Audio recordings	1	9
Course materials (e.g., modules, full courses, etc.)	6	2
Digitized library collections		
Hypermedia		
Images (e.g., graphics, charts, tables, and photos)	3	3.5
Learning objects	2	5.5
Multimedia in a combination of formats which may be interactive	1	9
Music	1	9
OER online archive	3	3.5
Open textbooks	7	1
OER software or platform		
Quizzes and games	1	9
Videos (often streamed)	2	5.5

In terms of an OER designated staff, Table 5 shows that 50% (7 out of 14) of the participants reported that there is no person in charge in the library that handles and maintains the library collection of OERs, while half of the respondents said they have an OER designated staff.

*Table 5. Participants' Demographic Profile in Terms of OER Designated Staff*

Responses	Frequency	Percentage (%)
Yes	7	50
No	7	50
Total	14	100

*Participants' Perceptions of Open Educational Resources (OERs).* Table 6 presents the participants' perceptions on OERs in terms of familiarity. Results show that respondents are moderately aware on OERs (3.08, SD = 0.76).

*Table 6. Participants' Perceptions on OERs in Terms of Familiarity*

Responses	Mean	Standard Deviation	Interpretation
Animation	2.90	0.83	Moderately aware
Audio recordings	3.10	0.70	Moderately aware
Course materials (e.g., modules, full courses, etc.)	3.20	0.75	Moderately aware
Digitized library collections	3.40	0.92	Fully aware
Hypermedia	2.70	0.64	Moderately aware
Images (e.g., graphics, charts, tables, and photos)	3.20	0.74	Moderately aware
Learning objects	2.90	0.53	Moderately aware
Multimedia in a combination of formats	3.00	0.77	Moderately aware
Music	3.20	0.87	Moderately aware
OER online archive	2.90	0.83	Moderately aware
OER software/platform	2.80	0.74	Moderately aware
Open textbooks	3.30	0.64	Moderately aware
Quizzes and games	3.30	0.90	Moderately aware
Videos (often streamed)	3.20	0.87	Moderately aware
<b>Average Mean</b>	<b>3.08</b>	<b>0.76</b>	<b>Moderately aware</b>

Table 7 presents the respondents' perceptions on OERs in terms of utilization by patron. Results show that participants rarely use OERs (2.33, SD = 1.02).

*Table 7. Participants' Perceptions on OERs in Terms of Utilization by Patron*

Responses	Mean	Standard Deviation	Interpretation
Animation	2.00	1.00	Rarely
Audio recordings	2.30	1.00	Rarely
Course materials (e.g., modules, full courses, etc.)	2.60	1.11	Seldom
Digitized library collections	2.80	0.87	Seldom
Hypermedia	2.00	0.89	Rarely
Images (e.g., graphics, charts, tables, and photos)	2.50	1.02	Rarely
Learning objects	2.40	1.11	Rarely
Multimedia in a combination of formats	2.40	1.02	Rarely
Music	2.00	1.00	Rarely
OER online archive	2.22	1.13	Rarely
OER software/platform	2.10	0.83	Rarely
Open textbooks	2.80	1.08	Seldom
Quizzes and games	2.20	1.08	Rarely
Videos (often streamed)	2.40	1.11	Rarely
<b>Average Mean</b>	<b>2.33</b>	<b>1.02</b>	<b>Rarely</b>

Table 8 presents the respondents' perceptions on OERs in terms of purpose. Results show that participants strongly agree that OERs are convenient, cost-effective, efficient (3.40, SD = 0.48), strategically aligned and provide opportunities for collaboration and innovation (3.30, SD = 0.45).

*Table 8. Participants' Perceptions on OERs in Terms of Purpose*

Responses	Mean	Standard Deviation	Interpretation
Convenience	3.40	0.48	Strongly agree
Cost-effectiveness	3.40	0.48	Strongly agree
Efficiency	3.40	0.48	Strongly agree
Opportunities for Collaboration and Innovation	3.30	0.45	Strongly agree
Strategy alignment (i.e., Organization's planned objectives)	3.30	0.45	Strongly agree
Student retention	3.20	0.40	Agree
<b>Average Mean</b>	<b>3.33</b>	<b>0.46</b>	<b>Strongly agree</b>

**Participants' Management of Open Educational Resources (OERs).** Table 9 shows the management practices of participants in terms of handling and storage. The themes emerged from the responses of participants include: *collaboration* (P8), *content curation* (P5, P7, P9), *policy formulation* (P3), *copyright* (P12), *unavailability of software* (P1, P5, P6, P7, P10, P14), *software management* (P2, P12), and *program evaluation* (P1, P2, P3, P5, P8, P9, P11).

*Table 9. Participants' Management Practices on OERs in Terms of Handling and Storage*

Questions	Responses	Keywords	Themes
<i>How do you handle and store your collection of OERs?</i>	<i>"Through digital preservation/storage policy"</i> (P2)	Preservation/storage policy (P2)	<b>Collaboration</b> - [In cooperation with the] MIS office (P8)
	<i>"Webpage/Library website"</i> (P3, P9)	List and Links (P5, P7, P9)	
	<i>"We store and maintain them separately"</i> (P5)	MIS office handles the storage (P9)	<b>Content Curation</b> - List and Links (P5, P7, P9)
	<i>"We keep a list and links"</i> (P7)		<b>Policy Formulation</b> - Preservation/storage policy (P3)
	<i>"The MIS office handles the storage and preservation of the OER in cooperation with the librarian"</i> (P8)		
	<i>"Provision of links via library website"</i> (P10)		

<i>Is there a software or platform do you use to handle and store your OERs? Please discuss the software or platform briefly</i>	<p>“None.” (P1, P5, P6, P7, P10, P14)</p> <p>“Yes. It is open and accessible to our education account in our university apps.” (P2, P12)</p> <p>“We have software but limited in storing and uploading due to copyright law.” (P12)</p>	<p>No software (P1, P5, P6, P7, P10, P14)</p> <p>Software dependent (P2, P12)</p> <p>Copyright law (P12)</p>	<p><b>Copyright</b> - Copyright law (P12)</p> <p><b>Unavailability of Software</b> - No software (P1, P5, P6, P7, P10, P14)</p> <p><b>Software Management</b> - Software dependent (P2, P12)</p>
<i>What criteria for inclusion do you base your selection of OERs? How often do you evaluate your OERs?</i>	<p>“Relevance to the subject programs [curriculum of the academic program offerings].” (P1, P3, P5, P9, P11)</p> <p>“Collection analysis every semester.” (P2)</p> <p>“[Evaluation is done] yearly.” (P8)</p>	<p>Program offerings (P1, P3, P5, P9, P11)</p> <p>Regular evaluation (P2, P8)</p>	<p><b>Program Evaluation</b> - Program offerings and evaluation (P1, P2, P3, P5, P8, P9, P11)</p>

Table 10 shows the management practices of participants in terms of organization. The themes emerged from the responses of participants include: *arrangement by subject* (P1, P2, P5, P13), *periodical updating* (P2, P3, P6, P7, P8, P9, P13), and *practical cataloging* (P1, P2, P3, P4, P5, P14).

Table 10. Participants' Management Practices on OERs in Terms of Organization

Questions	Responses	Keywords	Themes
<i>How do you organize (i.e., cataloging and classification, indexing, filing, etc.) your OERs and make them accessible to your clients? Do you use a classification scheme or system? If yes,</i>	“By subjects / courses (major).” (P1, P2, P5, P13)	Course offerings (P1, P2, P5, P13)	<b>Arrangement by Subject</b> - Course offerings (P1, P2, P5, P13)

*please discuss*

*briefly.*

<i>How often do you update your collection of OERs?</i>	<p>“Once a month.” (P3, P6, P7)</p> <p>“Regularly.” (P2)</p> <p>“Yearly or as necessary.” (P8, P9)</p> <p>“Every end of semester.” (P13)</p>	<p>Regularly (monthly, end of semester, yearly) P2, P3, P6, P7, P8, P9, P13)</p>	<p><b>Periodical Updating</b></p> <p>- Regularly (monthly, end of semester, yearly) P2, P3, P6, P7, P8, P9, P13)</p>
<i>How do you manage the bibliographic records of your OERs? Are they cataloged and classified together with your other library resources?</i>	<p>“They have separate records.” (P1, P2, P14)</p> <p>“Listed only but not cataloged and classified.” (P3, P4, P5)</p>	<p>Practical cataloging (P1, P2, P3, P4, P5, P14)</p>	<p><b>Practical Cataloging</b></p> <p>Practical cataloging (P1, P2, P3, P4, P5, P14)</p>

Table 11 shows the management practices of participants in terms of marketing. The themes emerged from the responses of participants include: mass marketing (P1, P2, P3, P4, P6, P8, P9, P11, P13), and internal communications (P1, P2, P4, P5, P6, P8, P9, P10, P13, P14).

*Table 11. Participants' Management Practices on OERs in Terms of Marketing*

Questions	Responses	Keywords	Themes
<i>Do you have marketing or advertising plan specifically designed to promote your collection of OERs?</i>	<p>“We advertise them through library orientation, library service (i.e., current awareness, user education), email, and social media.” (P1, P2, P3, P4, P6, P8, P9, P11)</p>	<p>Marketing through library service and social media (P1, P2, P3, P4, P6, P8, P9, P11)</p>	<p><b>Mass marketing</b></p> <p>- Marketing through library service and social media (P1, P2, P3, P4, P6, P8, P9, P11)</p>
<i>What marketing programs or activities do you perform or conduct regularly to promote your OERs?</i>	<p>“Library orientation, social media and bulletin board [display].” (P1, P2, P3, P4, P5, P6, P8, P9, P13)</p>	<p>Library service and social media (P1, P2, P3, P4, P5, P6, P8, P9, P13)</p>	<p><b>Mass marketing</b></p> <p>- Library service and social media (P1, P2, P3, P4, P5, P6, P8, P9, P13)</p>

<i>Who are the people involved in the promotion of your OERs?</i>	<i>“Academic community (i.e., teachers, students and other stakeholders).”</i> (P1, P2, P5, P8, P14)	Internal marketing (P1, P2, P4, P5, P6, P8, P9, P10, P13, P14)	<b>Internal Communications</b>  - Internal marketing (P1, P2, P4, P5, P6, P8, P9, P10, P13, P14)
<i>Do you involve your faculty members and students? Please explain briefly.</i>	<i>“Library staff.”</i> (P4, P5, P6, P9, P10, P13)		

Table 12 shows the challenges that participants experience in handling and managing OERs. The themes emerged from the responses of participants include: capacity building (P1, P2, P5, P6, P7, P10, P12, P13, and P14).

*Table 12. Participants’ Challenges in Handling and Managing OERs*

Questions	Responses	Keywords	Themes
<i>What are the challenges you encounter in handling and managing OERs?</i>	<i>“Storage of OER[s].”</i> (P1)  <i>“Copyright issues.”</i> (P2, P14)  <i>“Limited knowledge in handling and managing OERs.”</i> (P5)	Lack of technical expertise (P1, P2, P5, P14)	<b>Capacity Building</b> - Lack of technical expertise (P1, P2, P5, P14)
<i>What training do you need to capacitate you in handling and managing OERs effectively?</i>	<i>“Organizing and [proper] handling and managing [of] OERs.”</i> (P1, P2, P5, P6, P10, P12)  <i>“Preservation and marketing.”</i> (P3)  <i>“Policy [formulation].”</i> (P7)	Policy formulation (P1, P2, P5, P6, P7, P10, P12)  Marketing (P3)	<b>Capacity Building</b> - Policy formulation (P1, P2, P5, P6, P7, P10, P12) - Marketing (P3)

Open educational resources are teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use or re-purposing by others (Atkins, Brown & Hammond, 2007; UNESCO, 2017).

The study reveals that librarians are moderately aware on OERs in general while digitized library materials are the most common materials where librarians are fully aware of. Librarians rarely use OERs which may be attributed to their lack of exposure or low level of familiarity. The study conducted by Kassahun & Nsala (2015) as cited in Mwinyimbegu (2018) pointed out that there is only small percentage of academic librarians who are aware of open access.

Since many of the resources available in the library are either acquired or subscribed, less

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attention is given to open educational resources. Also, the nature of complexity of OERs bring a lot of challenges among librarians in handling and managing such resources.

Moreover, in terms of management specifically on handling and storing of OERs, librarians only provide list and links to users and make these links accessible on their library page or website. Although some librarians have digital preservation or storage policy, it is reported that there is still a need to conduct training to improve librarians' technical competencies specifically on data curation and software management to further improve the handling and managing of OERs.

*“Through digital preservation/storage policy”* (P2)

*“Webpage/Library website”* (P3, P9)

*“We store and maintain them separately”* (P5)

*“We keep a list and links”* (P7)

*“Provision of links via library website”* (P10)

*“Yes. It is open and accessible to our education account in our university apps.”* (P2, P12)

Data curation is extremely important in managing OERs. According to Ferreria (2014) as cited in Subrahmanyam (2019), finding the learning resources is the easy part. The challenge lies in selecting the best ones and compiling them at one place in a meaningful way. OER will commoditize education content; nothing can stop that. So, the curation of the OERs is required. OER curation involves finding, organizing, annotating, and sharing OER that is relevant to curator.

Indeed, many OERs are provided by librarians through lists and links arranged by subject or topic. The lists and links are regularly monitored and updated. Librarians maintain separate records for their collection of OERs. The bibliographic records of OERs are practically catalogued but not classified probably because of the nature of the materials. Although links are provided to users, said materials are not downloaded (Schaffert and Geser, 2008).

*“By subjects / courses (major).”* (P1, P2, P5, P13)

*“Listed only but not cataloged and classified.”* (P3, P4, P5)

*“They have separate records.”* (P1, P2, P14)

*“Regularly.”* (P2)

*“Yearly or as necessary.”* (P8, P9)

*“Every end of semester.”* (P13)

On the marketing aspect, librarians do mass marketing in promoting OERs focusing to their internal users including students, teachers, administrators and non-teaching personnel. Promotions and marketing are also integrated in the services and programs of the library.

*“We advertise them through library orientation, library service (i.e., current awareness, user education), email, and social media.”* (P1, P2, P3, P4, P6, P8, P9, P11)

*“Library orientation, social media and bulletin board [display].”* (P1, P2, P3, P4, P5, P6,

P8, P9, P13)

*“Academic community (i.e., teachers, students and other stakeholders).”* (P1, P2, P5, P8, P14)

True enough, librarians perform a number of tasks in managing library services and programs including OERs. The University of Toronto (2020) pointed out that the library plays a leading role in the production of OER, with description, classification, management, preservation, dissemination, and promotion, intellectual property and copyright.

Oxford (2020) also identified the many roles librarians play in relation to the handling and managing of OERs. These include integrating OER into learning management system (i.e., Canvas), attributing properly, integrating library, or other copyrighted resources into the academic programs or courses offered by a university, adapting or creating of OER (authoring platforms), printing resources, OER LibGuides, designing open pedagogy/instructional design.

With proper motivation and appropriate capacity training in the handling and managing of OERs, these resources will be greatly maximize according to purpose and usage.

### Conclusions

In light of the aforementioned results, the following were concluded:

The familiarity of librarians on OERs depends on the degree of their exposure to such resources. Utilization of OERs by patron improves when guided on how to use them. Purpose is defined based on the optimal usage of the OERs.

Lack of familiarity and exposure to OERs may lead to poor handling and storage, organization and marketing of these resources resulting to low appreciation from clients.

Librarians’ limited knowledge on OERs gives mediocre impression from clients. The need to continuously update librarians’ expertise through training or capacity building on information resources (including OERs) is crucial.

### Recommendations

Based from the conclusions drawn, the following are hereby recommended:

Increase librarians’ familiarity on OERs through continuous professional development. User education must be conducted to teach clients how to access, evaluate and use OERs ethically and responsibly.

Improve library facilities and librarians’ technical skills to allow better handling and storage, organization and marketing of OERs of all types.

Development of a capacity building plan to improve librarians’ technical and professional skills in handling and managing Open Educational Resources (OERs) is highly recommended.

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## СПРИЙНЯТТЯ І ПРАКТИКА АКАДЕМІЧНИХ БІБЛІОТЕК В ОБІГУ І УПРАВЛІННІ РЕСУРСАМИ ВІДКРИТОЇ ОСВІТИ (ВОР): ОСНОВА ДЛЯ ПЛАНУ НАРОЩУВАННЯ ПОТЕНЦІАЛУ

**Введення.** Це дослідження визначило сприйняття академічними бібліотекарями відкритих освітніх ресурсів (ВОР) з точки зору обізнаності, використання користувачами і метою, практики управління ВОР з точки зору обробки і зберігання, організації та маркетингу, а також проблем, що виникають при зверненні та управлінні ВОР. **Методика.** Використовувався кількісно-якісний план дослідження або змішаний метод з використанням затвердженого запитальника, складеного дослідником. Описова статистика, яка в основному складається з частотного розподілу, процентиля, середнього і стандартного відхилення, використовувалася, в той час як для якісних даних використовувався тематичний аналіз. **Результати та їх обговорення.** Дослідження показало, що академічні бібліотекарі не достатньо обізнані про ВОР. Що стосується оцифрованих бібліотечних фондів, академічні бібліотекарі повністю інформовані. Що стосується використання користувачами, повідомлялося, що більшість типів ВОР використовуються рідко. Три основних типи, які рідко використовуються читачами, – це матеріали курсів, оцифровані бібліотечні колекції та відкриті підручники. **Висновки.** Знайомство бібліотекарів з ВОР залежить від ступеня їх доступу до таких ресурсів. Використання ВОР користувачами поліпшується, якщо керуватися тим, як їх використовувати. Мета визначається виходячи з оптимального використання ВОР. Незнання і незнання ВОР може призвести до поганого поводження і зберігання, організації та маркетингу цих ресурсів, що призведе до низької оцінки з боку клієнтів. План нарощування потенціалу необхідний для поліпшення обробки і управління ВОР в академічних бібліотеках.

**Ключові слова:** відкриті освітні ресурси (ВОР); академічні бібліотеки; управління; менеджмент; нарощування потенціалу

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e-mail: tetyana.korolova@nuos.edu.ua, ORCID 0000-0001-8066-6141**ANALYTICAL REVIEW OF ADMIRAL MAKAROV NUS'S  
PUBLICATION ACTIVITY IN INTERNATIONAL SCIENTOMETRIC  
PLATFORMS**

**Objective.** The article considers the analytical work of the Scientific Library of Admiral Makarov National University of Shipbuilding (NUS) on the publishing activity of the university at the international scientometric platforms. **Methods** of the research are based on a systematic approach, structural-functional and scientometric analysis of methods for evaluating the effectiveness and publication activity of academic staff and the university as a whole. **Results.** During the study, the authors proved: 1. Scientific Library of Admiral Makarov NUS actively implements innovative forms of activity, develops and diversifies the library service to aid the university research work; 2. The role of the Scientific Library as an active partner at the stages of the life cycle of scientific research of university scientists is growing; 3. Analytical work of the Scientific Library of Admiral Makarov NUS on the publishing activity of the university emphasizes and strengthens the role of the library in the processes of increasing the representation of university scientists in the global space of scientific communications, the introduction of scientometric and bibliometric research methods. **Conclusions.** *Originality* of the work lies in the expansion of ideas about the analytical work of the Scientific Library of Admiral Makarov NUS on the publishing activity of the university, which today is an important factor for further objective evaluation of the effectiveness of the academic library. This provides an opportunity to better understand the specifics of the scientific activities of HEI libraries as resource and information centres. *Practical value.* The obtained results can be used to increase the publishing activity of HEI at the international scientometric platforms.

*Keywords:* Admiral Makarov National University of Shipbuilding; library; publishing activity; scientometric indicators; scientometric analysis, bibliometric research, Scopus; Web of Science Core Collection

**Introduction**

One of the most important indicators of the significance and authority of the scientific activity of a modern higher education institution (HEI) is its publishing activity. It is the publishing process, being a factor in the accumulation of HEI's intellectual potential, that promotes the transfer of new knowledge to future specialists. Publication activity is a set of scientometric indicators used to assess the national scientific potential and compare it with the potential of other countries (Didenko & Radchenko, 2017). Recently, publishing activity has become an important component of the overall strategy of HEI, which affects the amount of university funding and is one of the important components in compiling international rankings of universities, the result of comprehensive measures and efforts of HEI to enter the rating databases. As noted in (Tymofieieva & Opryshko, 2020), publishing activity is part of an even greater task of developing the national scientific, technical and educational potential of a country that has embarked on the path of market development of education, which is being solved constantly and gradually. Therefore, the urgent task is to constantly monitor the current situation with university research and periodicals in order to obtain and analyse important statistical material that will allow to plan the development of domestic science.

## Methods

In most universities of Ukraine, the work with modern methods of monitoring and evaluating the research and technology growth, which primarily include bibliometrics, is already beginning to become part of a permanent and systematic activity - information analytics. And the units that take over the functions of publishing activity research are academic libraries (Korolova, 2018).

The strategy of the HEI library is seen in the direction of information-analytical monitoring and bibliometric analysis of the university's documentary communications system, creating preconditions for presenting scientists in international abstract databases and search engines (Scopus, Web of Science, Google Scholar, etc.), promoting the introduction of scientific periodicals into international databases, etc. (Nazarovets, 2016).

In October 2017, the Ministry of Education and Science of Ukraine began implementing a project to increase publication activity in the international scientific space of HEI scientists of Ukraine. For this purpose, the All-Ukrainian selection competition was held and more than 90 HEI were provided with annual access to the leading scientometric platforms Scopus and Web of Science. Our university, as a participant in this project, gained access to the scientometric system Scopus. Scientific Library of the Admiral Makarov NUS not only coordinated this process, but also headed it. Today, the NUS library not only provides information and library support for the educational process and scientific activities, but also carries out research work, which is part of the multifaceted activities of the modern library of the HEI.

According to the order of NUS № 271 as of 14.11.2017 "On Increasing the Publication Activity of NUS", initiated by the Scientific Library, the university conducted a significant amount of work aimed at increasing the level of publication activity of scientists of our institution.

During 2017, two methodical manuals were prepared and published by NUS Publishing House: "Methodical Recommendations for Increasing the Publishing Activity of Graduate and Postgraduate Students" (authoring team of library specialists: T.M. Kostyrko, I.V. Bondar, M.S. Zhigalkina). The manual presents the criteria of publication activity of scientists and the quality of scientific publications, rules and algorithms for determining the main indicators of publication activity and citations, provides recommendations on how to prepare materials for publication in international periodicals, and lists the main scientometric databases; "Methodical Recommendations for the Use of Scientometric Platform Web of Science in Scientific Activities" (authors T.M. Kostyrko, I.V. Bondar).

To inform the academic staff of the university about the definition of UDC indices, scientometric indicators and databases, ratings of scientific journals, rules for bibliography, thesis requirements and much more the National Library of NUS during 2017-2018 formed an information block "For the Scientist" on its website. This block has pages "Scopus" and "Web of Science", which provide information about scientometric platforms, conditions for access to them, as well as a web navigator "Video Guide to Scientometric Databases", which is updated annually and supplemented with new materials. In 2020, the fourth issue of the web navigator has been prepared.

After gaining access, work with the Scopus and Web of Science scientometric platforms began with the integration of NUS organization identifiers and the creation of unified university profiles. Database administration is carried out throughout the access period (2017-2020): profiles of authors and institutions are regularly corrected, there is a search for authors and documents and possible matches of the university name. For better and more professional administration and

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detailed acquaintance with the possibilities of the database, the library staff actively participates in educational webinars.

Creating unified profiles of the institution in the databases Scopus and Web of Science Core Collection helps to determine the contribution of university science to the national and world scientific treasury, and with their help the staff of the Scientific Library regularly creates scientific and analytical materials, namely: indexes of journals and conference proceedings with published articles by scientists of the Admiral Makarov NUS, registered in the Scopus and Web of Science databases; author indexes of publications of NUS scientists in the Scopus and Web of Science databases; articles by scientists of Admiral Makarov NUS, published in journals and conference proceedings, registered in the Scopus and Web of Science databases. These materials are available on the website of the Scientific Library of NUS on the relevant pages.

The availability of scientific publications and the quality of periodicals are important criteria in determining the status of national and research universities.

In accordance with the provisions of the Law of Ukraine "On Higher Education" (Article 29), the status "national" is granted to the university in accordance with the procedure and criteria defined by the Cabinet of Ministers (Resolution of the Cabinet of Ministers No. 912 of November 22, 2017) "On Approval of the Procedure and Criteria for Granting National Status to Higher Education Institution, Confirmation or Deprivation of This Status"). According to this resolution, the HEIs must self-analyse the fulfilment of the criteria for granting and confirming the status of a national institution of higher education. According to the order of the Rector of NUS, the library staff is involved in self-analysis. They analyse the scientometric indicators of academic staff (AS) of NUS and provide a list of AS that have at least five scientific publications in periodicals, which at the time of publication were included in the scientometric databases Scopus and/or Web of Science.

For the second year in a row, the library staff carries out a scientometric analysis of NUS activities, which is used in the preparation of documents to ensure competitive selection of executors of state orders for training masters in HEIs, which are in the management of the Ministry of Education and Science (MES) in accordance with the MES Order No. 445 of May 5, 2018. To bring the scientific publications of the university in line with the requirements of the new List of scientific professional publications of Ukraine according to paragraph 6 of the MES Order No. 32 of 15.01.2018 in September 2018 NUS created a single editorial board comprising the director of the Scientific Library T.M. Kostyrko as the head of the bibliography and scientometrics sector. In order to comply with the requirements of international scientometric databases a package of documents were prepared for the editorial boards of periodicals, which includes: a list of authors of the university by the number of citations in the database Scopus and Web of Science; analysis of scientometric profiles of members of the editorial board of periodicals; scientometric indicators of members of the editorial board of periodicals of Admiral Makarov NUS.

One of the important conditions for reforming Ukrainian science is the need for state certification of HEI in terms of scientific activity, as provided by the Law of Ukraine "On Scientific and Scientific-Technical Activity". The procedure for conducting state certification of HEI was approved by the Resolution of the Cabinet of Ministers of Ukraine "Some Issues of Conducting State Certification of Higher Education Institutions in Terms of Their Academic (Scientific-Technical) Activities" (No. 652 of August 22, 2018). The Procedure states that the attestation assessment, as an individual characteristic of the achievements of a higher education institution in the scientific field, is calculated as the sum of the values of indicators (evaluated in points within the interval ranges of values) formed by certain components. The analysis of indicators of publishing activity of the university was used in its certification for effective academic and

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scientific-technical activities. Following the instructions of the Rector of NUS, the library staff analysed the publication activity of scientists for 2014–2018 (in 2019) and for 2015–2019 (in 2020) according to academic activity reports of all the departments and branches of the university, DB Scopus, Web of Science, Russian Science Citation Index. The analysis resulted in the tables "List of indicators for assessing the effectiveness of academic (scientific-technical) activities of higher education institutions in the scientific field and the potential for development of this scientific field" (P10-P13) and "List of scientific papers published during 5 year period in foreign publications that have an impact factor (separately DB Scopus, Web of Science)" in three areas: social sciences, engineering, mathematics and natural sciences.

The analysis revealed many shortcomings in the reports, so to fill out documents to assess the effectiveness of academic, scientific, technical and innovative activities used during the state certification, the Scientific Library proposed to develop a unified electronic form for annual academic activity reports of university departments and to include a list of 18 indicators for a combination of reliable quantitative and qualitative evaluation of statistical, scientometric data.

Recently, bibliometric indicators are increasingly considered as criteria for selecting individual researchers, HEI in general to receive financial assistance from donor organizations, government orders in the field of research activities of the institution and competitions. Twice a year, the Committee on State Prizes of Ukraine in Science and Technology awards grants of the Cabinet of Ministers of Ukraine for young scientists. Admiral Makarov NUS has repeatedly nominated university scholars for a grant. A prerequisite for obtaining a grant is an applicant's significant scientific results, so in 2020 it was decided that the Scientific Library staff would carefully check information about academic achievements provided by applicants from NUS and lists of their scientific publications over the past 5 years. Also, since 2020, the library staff has been involved in checking the publications of Ph.D. degree seekers, reviewers and opponents.

The increase in the HEI rating encourages a change in the principled approaches in the coverage of research results, because it is through publications that a research becomes known in the scientific community, paving the way for various grants. Therefore, it is very important to place scientific publications in internationally reputable periodicals that are part of scientometric databases. The Final Report of the Independent European Audit of the National Research and Innovation System of Ukraine states that the National Academy of Sciences of Ukraine (NASU) and universities should promote scientific publications in international journals and reduce departmental publications (Recommendation 12). The Horizon 2020 Policy Support Facility (PSF) panel recommends that universities and NASU encourage the use of English in publications and introduce an appropriate element in the evaluation criteria of individual scholars and institutes (Zakliuchnyi zvit..., 2017). Therefore, research institutions and universities should reduce the volume of internal publications, limited to those scientific journals that have a competitive effect. Preference should be given to journals that publish materials in English (Peer Review of Ukraine's research and innovation system, 2017). Therefore, during 2017–2020, the staff of the Scientific Library significantly increased the number of consultations to individual scientists and departments of the University on the search and selection of scientific periodicals, conferences, which are included in scientometric databases Scopus and/or Web of Science, for further publication.

Recently, the publishing activity of scientists has become one of the main factors taken into account in determining the ratings not only of individual professionals but also the ratings of departments and HEI in general, and publications become a real indicator of activity that leads to increased institution prestige. Therefore, in March–April 2018, the National Library of NUS took part in the Competition for the best academic paper on theoretical and applied aspects of

comparative analysis of researchers, research teams and research institutions of Ukraine, which was announced by the Ministry of Education and Science of Ukraine; organizational and methodological support was provided by the State Scientific and Technical Library of Ukraine. According to the results of paper assessment by the Competition Commission, the research of the National Library of NUS was awarded the sixth place.

The competition work on the topic "Study of the Effectiveness of Scientific and Scientific-Methodical Activities of the Admiral Makarov National University of Shipbuilding in Shipbuilding and Related Fields" presented the study of the dynamics of publishing activity and productivity of the university academic staff in the Scopus and Web of Science Core Collection DB for five years (2013–2017). The study covered: the dynamics of publication activity indicators in scientometric databases Scopus and Web of Science; distribution of publications by types of documents in the Scopus and WoS database of the NUS AS; the most influential journals in which the authors were published – AS of the Admiral Makarov NUS, according to the Scopus database in 2013–2017, by quartile; analysis of the publishing activity of the authors – AS of the Admiral Makarov NUS in the field of Engineering, etc.

As part of the competition, a sociological study was conducted on the attitude of NUS scientists to the scientometric databases Scopus and Web of Science. The competition work was prepared by: Director of the Scientific Library T.M. Kostyrko and the leading experts I.V. Bondar, T.D. Korolova, M.S. Zhigalkina.

The conducted research allowed to determine the priority directions of scientific developments, as well as the scientists - scientific leaders of the university. The results of the analysis of the publishing activity of the NUS AS were used as a tool to identify the weaknesses of the university's research activities and find ways to improve them.

Based on the study, an article "Scientific Activity Effectiveness of Admiral Makarov National University of Shipbuilding in the Field of Shipbuilding and Related Industries Research" was prepared, published in 2019 in the journal "Interdisciplinary Studies of Complex System" (indexed in the Web of Science database).

The staff of the library at different times prepared the following researches: "Scientometric Analysis of the Thesis Fund of the Scientific Library of NUS (2012, author T.M. Kostyrko), "Scientometric Analysis of the Thesis Fund of the Scientific Library of NUS to Improve the Publishing Activity of University Scientists" (2013, authors T.M. Kostyrko, I.V. Bondar), "Bibliometric Analysis of the Development of the Direction 'Dredging' in World Practice" (2019, authors T.M. Kostyrko, T.D. Korolova), "Bibliometric Evaluation of Research in the Field of 'Dredging' in Scopus Database" (2019, authors T.M. Kostyrko, T.D. Korolova), "Bibliometric Analysis of Scientific Publications which Include the Authors - AS of Admiral Makarov NUS (according to the scientometric database Scopus)" (2020, authors T.M. Kostyrko, T.D. Korolova), "Bibliometric Evaluation of Research in the Field of Nanostructuring of Industrial Metals and Alloys, Sprayed Coatings in Scopus Database" (2020, authors T.M. Kostyrko, M.S. Zhigalkina).

In 2020, by order of the Vice-Rector for Research of the Admiral Makarov NUS the following was carried out: "Monitoring the Publication Activity of PhD, Doctor and Candidate of Sciences Degree Seekers" in the DB of Scopus, Web of Science and Google Scholar (the monitoring covered the publication activity of four Doctor degree seekers and 70 Candidate of Sciences degree seekers, PhD of all structural units); "Authors of the Admiral Makarov NUS - Leaders in the Scopus for 2015–2020 (not less than 5 publications for 2015–2020, or not less than 10 publications for 2010–2020 in periodicals of the first (Q1) and second (Q2) quartiles according to the Scimago classification)"; "Authors of the Admiral Makarov NUS - Leaders in the Web of Science for 2015–2020 (not less than 5 publications for 2015–2020, or not less than 10 publications

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for 2010–2020 in periodicals of the first (Q1) and second (Q2) quartiles according to the Journal Citation Reports classification); "Authors of the Admiral Makarov NUS - Leaders in the Scopus for 2019 (publications in periodicals of the first (Q1) and second (Q2) quartiles according to the Scimago classification)"; Authors of the Admiral Makarov NUS - Leaders in the Web of Science for 2019 (publications in periodicals of the first (Q1) and second (Q2) quartiles according to the Journal Citation Reports classification)".

Analysing the publishing activity of scientists and the university in general, the library staff emphasizes the need to enhance research productivity by increasing the number of articles in high-quality rated scientific journals. Scientists need to take care of their dissemination and citation, so that they could receive as wide readership as possible. This is possible if they are published in leading journals with a high impact factor, while promoting domestic journals in their field by citing publications (their own and those of other researchers) from them. Faster citation will be facilitated by the placement of articles in open access journals, as well as the presence of the author's profile in special scientific social networks (ResearcherGate, Mendeley, etc.).

In addition to the analysis of publishing activities, today the work of the library is aimed at teaching and extensive acquaintance of researchers and students of the university with the peculiarities of the promotion and monitoring of scientific publications in international scientometric databases. For this purpose, the library specialists have developed and regularly conduct various informational and educational activities for academic staff and students of higher education to increase publication activity and citation index of NUS authors on the topics: "Scientometric databases. Citation index and teachers' tasks"; "International e-resources to help the author"; "Increasing the index of citation of own works"; "How to write an article for an international journal"; "Basic principles of NUS electronic repository", "Academic integrity", "What is plagiarism and how to avoid it?", "Presentation of research results", "Electronic resources for science and education", "Science in Open Access". Individual and group consultations on information culture, academic integrity and academic culture are regularly provided: "New thesis requirements", "International styles of scientific publications", "Ukrainian alphabet transliteration", "How to avoid ethical violations in science", "Ukrainian journals in Scopus and Web of Science", "Creating a scientometric profile of a scientist", "Features of scientific declaration" and many others.

For the scientific community of the university, librarians of the leading universities of Mykolaiv with the assistance of our library held the scientific and methodical seminars and trainings: on the Web of Science platform possibilities for qualitative scientific researches (Web of Science Core Collection, Journal Citation Report, EndNote, ResearcherID), Speaker Iryna Tikhonkova, Candidate of Science in Biology, Clarivate Analytics Learning and Analytical expert (2017 and 2019); on work with the Scopus database, speaker Serhiy Nazarovets, Candidate of Sciences in Social Communications, Deputy Director of the State Scientific and Technical Library of Ukraine, Elsevier trainer (2019); on the formation of the student's academic culture and the possibilities of the Unicheck service, Speaker Andrii Sidliarenko, Director of the Anti-Plagiarism Ltd. (2019).

The Scientific Library of Admiral Makarov NUS, restructuring its own activities for the maximum development of services to support scientific publications, provides assistance in integrating publications into world databases, develops services to support scientific publications, on a regular basis provides assistance in integrating scientific publications in world databases, advises and assists in creating profiles in Google Scholar, information-analytical system "Bibliometrics of Ukrainian Science", author IDs ORCID and Researcher ID (Publons).

## **Results**

Managing publishing activity is a rather complex, multifactorial task. To increase publishing activity, a systematic approach is important, which will take into account various aspects, and the result can be achieved based on the cumulative systemic effect. The joint activities of the library, scholars, departments and administration to increase the publishing activity of the university strengthens the communication links between the library and departments, expands the range of scholars who apply to the library, promotes the authority of the library as a professional expert community. It forms new demanded functions in the modern academic library and restores its most important social function - the promotion of science and education.

Therefore, the Scientific Library of Admiral Makarov NUS actively implements innovative forms of activity, develops and diversifies the library service to aid the university research work. The role of the Scientific Library as an active partner at the stages of the life cycle of scientific research of university scientists is growing. Analytical work of the Scientific Library of Admiral Makarov NUS on the publishing activity of the university emphasizes and strengthens the role of the library in the processes of increasing the representation of university scientists in the global space of scientific communications, the introduction of scientometric and bibliometric research methods.

## **Conclusions**

The potential of scientific activity of libraries is inherent in its functions and requires by its nature the need to constantly meet the needs of scientific knowledge and socio-cultural development of society (Dubrovina, 2019), while innovative changes in the content, forms and methods of library activities influence the improvement of the scientific activity of the educational institution, bring noticeable socially significant results, increase the rating of the university. The library, as a modern scientific and information centre of the HEI, defines the strategy for the development of a new communication environment: changes the orientation of activities in the media environment to create a content strategy; positions itself as a reliable and secure source of information, using all products and services, takes advantage of the technologies of social media marketing, exchange, self-organization, etc. (Bilous, 2017).

Today, bibliometric and scientometric research, monitoring of the university in the world information space, promotion of open access to research results of university scientists, constant coverage of information-analytical monitoring of authors' publication activity on university websites, libraries, social networks forms a model of a modern HEI's library. The organization and conduct of bibliometric research logically expand the professional activities of university libraries; increase their status in the scientific community; increase the degree of involvement in the processes of research and university management; consolidate the influence and prestige of the library within the university. As a result, the professional roles and tasks of information and library professionals are being rethought, new competencies are being developed and formed, and, accordingly, new library services are emerging (Kostyrko, 2018).

The Scientific Library of Admiral Makarov NUS, as an information-analytical centre of the university, takes an active position in creating a common interactive information environment, the centre of educational, scientific and social life of the university and offers a range of new library services and products, being a reliable partner of the university researcher, contributes to the growth of publishing activity of scientists, increasing their citation in international scientometric databases and strengthening university science at the national and world levels.

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## АНАЛІТИЧНИЙ ОГЛЯД ПУБЛІКАЦІЙНОЇ АКТИВНОСТІ НУК ІМЕНІ АДМІРАЛА МАКАРОВА В МІЖНАРОДНИХ НАУКОМЕТРИЧНИХ ПЛАТФОРМАХ

**Мета.** У статті розглянута аналітична діяльність Наукової бібліотеки НУК ім. адм. Макарова з публікаційної активності університету в міжнародних наукометричних платформах. **Методика** дослідження базується на системному підході, структурно-функціональному та наукометричному аналізі методики оцінювання результативності та публікаційної активності науково-педагогічних, наукових працівників і університету в цілому. **Результати.** Під час дослідження авторами доведено: 1. Наукова бібліотека НУК ім. адм. Макарова активно впроваджує у свою діяльність інноваційні форми діяльності, розвиває та урізноманітнює бібліотечний сервіс на допомогу науково-дослідній роботі університету; 2. Зростає роль Наукової бібліотеки як активного партнера на стадіях життєвого циклу наукових досліджень науковців університету; 3. Аналітична діяльність Наукової бібліотеки НУК ім. адм. Макарова з публікаційної активності університету підкреслює та зміцнює роль бібліотеки у процесах збільшення представництва вчених університету в глобальному просторі наукових комунікацій, впровадженні наукометричних та бібліометричних методів дослідження. **Висновки.** Наукова новизна роботи полягає в розширенні уявлень про аналітичну діяльність Наукової бібліотеки НУК ім. адм. Макарова з публікаційної активності університету, що сьогодні є важливим чинником для подальшого об'єктивного оцінювання результативності академічної бібліотеки. Це надає можливість глибше усвідомити специфіку наукової діяльності бібліотек ЗВО як ресурсних та інформаційних центрів. **Практична значимість.** Отримані результати можна використовувати для підвищення публікаційної активності ЗВО в міжнародних наукометричних платформах.

**Ключові слова:** Національний університет кораблебудування імені адмірала Макарова; бібліотека; публікаційна активність; наукометричні показники; наукометричний аналіз; бібліометричне дослідження; Scopus; Web of Science Core Collection

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e-mail: info@vspu.edu.ua, ORCID 0000-0001-8321-9267**THE ROLE OF THE LIBRARY IN THE FORMATION OF INCLUSIVE  
COMPETENCE OF FUTURE TEACHERS: RELEVANCE, DIRECTIONS,  
EXPERIENCE**

**Objective.** The article is aimed at reviewing the current state of inclusion implementation in Ukraine and the role of university libraries in these processes. **Methods.** The research was conducted by analyzing the world literature on educational practices of development and implementation of inclusion and experience of the library of Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University (VSPU) in creating inclusive library space. **Results.** The term "inclusive education" is explained and the factual basis of the importance of training highly qualified teachers in the conditions of inclusive education is expanded. The essence of inclusive teacher competence as a scientific category is analyzed. Emphasis is placed on the experience of the VSPU library in creating an inclusive library space. It is proved that the library, using various forms and methods of work, promotes the introduction of the latest educational standards, among which is the inclusive education. The main directions and aspects of the implementation of the inclusive project "Library without Borders" are highlighted. **Conclusions.** Ukrainian educational institutions take an active part in inclusive education practices. In these processes, the university library is an important link in providing inclusive education. The necessity of supplementing the further strategy of the library activity with the direction of formation of inclusive space and inclusive library is determined.

*Keywords:* inclusive education; inclusive competence; inclusive environment; inclusive library; people with special needs; Vinnytsia Pedagogical University Library

**Introduction**

Realization of rights and opportunities for everyone, creation of "society for all" provides equal access to knowledge and opens a wide aspect for the development of every citizen of the country, protection and integration of all segments of the population, including people with special needs into society, provides for the creation of a comfortable inclusive space. The problem of inclusive education and the organization of inclusive space is a topic of discussion in Ukraine at the state, scientific and practical levels. At the present stage of society development, Ukraine is in the process of changing the educational space, focused on Western European standards. After ratification of the Convention on the Rights of Persons with Disabilities, the standards of ensuring the right to education of children (people) with disabilities have become mandatory for Ukraine (Instytut spetsialnoi pedahohiky NAPN Ukrainy, 2017). Inclusive education is a system of educational services that ensures the realization of the right to education of persons with special educational needs, as well as their socialization and integration into society. The system of inclusive education is aimed at implementing the principles of democracy, humanism, justice, individual approach to all participants in the educational process, especially to children with special educational needs (Holiuk & Smoliak, 2018).

Ukraine joined the educational space of inclusive education in 2012. However, domestic scientists began to study and focus on this process much earlier. Among them are V. Bondar,

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V. Bocharov, B. Vulfov, I. Demchenko, A. Kapska, A. Kolupaieva, V. Lypa, V. Synov, S. Kharchenko, M. Chaikovskiy and others.

In the scientific field, research is actively conducted on various aspects of working with children with special educational needs, theoretical and practical forums are held, scientific and methodological literature is published, etc. (Demchenko, 2016). The problem of inclusive education is the object of research by specialists in the field of psychology, social, inclusive and correctional pedagogy (O. Akimova, V. Andrushchenko, O. Holiuk, O. Demchenko, A. Kolupaieva, K. Krutii, A. Korol, I. Lapshyna, Z. Leniv, V. Liakhov, L. Savchuk, T. Sak, O. Taranenko, A. Khil and others). Considering the concept of "inclusive educational environment", researchers interpret it as a set of conditions, factors and infrastructure objects that ensure the acquisition of sociality for persons with special social needs through their inclusion in all parts of the pedagogical process, free residence in the educational institution, an important component of which there is also a library.

***Literature analysis.***

Millions of children with moderate or severe disabilities around the world do not have access to quality education. The solution to this problem are the systems of inclusive education: preschools, schools, social services. Inclusion issues are relevant and are being explored around the world. Scientists conduct field research using a variety of methods: interviews, discussions, semi-structured interviews with teachers and students. The results of these studies require critical reflection on inclusive education policy and help improve educational opportunities for children around the world. The results of these studies require critical reflection on inclusive education policy and help improve educational opportunities for children around the world. Inclusive education is a "revolutionary" educational concept that aims to promote the participation of all students in the learning process (Opoku, Nketsia, Fianyi, & Laryea, 2020).

Scholars around the world are considering legislative improvements to inclusive education to increase the likelihood of children with disabilities attending school. There is a Teachers Agency for Inclusive Education. This pedagogical agency promotes inclusive education and carries out agential actions of teachers regarding inclusive education: learning strategies, cooperation, family-school-community ties and other active actions (Miller, Wilt, & Allcock, 2020).

Particular attention is paid to higher education institutions where students with special needs study and which train specialists to work in the field of inclusion. These questions are the result of field research that studies teacher training and pedagogical practice in the process of including students with disabilities in higher education. The methodological approach is qualitative, and the research has a descriptive-research nature, such as Case Study. The analysis revealed that the lack of knowledge of teachers about the concept of educational inclusion is caused by their formative path and that this applies to inclusive pedagogical practice. Research shows that experience of scientists could raise new perspectives on the personal and social potential of students with disabilities (Santos Costa, Soares Modica, & Nascimento dos Santos, 2020).

Today, more than ever, there is a need to provide inclusive education for students with disabilities. Therefore, the need for universities to develop and implement educational policy on inclusion is considered (Morina, Perera, & Carballo, 2020; Demchenko, 2016).

Thus, teachers from seven different Spanish universities, who were recommended by their students with disabilities, based on best practices, took part in a research that resulted in three key elements to improve the academic experience of students with disabilities: special training for teachers concerning disabilities, good relations between teachers and students and the willingness to make reasonable adjustments. Teachers should develop flexible teaching with positive and tolerant attitudes towards their students, in order to improve the quality of the academic and social experience for students with disabilities (Aguirre, Carballo, & Lopez-Gavira 2020).

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Foreign scholars emphasize the importance of promoting the development and systematization of high-quality research and documentation collections on the best practices of inclusive education in schools (Covelli & Lucia, 2020) and the coverage of their achievements in scientometric databases.

The issue of inclusion, formation of inclusive library is also a new and extremely important direction of activity of a modern educational institution library. It requires modernization of the library, the availability of the necessary equipment and facilities, providing appropriate information resources to users (Bilous, 2018). For example, the Ukrainian researcher T. Kolesnykova (2019), based on a detailed analysis of world practices, emphasizes the need to include libraries of Ukrainian universities together with teachers in the practice of creating open digital textbooks (Open Textbook). Because it is the projects for the creation and availability of free open textbooks that expand the educational prospects for people with disabilities.

A necessary factor in the work of the library with users with special needs is a psychological factor – the sense of empathy that they expect from a library employee. Indeed, this is considered one of the key skills of helping this category. Thus, according to the study by researchers at the University of Malaysia (Bodaghi, Cheong, & Zainab, 2016) data collected through interviews and focus group discussions with visually impaired students who were registered in the university library were used. People with special needs seek to feel a sense of belonging to an educational institution, to an academic library. They are sensitive to the greetings and friendly conversation of librarians, their voice tone, their sense of understanding of their limitations, and have a gust of changes in the library environment as key factors illustrating their empathy and attitude toward them. In addition, such people are usually afraid to ask for help; they are frustrated, confused, embarrassed, and misunderstood because of the librarians' lack of empathy.

At the same time, the issue of inclusion, the formation of inclusive library is a big gap in the library activities of both foreign and domestic libraries, which take an active part in providing information to various categories of readers, including people with special needs.

That is why the purpose of our article is to review the current state of inclusion in Ukraine and the role of university libraries in these processes.

### **Methods**

The research was conducted by analyzing the world literature on educational practices of development and implementation of inclusion and experience of the library of Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University (VSPU) in creating inclusive library space.

### **Results and Discussion**

Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University pays great attention to the issue of inclusion, training of qualified specialists who are able to effectively perform their professional duties in an inclusive environment. Today in VSPU in general, at the faculty of preschool, elementary education and arts in particular, research work in the field of inclusive pedagogy and training specialists for work in the inclusive educational space of preschool and general secondary education was initiated. One of the key problems in the implementation of inclusion is the qualified training of future teachers. It is well known that its efficiency largely depends on the process of formation of methodological, theoretical, practical and psychological readiness of students for teaching in inclusive environment (Demchenko, 2016).

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In our opinion, in creating a modern educational environment in pedagogical educational institutions, which would provide the necessary conditions, means and technologies for the successful training of future teachers who will work with children with special educational needs, the library should be given a proper place. Currently, the issue of inclusion is an important area of activity of the VSPU library, which is reflected in the implementation of the inclusive project "Library without Borders" and involves the creation of inclusive library, formation of inclusive space. The educational library, using various forms and methods of library work, acts as a leader of humanistic ideals, popularizer of the best examples of world pedagogical thought, introduces the latest educational standards, among which is inclusive education. The library participates in the formation of inclusive competence of teachers, carries out extensive informational and library-bibliographic work on the preparation of future teachers who will use their knowledge of inclusive education in further pedagogical activities.

In close cooperation with the university departments and the department of youth policy and social work, the library plays a significant role in the formation of future teachers, in the formation of inclusive competence, promotes training of future professionals, which is very important and priority at the current stage of reforming the education system. The implementation of this task requires a comprehensive approach and involves radical changes in the organization of the library work, establishing close cooperation of librarians with the university administration and other professionals (teachers, psychologists, physicians, social workers).

A high level of competence implies the possession of professional knowledge, skills and abilities, as well as the ability to navigate in difficult situations and make optimal decisions, a sufficient level of necessary professional and personal qualities. It is worth noting that librarians in terms of inclusion, in addition to their usual activities, pay special attention to the category of users with special needs; they are able to choose the necessary materials, as well as they are able to predict possible difficulties. It is the librarian, his/her professional readiness and skill that determines not only the quality of the information resource and the efficiency of providing information, but also how comfortable users will feel in an inclusive environment.

The main condition for creating a modern educational and information environment of the library is the reform of the physical spatial and subject environment, the formation of information resources and active implementation of the latest information and communication technologies. This process is characterized by general requirements, among which are those that ensure its inclusive context:

- library work planning and design of information and educational space of the library should be aimed at personal development and motivation to learn and actively use library services (compliance of educational and library environment with the requirements of ergonomics, widespread use of new IT technologies, multimedia tools, library renewal, etc.);
- development of infrastructure to provide various forms of library service (creation of educational online platform with educational and methodological materials for different categories of users, which will help to provide library services remotely);
- implementation of ideas of inclusive education (creation of conditions for learning to use the library and its resources for users with special needs; introduction of individual development programs, including correctional and rehabilitation measures, psychological and pedagogical support and necessary teaching aids).

Given the above, the library has identified two main priority directions of work concerning the inclusive education.

1-st direction. Improving the service of people with special educational needs and creating comfortable conditions for them to meet information needs.

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This includes, firstly, the creation of a barrier-free environment for educational institutions and libraries, and in particular, the arrangement of the surrounding area for comfortable movement of people with disabilities, installation of ramps, equipment of stairs with special markings and coverings, appropriate width of doorways and corridors, no thresholds and floor height differences, tactile signs, special equipment for toilet facilities, etc. Secondly, the availability of inclusive resource zones and their arrangement in accordance with the special needs of library users: quiet interior, special architectural solutions, mobile comfortable furniture, multifunctionality of the room (zoning), computer and multimedia equipment, special teaching materials, computer programs and means of information perception, adapted to the needs of students with various disabilities, etc.

In accordance with current regulations (Pro osvitu, 2017), the VSPU pays due attention to ensuring the rights of persons with disabilities and other low-mobility groups in all areas of the educational process and their full inclusion in society, as well as creating unimpeded access for people with disabilities at the level of other persons. University premises are available and have a universal design. Measures are constantly being taken to create and improve a barrier-free space for all categories of people with disabilities: those with musculoskeletal, vision, hearing disorders and other mobility impaired groups: the elderly, pregnant women, parents with children and others. Vinnytsia Pedagogical University has arranged:

- elevators, ramps, special lifts and other means of accessibility for people with musculoskeletal disorders;
- the university website uses various visual elements: created pages "Virtual Tour" and "Distance Education"; the library's website contains a sound "Business Card" and audio shelf for the visually impaired people.
- duplication of important sound information by texts, use of reinforcement system for people with hearing impairments (use of headphones).

The VSPU library uses methods and forms of library activity to participate in measures to create adequate social protection and support, social integration, create equal opportunities for self-realization, full life, education and employment, involvement of people with disabilities in spiritual and cultural life. The library has a universal space available to every user. Due attention is paid to people with special needs. Conditions have been created for comfortable accommodation in the library, for minimal time and effort to meet the reading needs of visitors. Today, the library is accessible to people with disabilities and people with limited mobility. The entrance to the building is equipped with a ramp and handrails. The central entrance of the library is located at the floor level of the indoor premises; the front door allows unobstructed access to the library. The internal space of the library allows safe movement of people in wheelchairs, the front door allows one to easily get to the electronic information room and electronic reading room.

2-st direction. Support and assistance in the educational process at the university concerning the introduction of inclusive education by developing a number of forms and methods of information and library work to help future teachers.

The organization of inclusive environment in the library involves not only the adaptation of the premises and the workplace to service and provide information to users with special needs, but also educational and methodological support, individual approach to each, advice, which is the basis for student interest in learning. A feature of the modern library as an institution of socialization of young people with disabilities is the integration of this category of users into the community life, which is realized through educational, leisure, creative, informational and volunteer activities (Bilous, 2020).

The library takes an active part in conferences, meetings, seminars, forums on inclusion (The International Congress on the basis of Vinnytsia Pedagogical University on special pedagogy,

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psychology and rehabilitation "Education of children with special needs: from institutionalization to inclusion," celebration of the World Down Syndrome Day, book-illustrative exhibitions: "Sunny children", "We are all equal, we are all different." Together with the Vinnytsia. Down. Syndrome Social Organization we took part in the design of the photo exhibition "We are different, but we are among you!" and in the charity event).

Based on the need to improve the service of people with special educational needs and create appropriate conditions for them to meet their information needs, we developed and implemented a number of transformations for quality service and the creation of a kind of inclusive library (Bilous, 2020). Servicing users with special needs provides remote access to library resources. Library staff are developing a web-based distance learning environment. Significant assistance in promoting inclusive education is provided by the library's website, which presents materials for people with special needs: a business card of the site, virtual audio shelf of works of art, links to useful sites. The library plans to have audio versions of individual pages of the site.

To meet the needs of the modern user, providing prompt access to all library and information resources, the library masters and actively implements modern achievements in the field of information, communication and multimedia technologies in library processes. As part of their core responsibilities, librarians provide free Internet access, obtaining information by e-mail, information and consulting support, search of educational and information sites, advice on the use of PCs and electronic resources (Bilous, 2010). The use of information and communication technologies is a significant factor in the education efficiency of students with special needs, the introduction of inclusion in the library space and positive changes in the formation of inclusive competence. They open wide opportunities for improving the quality of education, its accessibility. In addition, the introduction of ICT helps to make library services more efficient, high quality and interesting.

The library carries out extensive informational and library-bibliographic work on the preparation of future teachers who will use their knowledge of inclusive education in further pedagogical activities. The library has a significant array of literature on inclusion, which is becoming the subject of increased attention. The paper and electronic resources of the library to support inclusive education are presented by scientific and popular publications. The collection includes books published in the framework of the project "Inclusive education for children with special needs in Ukraine." The library promotes the education at student youth of the best human and civic qualities, expanding intellectual abilities, informs about information resources to help the education and upbringing of children with special needs. The content of educational work includes the development of inclusive education, the formation of students' humanistic worldview, humane attitude to man, society, the formation of tolerance, charity and Christian morality. Among the most common types of cultural and educational work of the library, which consider the inclusion issues, we note the following: book exhibitions, virtual exhibitions, informational and informational-thematic reviews, thematic, thematically commented and informational reviews, conversations, meetings, presentations, Department Days, Information Days, etc. The library has organized book exhibitions: "Inclusive education and school management", "Inclusive education", "Fundamentals of inclusive education" (Bilous, 2018). The library provides "privileged" access to information resources, if desired – the opportunity to use the "night delivery room." It also provides consultations for working with computers and the Internet, promotes the inclusion in the life of the university and library, takes care of organizing interesting cultural and educational activities, conducts master classes in the club "Creative handcraft".

## Conclusions

Ukrainian educational institutions are actively involved in inclusive education practices. The university library is an important link in these processes. The library creates an inclusive space, an inclusive library, both for those who study and need special conditions, and promotes the formation of inclusive competence of future teachers, and for future professionals in inclusive education. In order to improve the service of people with special needs, to create information products and services, as well as to learn about the best practices in inclusion, for example, the VSPU library develops appropriate measures, outlines a strategy in this area and identifies key forms of work.

We understand that the reorientation to new forms of work will increase the library prestige as a social institution that can help young people with disabilities to integrate into the learning environment, future teachers to acquire knowledge of inclusive education and implement acquired knowledge in practice. That is why our strategy is to create an inclusive library, the main criteria of which are: the availability of the library, its resources and services; innovative methods of service and provision of adapted resources for users with special needs; implementation of informational and educational activities through participation in conferences, seminars, round tables, trainings, master classes on the organization of inclusive education; interaction with university departments, libraries, public associations, etc.

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## **РОЛЬ БІБЛІОТЕКИ У ФОРМУВАННІ ІНКЛЮЗИВНОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ ПЕДАГОГІВ: АКТУАЛЬНІСТЬ, НАПРЯМИ, ДОСВІД**

**Мета.** Стаття спрямована на здійснення огляду актуального стану впровадження інклюзії в Україні та ролі університетських бібліотек в цих процесах. **Методика.** Дослідження проводилось шляхом аналізу світової

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літератури щодо освітніх практик розроблення й впровадження інклюзії та досвіду роботи бібліотеки Вінницького державного педагогічного університету імені Михайла Коцюбинського (ВДПУ) в створенні інклюзивного бібліотечного простору. **Результати.** Пояснено термін «інклюзивна освіта» та розширено фактологічну базу важливості підготовки висококваліфікованих педагогів в умовах інклюзивної освіти. Проаналізовано сутність інклюзивної компетентності вчителя як наукової категорії. Акцентовано увагу на досвіді роботи бібліотеки ВДПУ щодо створення інклюзивного бібліотечного простору. Доведено, що бібліотека, використовуючи різноманітні форми і методи роботи, сприяє впровадженню новітніх освітніх стандартів, серед яких – інклюзивна освіта. Виділені основні напрями та аспекти впровадження інклюзивного проекту «Бібліотека без меж». **Висновки.** Українські заклади освіти активно долучаються до практик інклюзивної освіти. В цих процесах університетська бібліотека є важливою ланкою в забезпеченні інклюзивного навчання. Визначено необхідність доповнення подальшої стратегії діяльності бібліотеки напрямком щодо формування інклюзивного простору та інклюзивної бібліотеки.

*Ключові слова:* інклюзивна освіта; інклюзивна компетентність; інклюзивне середовище; інклюзивна бібліотека; люди з особливими потребами; бібліотека Вінницького педуніверситету

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## **REMOTE WORK FORMAT OF UNIVERSITY LIBRARIES. COMPARATIVE CHARACTERISTIC OF THE SOFTWARE FOR DIGITAL SCIENTIFIC COMMUNICATION**

**Objective.** Research of the experience of mass implementation of the remote format of work in Ukrainian university libraries during the period of isolation caused by the COVID-19 pandemic, analysis of work in various communication systems and programs. Evaluation of the possibility of the most optimal choice of software for remote working. **Methods.** We used the analysis and interpretation of the data of the work of six applications used in organizing remote work in the university library: Hangouts, Zoom, Meet, Microsoft Teams, Skype, and Viber. The combination of analytical and practical research methods made it possible to optimize the choice of software for the remote format of work of university libraries during the isolation period. **Results.** The study of the use efficiency of Hangouts, Zoom, Meet, Microsoft Teams, Skype, Viber, as well as a survey conducted during the pandemic of the opinions of employees of the scientific and technical library of the Dnipro National University of Railway Transport (DNURT) on the experience of remote work, made it possible to identify the main difficulties in organizing remote work of the library. The practice of applying and mastering application programs of digital communication revealed the potential of remote work of the university library and played the role of a catalyst in the development of a remote work format. **Conclusions.** To conduct a high-quality online webinar for free, you need to decide on a service that is time-tested and has a good reputation among users. It will be reliable, provide all the necessary functionality for the implementation of high-quality online content. It is important to read as many feedbacks as possible.

*Keywords:* Hangouts; Zoom; Meet; Microsoft Teams; Skype; Viber; university library

### **Introduction**

At the end of 2019, beginning of 2020, the whole world faced the unprecedented phenomenon of the coronavirus pandemic (Kashkin, Tishchenko, & Altukhov, 2020). Of course, our planet has faced worldwide epidemics before. But now, in the age of digital technologies, the number and density of the population has increased many times over, and life in many countries is increasingly moving to unprecedented megacities. A full-fledged fight against coronavirus infection in these megacities cannot be imagined without IT technologies. Analyzing the present situation, it is possible to identify three main components of confronting a pandemic:

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- prevention and control;
- detection and monitoring;
- isolation and treatment.

But even in such crisis conditions, life does not stop. During the COVID-19 pandemic, a modern university library cannot and should not stay away from the realities of world and Ukrainian reality.

The main task of the library is access to information. And the university scientific and technical library can and must fulfil this task even in a regime of mass isolation. One of the ways to accomplish this task can be considered remote (distance) work, where the main communications during the library's work are carried out using digital technologies. Until recently, the use of applied communication programs for remote work of university library employees, as well as for organizing conferences, seminars, lectures and other types of scientific communication were not very common in Ukraine. However, the outbreak of the COVID-19 pandemic has made its own adjustments to the situation in the country. In the spring of 2020, a unique experience of mass implementation of the remote format in the activities of many institutions was realized in Ukraine, due to unprecedented external circumstances that required the urgent application of quarantine measures. The need to comply with the isolation regime forced libraries to urgently transfer employees to remote work (in whole or in part) (Kolesnykova, 2020a; Kolesnykova, 2020b).

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***Literature analysis.*** Around the world, academic libraries play an important role in the successful adaptation of universities to distance learning and work caused by the Covid-19 pandemic. Libraries contribute to the accelerated introduction of modern communication tools, software systems and other scientific developments in the field of modern scientific

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communication into the scientific and educational process (Kliushnyk, Kolesnykova, & Shapoval, 2019; Mpungose, 2020). The main factor in the successful transition to distance learning at universities around the world is the availability of both technical potential and the ability to adapt to a virtual format of work (Ruiz-Guerrero, 2020). All structures of the university, including scientific library, should provide assistance in adapting the research and teaching staff to the new working conditions during a pandemic (Neborsky, E. V., Boguslavsky, M. V., Ladyzhets, N. S., Naumova, T. A., & Anisimov, A. E., 2020). The main task of every library chief in times of dramatic uncertainties (for example, the need for social distance in COVID-19) is to organize the work of teleworkers. (Kolesnykova, 2020a; Kolesnykova, 2020b; Kolesnykova, 2018). Perhaps this new reality has advantages and disadvantages compared to traditional ways of working. This study confirms that the virtual format of work requires the selection of optimal software products for various educational and scientific purposes (Kitishat, Al Omar., & Al Momani, 2020; Yudina, Bazyleva, Vakhrameeva, & Fedotova, 2018).

***The purpose of the article.*** Taking into account the existing gaps in library research and the need to select technical means of communication for the library staff, the purpose of the work is to study the experience of the mass implementation of the remote work format in Ukrainian university libraries during the period of isolation caused by the COVID-19 pandemic. Including: 1) analysis of work in various communication systems and programs; 2) assessment of the possibility of the most optimal choice of software for remote work; 3) comparison with the world experience in this area of both university libraries and institutions of higher education.

**Methods**

In this regard, the study of the efficiency of use and choice of applied programs of digital communication, their adaptation to the working conditions of the university and university libraries, analysis of the results of mass practice of remote work of libraries, which is the purpose of this article, are very relevant today. As part of this purpose, we will analyze and compare the experience of using Zoom, Hangouts, Meet, Microsoft Teams, Skype and Viber programs for remote work of a university library (Yudina, Bazyleva, Vakhrameeva, & Fedotova, 2018). Among the respondents of the Google questionnaire are employees of the scientific and technical library of the Dnipro National University of Railway Transport (DNURT) and universities in Dnipro city.

When choosing the programs for analysis, first of all, we took into account the following parameters:

- price – paid/free;
- maximal number of participants;
- functions;
- test period;
- integrations;
- storage size;
- availability of support service;
- duration of the conference;
- the ability to work from a phone/desktop.

**Results and Discussion**

**Zoom.** Zoom has become the undisputed leader in conferencing solutions according to the 2019 Gartner Magic Quadrant. The program has received many positive feedbacks from

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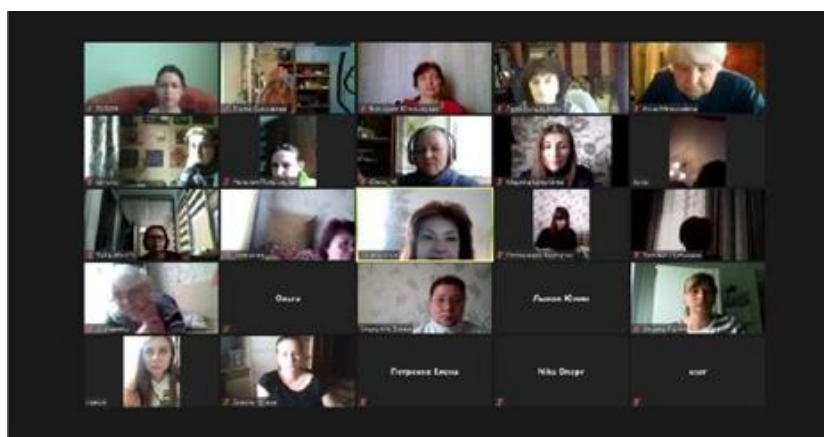
customers, with an average rating of 4.69 out of 5. Zoom provides users with messaging and simplified communication on any device. It re-transmits video conferencing from PC to phone, allows video communication between 100 participants (Zoom Video Communications, 2020).

**Pros:** there is a free plan, screen sharing, cloud recording, file sending, teamwork features, admin panel, user management, organization branding, SSO, reporting.

**Cons:** price – the cost of using the service is from \$14.99 to \$19.99 per month from the organizer. They differ in functionality, the number of participants and organizers, duration of the conference.

Recommended for holding university conferences, seminars and other massive scientific and cultural events in conditions of remote work. In such events, the reliability of the broadcast quality is very important, which corresponds to the declared technical characteristics of the service.

The Zoom program with unlimited conference time was chosen for the webinar held by the DNURT library "How to organize the remote work of the university library staff in the conditions of uncertainty?" (Fig.1) Speaker: Tetiana Kolesnykova, (Director of the Scientific and Technical Library of the Dnipro National University of Railway Transport named after Academician V. Lazaryan, PhD in Social Communications) with up to 100 participants (Kolesnykova, 2020a; Kolesnykova, 2020b).



*Figure 1. DNURT library conference webinar*

We used the free Zoom plan for short-term inside library seminars and conferences up to 40 minutes long. No technical failures were found in the program. During the survey of librarians, 57.1% of respondents gave a rating of 5, and the program took first place in the top rating of programs for remote work.

**Google Hangouts.** One more favorite service according to the results of the survey of librarians is Google Hangouts. A score of 4 was given by 42.9% of the respondents. Google has offered a simple yet ideal telecommuting solution (Google Hangouts, 2020).

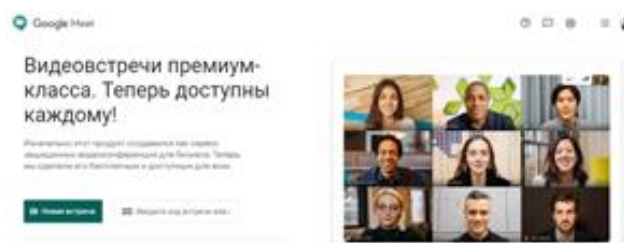
**Pros:** free tariff, installation on a computer is not obligatory, simple settings, accessible interface, no obligatory conference administrator, unlimited time. It is not just a conferencing tool – it is a web service that runs right from your browser. You just need to log in and contact the desired person. At the same time, the quality of communication is not inferior to even the most popular services, and the set of functions allows you to create group and single calls, transfer files and much more.

**Cons:** the number of video conference participants is up to 10 people. There were technical failures.

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We recommend it for remote work of methodological councils of the library, the work of departments and individual video calls, as well as a group chat of the entire library.

**Google Meet.** Another Google product tested for remote library work is Google Meet. (Fig. 2). Google Meet is a good solution for high-quality video meetings with up to 250 users (Start a Google Meet, 2020).



*Figure 2. Google Meet conference*

**Pros:**

- Free plan;
- unlimited high quality video meetings;
- easy access via a link – both from a computer and through the Google Meet mobile application;
- the ability of screen share to demonstrate documents, presentations and other content;
- Real-time subtitles based on Google speech recognition technology.

**Cons:** technical failures in work with a large number of people were observed, subtitles do not always work correctly with Ukrainian and Russian, according to a survey of librarians, the interface is less intuitive than Google Hangouts.

We recommend it for video conferencing with up to 50 people. Google Meet received 3 points in the librarian rating. 39.3% of respondents agree with this.

**Microsoft Teams** – a new chat-based workspace in Office 365. (Fig. 3).



*Figure 3. Platform Microsoft Teams in Office 365*

Essentially, it is a single platform that leverages the richness of Office 365 features and capabilities; it is truly a center for teamwork. Word, Excel, PowerPoint, and more are built into Microsoft Teams, so you have all the tools and data at your fingertips (Videobzor Microsoft Teams, 2020).

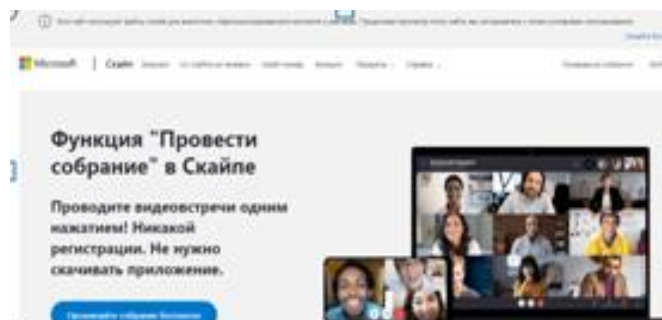
**Pros:** Microsoft Teams not only copies Zoom, but also offers its own unique features, such as a new collective broadcast mode. Here, all participants in the conversation are displayed against a single background, for example, in a hall or cafe. Unlimited video chat time.

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**Cons:** Quite complicated setup before starting work, video calls up to 49 participants, you need a specialist administrator. 58% of librarians surveyed gave Microsoft Teams a score of 3.

We recommend it for active users of Office 365.

**Skype** – The program allows you to make conference calls, video calls (up to 50 subscribers, including the initiator), as well as provides text messaging (chat) and file transfer. (Fig. 4).



*Figure 4. Skype video meetings*

It is possible to transmit the image together with the image from the webcam, as well as to create and send video messages to users of the desktop versions of the program (Funkciya "Provesti sobranie" dlya veselyh prazdnikov", 2020)

**Pros:** Time-tested software. The familiar interface. It can be installed on the phone. Conduct video meetings without registering and downloading applications.

**Cons:** There were technical problems for over 10 people. The results of the questionnaire survey of librarians showed that 53.6% gave 5 points.

Recommended for organizing remote work in departments and individual work with employees and readers.

**Viber** – a messenger application that allows you to send messages, make video- and voice VoIP calls over the Internet (Fig. 5).



*Figure 5. Video calls using the Viber messenger app*

Voice calls between users with Viber installed are free. It is also possible to send text, voice and video messages, documents, images, videos and files, as well as offline (Besplatnye i bezopasnye zvonki, 2020).

**Pros:** The most popular application among the youth audience of users, a new opportunity. Up to 250 participants can communicate in Viber group chats, and up to 20 people in group calls.

**Cons:** There were technical difficulties in communicating with more than 10 people. 39.3% of the librarians surveyed gave Viber 5 points.

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We recommend it for working with the youth audience of the library, for work in departments and individual work with library visitors.

**Conclusions**

Thus, we present the top programs for remote work based on the survey results of university libraries:

- 1st place – Zoom;
- 2nd place – Skype;
- 3rd place – Viber;
- 4th place – Hangouts;
- 5th place – Microsoft Teams;
- 6th place – Meet.

We hope that this research, carried out in the library environment, will help for more efficient remote work of both the library workers themselves and the work of the university's research and teaching staff. This will ultimately affect the higher quality of distance education in the new reality.

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## **ДИСТАНЦІЙНИЙ ФОРМАТ РОБОТИ УНІВЕРСИТЕТСЬКИХ БІБЛІОТЕК. ПОРІВНЯЛЬНА ХАРАКТЕРИСТИКА ПРОГРАМНИХ ЗАСОБІВ ЦИФРОВОЇ НАУКОВОЇ КОМУНІКАЦІЇ**

**Мета.** Вивчення досвіду масового впровадження дистанційного формату роботи в українських університетських бібліотеках під час режиму ізоляції, що викликала пандемія COVID-19, аналіз роботи в різних комунікативних системах і програмах. Оцінка можливості найбільш оптимального вибору програмного забезпечення для дистанційної роботи. **Методика.** У дослідженні використані аналіз і інтерпретація даних роботи шести прикладних програм, застосування яких допомагає організувати дистанційну роботу в університетській бібліотеці: Hangouts, Zoom, Meet, Microsoft Teams, Skype, Viber. Поєднання аналітичного та практичного методів дозволив оптимізувати вибір програмного забезпечення

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для дистанційного формату роботи університетських бібліотек в період режиму ізоляції. **Результати.** Вивчення досліджень ефективності застосування прикладних програм Hangouts, Zoom, Meet, Microsoft Teams, Skype, Viber, а також опитування думок співробітників бібліотеки ДНУЗТ, що до отриманого досвіду дистанційної роботи, яке було проведено в період пандемії, дозволило виявити основні труднощі в організації дистанційної роботи бібліотеки. Отримана практика застосування та освоєння прикладних програм цифрової комунікації розкрила потенціал дистанційної роботи університетської бібліотеки і зіграла роль каталізатора в розвитку дистанційного формату роботи. **Висновки.** Щоб безкоштовно провести якісний онлайн-вебінар, треба визначитися з сервісом, який перевірений часом і має хорошу репутацію серед користувачів. Він буде відрізнятися надійністю, надавати весь необхідний функціонал для здійснення якісного онлайн-контенту. Важливо ознайомитися з якомога більшою кількістю відгуків.

*Ключові слова:* Hangouts; Zoom; Meet; Microsoft Teams; Skype; Viber

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**CONFERENCE TIME IN THE LIBRARY AND INFORMATION SCIENCES. PART 1: CONFERENCE PROCEEDINGS AND PROCEEDINGS (CONFERENCE) PAPER**

**Objective.** This study aims 1) to acquire new information on alternative conference formats, including in the field of Library and Information Science (LIS), which have arisen as a result of the COVID-19 pandemic and restrictions on physical communication; 2) to clarify the role of such a communication channel as Conference proceedings within the scientific ecosystem, as well as the concepts "proceedings paper" and "conference paper". **Methods.** Examining the new conference formats and special features of the Conference proceedings involved the content from the web-sites of international conferences in the field of LIS and related sciences, the analysis of subject-specific papers and data from the bibliographic and abstract databases such as Scopus and the Web of Science Core Collection (WoS). **Results.** It has been proven that over the year 2020 the online and hybrid events have become an alternative format of physical conferences. It has been confirmed that the Conference proceedings from the influential international conferences refer to the types of publications categorized as "high-quality papers". The peculiarity of LIS university researchers is that, in addition to studying problems focused only on the library activities, there is a need to conduct research into various subjects that are major for their institutions. Conference proceedings can be published as a book (a series of books), in a journal, or as a serial publication. Papers from them may be indexed by WoS (as "proceedings paper") and/or by Scopus (as "conference paper"); however, the impact factors of the publications themselves are not available in these databases. **Conclusions.** In the year 2020, the new pandemic reality, representing a circumstance of irresistible force, stimulated the flourishing of creative and technological solutions for online conferences. For international conferences, it is mandatory to publish the materials presented by their participants. Proceedings paper (conference paper) in journals are similar to standard journal articles in their structure but they have a less rigorous review process, they are published faster at a lower scientific impact (citation level).

*Keywords:* library and information science; virtual conference; hybrid conference; conference proceeding; proceedings paper; conference paper; university library; publication activity

**Introduction**

The current trend of publishing and presenting the most important research papers reporting studies' results indicates the preference given by authors and their institutions to the following three types of scientific media that publish "high-quality papers":

1. National journals with an international reputation
2. The best international journals generally recognized in the field of research
3. The best national and international conferences and their materials – conference proceedings.

There are no doubts that papers in journals indexed by (displayed in) international scientometric databases not only directly affect the university's ranking in a number of rating systems (Times Higher Education – THE, QS World University Rankings, Webometrics Ranking of World Universities, etc.), but also improve the transparency of results from university studies, and, consequently, their chance to be cited (Yurik, Lazarev, & Skalaban, 2019).

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Until 2020, thousands of specialists annually gathered together to update their skills, expand the range of colleagues and areas of cooperation, learn about the latest developments and pilot projects in their scientific fields, including the library and information activities. At conferences, symposiums, seminars, and other meetings, participants present ideas and ways that could shape the future of research and implementation. In the context of this study, the correspondence conference format is not considered. The COVID-19 pandemic, as a circumstance of irresistible force that limited physical communication, had a serious impact on the scientific ecosystem, thereby forcing conference organizers and researchers around the world to devise an alternative that should facilitate scientific communication in these difficult times.

The currently devised alternative has been video conferencing using various software (Zoom, Microsoft Teams, MyOwnConference, Skype for business, etc.). As the past six months have shown, the personal digital presence of a large number of participants constantly encourages organizers to improve the technical capabilities of the conference and expand its reach, involving a much wider group of researchers in discussions. For example, the organizers of Virtual International Systems and Storage Conference (SYSTOR 2020) given the presence of participants in different time zones or lack of time at home, ask the authors to send a video of their speech long before the event. The video could be viewed by the conference participants. The organizers would broadcast the questions and answers live through the Slack system. After the conference, the videos would be uploaded to YouTube.

By building on the topic of new "pandemic" creative and technological solutions for online conferences, Simon Inger (2020) is justified to ask: "If one wants to properly push the global boundaries, why not make it possible for the speaker to speak in her/his own language and provide a translation? Especially if that language is the language of an army of online attendees one seeks to attract".

After all, it is important to remember that in today's time of dramatic uncertainties virtual conferences (local, regional, global) may be the only place and time when we have direct access to academic leaders, experts, and other professionals (Kolesnykova, 2020).

However, when a situation that is dangerous to people's health is resolved/improved, the physical and virtual meetings are not mutually exclusive (5th International Conference University Library at a New Stage of Social Communications Development, 2020). The blended conference or hybrid conference experience offers participants a safe, most effective and accessible way to meet and interact, physically or online (Information, Medium & Society, 2020).

In essence, hybrid conferences are physical activities with embedded virtual elements to create an opportunity for participation by both those who can attend in person and those who can visit online. Moreover, the world scientific community is actively discussing "A theory of Zoom fatigue" (Sacacas, 2020). Video conferencing participants believe that many of them have had a physical, cognitive, and emotional tedious experience.

At the same time, at any format of an academic conference, the publication of materials presented by its participants remains unchanged and mandatory.

The bibliometric studies in the field of LIS help determine the publishing activity, visibility, impact, the scientific interaction of authors, as well as research trends (Jokić, 2020). The possibilities of the applications of the structure of bibliographical references in the proceedings of international scientific conferences for the management of information and library service are under discussion (Lazarev, Safonenko, & Yunusova, 2001).

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The scientists in the field of LIS that examine the issues related to the place of LIS-publications in the knowledge management process (Ahmad, JianMing, & Rafi, 2019), note the insufficient activities by researchers. Thus, according to a study by N. K. Agarwal & M. A. Islam (2018), the number of papers in the leading journals associated with LIS is very limited.

At the same time, when analyzing the papers included in the Library Assessment Conference (LAC) materials from 2006 to 2014, N. K. Dash, J. Sahoo & B. Mohanty (2015) emphasize that the number of studies has been constantly increasing, with most of the papers written by one, two, or three authors, which is approximately 40 %, 33 %, and 15 %, respectively.

However, personal observations show that we still lack an understanding of how important the papers from the world's, interregional, and regional LIS leading conferences are, what appears to be a distinctive culture of publications; this requires more detailed study.

From my point of view, scientists and practitioners in the field of library and information science, while being aware of the need to integrate into the world's scientific and educational space to open the achievements of their universities to the world, do not always understand the importance and features of conference proceedings as one of the main channels of academic communication.

### Aims

This study aims: 1) to acquire new information on alternative formats of conferences, including in the field of Library and Information Science (LIS), resulting from the COVID-19 pandemic and restrictions on physical communication; 2) to clarify the role of such a communication channel in the scientific ecosystem as Conference proceeding, as well as the concepts of "proceedings paper" and "conference paper".

### Methods

Various research methods were used in this study. Thus, some data were acquired by the method of internal and external observation, describing the self-reflection of my own experience as a chairman of the organizing committee of the annual international conference "University Library at a new stage of social communications development" ([http://conflib.diit.edu.ua/Conf\\_univ\\_Library2020](http://conflib.diit.edu.ua/Conf_univ_Library2020)) and the editor of the journal "University Library at a new stage of social communications development. Conference proceedings" (<http://unilibnsd.diit.edu.ua>).

To study the state of scientific development, the content from the web-sites of international conferences in the field of LIS and related sciences was analyzed, as well as the subject-specific publications on the topic of this work. In the context of the current study, particular attention was paid to conference proceedings – papers and reports that are peer-reviewed publications available for searching in bibliographic databases (including via DOI). The abstracts or reports of papers compiled by researchers at conferences were not considered in this study.

The conference web-sites were identified by applying the Google and Google Scholar search engines using the keywords "LIS conference\*", "conference proceeding" and "university librar\*". The chronological framework was confined to 2020. Language was not specified.

In order to clarify the features of conference proceedings, the concepts, types, forms of presentation, the availability/absence of metrics of the publication, features of structuring, and

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the quality of conference documents ("proceedings paper" or "conference paper") were determined.

To better understand the role of such a channel as conference proceeding in scientific communications, the state of publishing activities by the library and information science specialists presenting their papers at conferences was considered. However, for a general idea of how conference proceedings fit into the overall research pattern, I have investigated other fields of science.

The application of mixed methods in this paper, in my point of view, can help determine the trends and areas in LIS research. The results could prove relevant to future research and decision-making.

**Results**

The analysis of data proves that such a channel of scientific communication as conferences is widely represented in the field of Library and Information Science around the world. When contacting professional web-sites, it was established that the most significant are those that have the regional, interregional, or international reach of participants. For example, the website of the Ukrainian Library Association (ULA) (<https://ula.org.ua/konferentsii-seminary-treninyh/konferentsii/cat.listevents/2019/04/16/>). provides information about 10 conferences at different levels in 2020.

The European Bureau of Library, Information, and Documentation Associations (EBLIDA) (<http://www.eblida.org/about-eblida/council/conferences/>) provides a platform for the communication of Europe's librarians. A great opportunity to learn about the latest initiatives from academic libraries in different countries, as well as meet colleagues and friends from all over the world is annually given at conferences of the International Association of University Libraries (IATUL) (<https://www.iatul.org/events/annual-conference>).

The Asian-Pacific region is represented by its LIS-forums at the web-site "Library conferences in Asia 2020–2021" (<https://librarylearningspace.com/keep-up-to-date-with-whats-happening-in-libraries-in-the-region/>). Global information is provided by the digital resource "International Library Related Conferences. List", compiled and maintained by James Thull (Montana State University Library) and Marian Dworaczek (University of Saskatchewan Library) (Thull & Dworaczek, 2020) showcasing around 100 conferences (conventional and online) to be held from March 2020 to June 2027 (as of March 17, 2020).

The situation with the COVID-19 pandemic has forced conference organizers from all areas of knowledge to take one of the following solutions:

1) Translation of a scientific event into an online format. For example, Chartered Institute for Library and Information Professionals (CILIP) Copyright Conference 2020 – London, UK (<https://www.cilip.org.uk/page/CopyrightConf20>); EBLIDA 2020, Annual Council Meeting and Conference (<http://www.eblida.org/about-eblida/council/conferences/>); Library Publishing Forum 2020 – Atlanta, Georgia, USA (<https://librarypublishing.org/forum/>);

2) Postponing the event to a later date. For example, International Conference on Web Research (<http://iranwebconf.ir/>) and Eurasian Academic Libraries Conference – 2020 (<https://nu.kz.libguides.com/EALC-2020>);

3) Consolidation of conferences 2020 and 2021. For example, HUMANIST conference 2020-2021 (Rhodes, <https://www.humanist-vce.eu/major-activities/conference/rhodes-2020/>);

4) Cancellation of the conference this year. For example, ALIA (Australian Library and Information Association) National 2020 Conference (<https://www.alia.org.au/events/17945/alia->

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national-2020-conference); Evidence Based Library and Information Practice Conference (Canada, <https://www.eblip10.org/>); Libraries in the Digital Age (LIDA) conference 2020 (Inter-University Centre, Dubrovnik, Croatia, <http://lida.ffos.hr/>); 41st IATUL Annual Conference Bridging Universities and Society Libraries as Connectors (<https://www.iatul.org/events/annual-conference>); IFLA World Library and Information Congress 2020 (<https://www.ifla.org/node/92996>). Sometimes, at the same time, presentations, annotations and / or publications of works are still presented on conference sites (this mainly concerns the fields of computer technology and engineering, where publication of works is as important as journal articles). For example, 20th European Conference on Cyber Warfare and Security (<https://www.academic-conferences.org/conferences/eccws/>).

In academia, including the field of library and information science, summing up a conference (physical or online) implies a collection of papers published within the framework of an academic conference or seminar, including reports, abstracts, or summary on the reports submitted by participants. In the context of the current study, conference proceedings are the reports presented by researchers at a conference. They are a written recording of the work, which is submitted to fellow researchers and is typically distributed in a print/electronic form either before the launch of the conference or after it is closed (Conference proceeding, 2020). At the same time, while revealing new trends and concepts almost immediately after their emergence and study, published works do not always have a continuation in the form of an extended paper in influential scientific journals and are registered only as a conference document (proceedings papers or conference papers). J. Kim's study (2019) proves that most computer scientists tend to debut in scientific research, publish more articles, and collaborate with more co-authors at conferences rather than via journals.

Conference proceedings can be published as a book or a series of books, a journal or otherwise as a serial publication (Conference proceeding, 2020).

Accordingly, their bibliographic description differs. Thus, the Referencing and Citation Styles: APA 6th edition (2009) notes that "Conference papers can be published in book or periodical form, or online. To cite published proceedings from a book, use the same format as for a book or a book chapter (excepting that the book title is capitalized – as it is the name of a conference). To cite proceedings that are published regularly, use the same format as for a journal".

For example,

Published in a book:

Armstrong, D. B., Fogarty, G. J., & Dingsdag, D. (2007). Scales measuring characteristics of small business information systems. In W-G. Tan (Ed.), *Proceedings of Research, Relevance and Rigour: Coming of age: 18th Australasian Conference on Information Systems* (pp. 163-171). Toowoomba, Australia: University of Southern Queensland. Retrieved from <https://www.semanticscholar.org/paper/Scales-measuring-characteristics-of-small-systems-Armstrong-Fogarty/e03fac8ae93f63f4b1b7d8810361758fbd65b289>.

Published in a journal:

Kolesnykova, T. (2019). The Role of Libraries as Publishers in the Open Education Landscape: Reflecting Modern World Practice of Open Textbooks. *University Library at a New Stage of Social Communications Development. Conference Proceedings, 4*, UniLibNSD-2019, 88-99. DOI: [http://dx.doi.org/10.15802/unilib/2019\\_187423](http://dx.doi.org/10.15802/unilib/2019_187423)

If a publication has a Digital Object Identifier (DOI) listed, you will always include this identifier in your reference. This will replace the need to include the URL of the journal's home

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page. Refer to the Additional information box to the right for help in locating DOIs, whether they are, or are not, included with the publication.

In addition, different types of publications may refer to different study areas.

Thus, the "conference proceedings" published in books have long been known as a popular way of scientific communication in the physical and engineering sciences. However, in the fast-growing fields of biomedical sciences, *proceedings* are more often published in journals. In life sciences, for example, the rapid dissemination of critical information is of paramount importance, and journals provide the best way to do so (Thomson Reuters, 2008). For example, "Integrative Journal of Conference Proceedings" (<https://crimsonpublishers.com/icp>) or "BMC Proceedings" (<https://bmcproc.biomedcentral.com/>).

At the same time, the rapidly developing areas also include computer and information sciences, as well as energy engineering, materials science, etc., so conference papers published in journals are steadily gaining importance. The examples are the "European Physical Journal Web of Conferences" (<https://epjwoc.epj.org/epjwoc-aims-and-scope>), "Procedia Manufacturing" (<https://www.journals.elsevier.com/procedia-manufacturing>), "Proceedings. MDPI" (<https://www.mdpi.com/journal/proceedings>), "Materials Today: Proceedings" (<https://www.journals.elsevier.com/materials-today-proceedings>).

Although conference proceedings may be indexed by WoS / Scopus as peer-reviewed journals within a "journal" category (Jokić, 2020), or as "Conference Proceeding" or "Book Series", their impact factors are not provided by these databases (IOPScience, 2020). However, given the indexing, one can monitor the impact of a paper/conference paper, the authors, as well as conference series.

One general pattern is that conference documents become obsolete (thereby stopping to attract new citations) much earlier than journal articles (Lisée, Larivière, & Archambault, 2008), a possible reason being the conferences' focus on rapidly changing topics.

At the same time, there may exist other metrics for conference proceedings such as h-index by Google Scholar and the metric by Scimago (<https://www.scimagojr.com/journalsearch.php?q=26916&tip=sid>); Figure 1. The metric by Scimago.

Bibliographic indexing is often provided by individual bibliographic databases and citation indexes, such as Web of Science: Conference Proceedings Citation – CPCI (Web of Science™ Core Collection, Clarivate Analytics, 2020) instead of Science Citation Index.

In 2008, a new type of document, the "proceedings paper" (PP), was selected in the WoS database, assigned to papers that were originally submitted to a conference and then adapted for publication in a journal. And since then, the WoS use of two different tags, "article" and "proceedings paper", as well as "article" and "conference paper" in the Scopus database, has constantly led to discussions about differences in their relevance and/or quality. (González-Albo, & Bordons, 2011; Kim, 2018).

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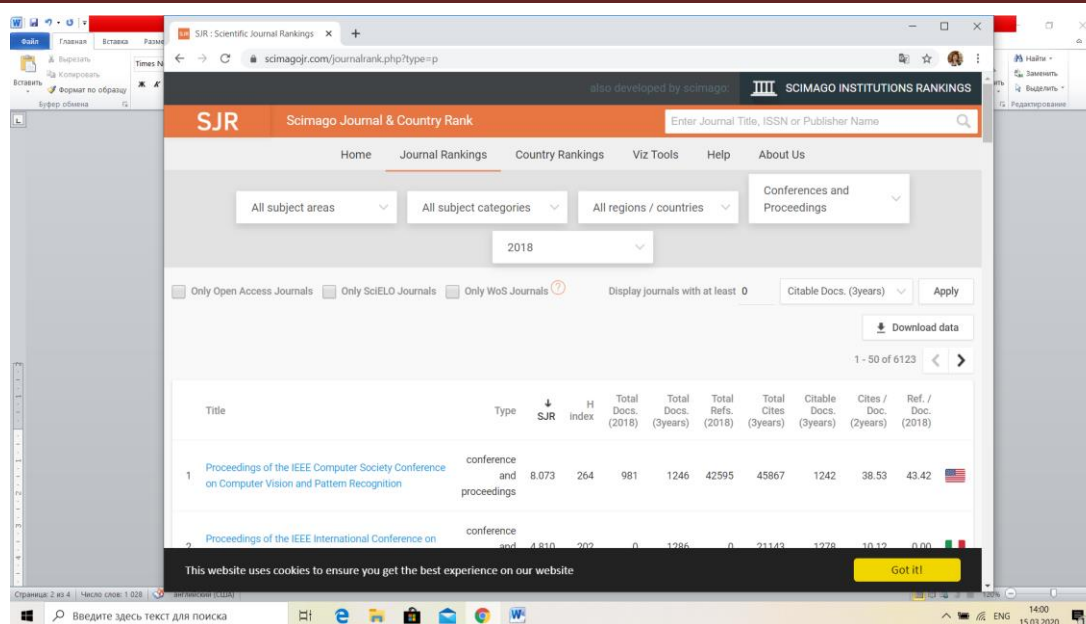


Figure 1. The metric by Scimago

The quality of international conference papers is usually assessed by outside experts. The level of quality control varies greatly from conference to conference: some editorial teams make only a binary decision about accepting/rejecting a document, while others organize a thorough feedback cycle to update (review) documents. Depending on the level of the conference, this process can take up to a year (Proceedings, 2020). The leading conferences, whose materials are indexed by Scopus and Web of Science, have a rather low manuscript acceptance factor (about 30 %).

Arguing about the peculiarities of structuring and writing papers for journals and conference materials, A. Jain, N. S. Bhandari, N. Jain (2018) emphasize the importance of compliance with a standard form, language, and style of research work that facilitates their reading and perception by readers and colleagues (Jain, Bhandari, & Jain, 2018). The authors clarify the role of each of the main elements in an article and conference paper in the social, IT, and other sciences, namely: Title, Abstract, Introduction, Methods, Problem Statement, Review of Literature, Formulating a Hypothesis, Results, and Discussions.

The case study by Borja González-Albo & María Bordons (2011) in the field of Library and Information Science aims to study the potential differences between standard journal articles and proceedings papers in journals, based on the Web of Science data. One finding shows that "proceedings paper in journals" are similar to "standard journal articles" in structure but they have a less rigorous review process, they are published faster, they demonstrate a lower impact (citation level).

The peculiarity of university LIS researchers should be emphasized. In addition to conducting research focused only on the library activities, there is a need to conduct research in various disciplines relevant to their institutions (Borrego, Ardanuy, & Urbano, 2018; Kolesnykova, Matveyeva, Manashkin, & Mishchenko, 2019; Lazarev, 2019; Dash, Sahoo, & Mohanty, 2015). At the same time, scientific cooperation among lecturers and scientists, yielding the co-authorship of scientific results, is one of the possible ways to demonstrate the correspondence of a library to the institution's mission.

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To study conference materials reflecting various aspects of university library research, the Scopus and Web of Science databases were used, which started indexing conference materials for citation counting around the mid-2000s (De Sutter, & Van Den Oord, 2012).

This issue will be discussed in more detail in the second part of the study "Conference time in the library and information sciences. Part 2: Bibliometric analysis of the publication activity".

### Conclusions

The high-quality higher education, backed by research at the university level, is a key factor in the further development of any part of a knowledge-based global society. University librarians consistently demonstrate their importance for their home institutions, including in providing research support services. The scientific collaboration between librarians, lecturers, and scientists, which yields the co-authorship of scientific results, is one possible way to demonstrate that a library is consistent with the university's mission. Thus, librarians as authors contribute to the development not only of library and information sciences (LIS) but also of various disciplines that are major for their institutions.

In this case, a reliable and fast channel of scientific communication is the participation of LIS researchers in influential conferences at different levels providing the publication of works in conference proceedings. The most significant in the scientific ecosystem are those proceedings whose papers are indexed by WoS (as "proceedings paper") and/or by Scopus (as "conference paper").

The value of the Conference proceeding lies in the following facts:

1. This format helps authors of primary research in rapidly developing fields of science to get their research work to the global community faster than traditional journals.
2. Provision of reports on scientific meetings and obtaining snapshots of early-stage research that may later appear in full research papers.
3. For scientists just beginning their careers, the papers offer what may be their first experience in publishing peer-reviewed works.
4. Small scientific communities and scientists of those countries that currently have a low publication and impact level in international scientific journals.
5. Most conferences use only one (or two) review/revision cycles due to deadlines, which is a softer variant than traditional journals.
6. They give an incentive for personal growth and help to overcome the psychological barrier for those researchers who are recognized scientists in their countries/regions, but did not have the incentive and opportunity to publish in foreign journals/conference proceedings because of the country's internal politics.
7. Conference proceeding papers, like journal articles and other types of publications, also form an important scientific field in which bibliometric tools can be used to evaluate various outcomes, through which it has attracted the attention of scholars in various disciplines.

At the same time, LIS scientists studying the place of LIS publications in the knowledge management process note the lack of activity by researchers.

The new pandemic reality, as a circumstance of irresistible force leading to physical distancing, has stimulated the flourishing of creative and technological solutions for online and hybrid conferences, including in the field of LIS.

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e-mail: chief.library@gmail.com, ORCID 0000-0002-4603-4375**ЧАС КОНФЕРЕНЦІЙ В БІБЛІОТЕЧНО-ІНФОРМАЦІЙНИХ НАУКАХ.  
ЧАСТИНА 1: CONFERENCE PROCEEDINGS TA PROCEEDINGS  
(CONFERENCE) PAPER**

**Мета.** В рамках даного дослідження передбачається: 1) отримати нову інформацію про альтернативні формати конференцій, в т.ч в області Library and Information Science (LIS), що виникли в результаті пандемії COVID-19 та обмеження фізичного спілкування; 2) уточнити роль в науковій екосистемі такого каналу комунікації як Conference proceeding, а також понять "proceedings paper" і "conference paper". **Методика.** Розгляд нових форматів конференцій та особливостей Conference proceedings передбачало звернення до контенту сайтів міжнародних конференцій в області LIS і суміжних наук, аналіз профільних публікацій із теми роботи та даних бібліографічних і реферативних баз Scopus і Web of Science Core Collection (WoS). **Результати.** Доведено, що в 2020 р. альтернативними форматами фізичних конференцій стали онлайн і гібридні. Підтверджено, що Conference proceeding впливових міжнародних конференцій відносяться до типів видань, що публікують "high-quality papers" (високоякісні документи). Особливість університетських дослідників LIS у тому, що крім вивчення проблем, сфокусованих тільки на бібліотечну справу, існує необхідність проведення досліджень у різних дисциплінах, профільних для їх інституцій. Conference proceedings можуть бути опубліковані у вигляді книги (серії книг), журналу чи іншим чином у вигляді серійного видання. Статті з них можуть індексуватися в WoS (як "proceedings paper") і / або в Scopus (як "conference paper"), але фактори впливу самих видань в цих базах недоступні. **Висновки.** 2020 рік і нова пандемічна реальність, як обставина непереборної сили, стимулювали розквіт творчих і технологічних рішень для онлайн-конференцій. Для міжнародних конференцій обов'язковим є опублікування матеріалів, презентованих її учасниками. Proceedings paper (conference paper) в журналах (in journals) аналогічні standard journal articles за структурою, проте вони відрізняються менш суворим процесом рецензування, швидшим опублікуванням та більш низьким науковим впливом (рівнем цитування).

*Ключові слова:* Library and Information Science; віртуальна конференція; гібридна конференція; Conference proceeding; proceedings paper; conference paper; університетська бібліотека; публікаційна активність

UDC 027.7:005.745

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## CONFERENCE TIME IN THE LIBRARY AND INFORMATION SCIENCES. PART 2: ANALYSIS OF PUBLICATION ACTIVITY AND CITATION

**Objective.** The second part “Conference time in the library and information sciences” of the study is aimed at conducting a bibliometric analysis of the publication activity and citation of the authors presenting their papers at international conferences indexed in Scopus and/or Web of Science (CC). **Methods.** Bibliometric analysis of publications that are Conference proceeding (“proceedings paper” and/or “conference paper”) was carried out using the Scopus and Web of Science (CC) citation databases. Using a comparative analysis, the obtained data, covering the “conference paper”/“proceedings paper” publication type for all years of their reflection in each of the databases, as well as in chronological frames from 2016 to 01.06.2020 were studied. **Results.** Analysis of the publication activity of LIS university (academic) researchers shows that Scopus (n=4561) contains more documents than WoS database (n=4145). The growth of Open Access (OA) documents in both databases is significant since 2000. But the period 2016-01.06.2020 demonstrates a slight dominance of the number of OA publications in Scopus (n=192) compared to WoS (n=185). Distribution data by authors, universities, countries, knowledge areas were also obtained. Citation analysis shows poor results on both bases, which may be due to the focus of conferences on rapidly changing topics. **Conclusions.** Showing the relatively low LIS coverage in university research, as well as low citation rates, this paper demonstrates that LIS researchers/practitioners need to create more quality publications to be recognized as an important area. The author hopes that this work will generate great research interest in the field of LIS and understanding the great value of Conference proceeding as a publication containing original/primary research results.

*Keywords:* library and information science; conference; conference proceeding; proceedings paper; conference paper; university library; publication activity; bibliometric analysis; citation

### Introduction

This work continues the research on “Conference time in the library and information sciences. Part 1: Conference proceedings and proceedings (conference) paper”. In the first part we: 1) acquired new information on alternative conference formats, including in the field of Library and Information Science (LIS), which have arisen as a result of the COVID-19 pandemic and restrictions on physical communication; 2) clarified the role in the scientific ecosystem of such a communication channel as Conference proceeding, as well as the concepts of “proceedings paper” and “conference paper.”

When clarifying, including the value of the *Conference proceeding* publication type, I would like to draw attention to the 7th item. The value of the Conference proceeding lies in the following facts:

1. This format helps authors of primary research in rapidly developing fields of science to get their research work to the global community faster than traditional journals.
2. Provision of reports on scientific meetings and obtaining snapshots of early-stage research that may later appear in full research papers.
3. For scientists just beginning their careers, the papers offer what may be their first experience in publishing peer-reviewed works.

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4. Small scientific communities and scientists of those countries that currently have a low publication and impact level in international scientific journals.

5. Most conferences use only one (or two) review/revision cycles due to deadlines, which is a softer variant than traditional journals.

6. They give an incentive for personal growth and help to overcome the psychological barrier for those researchers who are recognized scientists in their countries/regions, but did not have the incentive and opportunity to publish in foreign journals/conference proceedings because of the country's internal politics.

7. Conference proceeding papers, like journal articles and other types of publications, also form an important scientific field in which bibliometric tools can be used to evaluate various outcomes, through which it has attracted the attention of scholars in various disciplines.

It is the 7th item in the presented list of values that became the most significant for the author, as it is devoted to measuring the size of the world flow of such a publication type as *Conference proceeding*, reflecting various aspects of the library and information sphere, and its qualitative characteristics.

### *Literature analysis*

Research work in the field of Library and Information Science (LIS) reflects progress in LIS profession. To determine its strengths and weaknesses, LIS research productivity analysis is carried out. One of the main objectives of scientometric research is to evaluate the scientific result and impact of various subject areas, countries, authors, institutions, etc. (Erfanmanesh, Didegah, & Omidvar, 2010).

M. Jokić (2020), continuing the subject of bibliometric research in the field of LIS, talks about the publishing activity, visibility, impact, the scientific interaction of authors, as well as research trends.

The scientists in the field of LIS that examine the issues related to the place of LIS-publications in the knowledge management process (Ahmad, JianMing, & Rafi, 2019) note the insufficient activities by researchers. Thus, according to a study by N. K. Agarwal & M. A. Islam (2018), the number of papers in the leading journals associated with LIS is very limited.

The peculiarity of LIS university researchers should be emphasized. In addition to research focused only on the library science, there is a need for research in various disciplines relevant to their institutions (Borrego, Ardanuy, & Urbano, 2018; Kolesnykova, Pominova, & Kolesnykov, 2016; Kolesnykova, Matveyeva, Manashkin, & Mishchenko, 2019; Dash, Sahoo, & Mohanty, 2015). At the same time, scientific cooperation with teachers and scientists, leading to the co-authorship of scientific results, is, firstly, one of the possible ways to demonstrate the compliance of the library with the institution's mission; secondly, participation in research improves librarians' skills in providing services for research support (Borrego, Ardanuy, & Urbano, 2018).

A. Borrego and S. Pinfield (2020) examine the incentives for librarian participation, the benefits that are believed to be derived from partnerships with educators, and the challenges they face.

In addition, the experience of librarians in the field of bibliometrics can be used to help individual researchers, departments, faculties prove their scientific contribution to success at their universities (Kolesnykova, Pominova, & Kolesnykov, 2016; Kolesnykova, Matveyeva, Manashkin, & Mishchenko, 2019).

The current trend of publishing and presenting the most important research papers indicates that authors and their institutions prefer three types of publications of high-quality papers: 1) national journals with an international reputation; 2) the best international journals generally

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recognized in the field of research; 3) the best national and international conferences and their materials – Conference proceeding.

M. A. Anwar and H. Saeed (1999) in a bibliometric study have shown that the “journal article” publication type produced by Pakistani authors accounts for 90.4 % of citations, with the majority of journals published in the United States.

Fifteen years later, Jabeen, Mun., Yun, L., Rafiq, M. and Jabeen, Mis. (2015) conducted a quantitative study to learn about the growth and trends of LIS publications on a global scale. They studied those documents that are indexed in the core collection of ISI Web of Science (WoS) database. “Journal articles” have also been identified as the most popular type of publication among LIS researchers.

At the same time, when analyzing the papers included in the Library Assessment Conference (LAC) materials from 2006 to 2014, N. K. Dash, J. Sahoo & B. Mohanty (2015) emphasize that the number of studies has been constantly increasing, with most of the papers written by one, two, or three authors, which is approximately 40 %, 33 %, and 15 %, respectively.

M. Jokić (2020), examining the subject of conference proceedings classification in WoS/Scopus, emphasizes that they can be presented as peer-reviewed journals in the journal category, or, in fact, as Conference Proceeding, or Book Series. But, in any case, their impact factor in these databases are not available (IOPScience, 2020). However, due to indexing, it is possible to track the impact of proceedings papers, authors and conference series.

Another feature of conference proceedings is that their papers become outdated (i.e., no longer attracting new citations) much earlier than the journal articles (Lisée, Larivière, & Archambault, 2008). Possibly, this is due to the fact that the conferences are more focused on rapidly changing topics.

Borja González-Albo & María Bordons (2011) came to an interesting conclusion during the case study of the potential differences between standard journal articles and proceedings papers in journals based on the Web of Science data in the field of Library and Information Science. It shows that “proceedings paper in journals” are similar to “standard journal articles” in structure but they have a less rigorous review process, they are published faster, they demonstrate a lower impact (i.e. citation level).

Despite the fact that Scopus and Web of Science databases for citation counting started to index conference proceedings by around the mid-2000s (De Sutter & Van Den Oord, 2012), there are clearly significant lacunae.

### Aims

The study aims to conduct a bibliometric analysis of the publication activity and citation of authors presenting their papers at international conferences indexed in Scopus and/or Web of Science (CC).

### Methods

Bibliometric analysis of publications that are Conference proceeding (“proceedings paper” and/or “conference paper”) was carried out using Scopus and Web of Science (CC) citation databases.

The data were collected in two stages according to the keywords in the document title, brief description (abstracts), keywords. At the first stage, the key phrase *university librar\** was used. At

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the second stage, the search was limited by the keywords “*university library*” AND “*academic library*”.

Publication type: “*conference paper*” (in Scopus) and “*proceedings paper*” (in Web of Science). The language of publications was not specified.

Using the comparative analysis, the obtained data of Scopus and Web of Science (CC) covering the “conference paper”/“proceedings paper” publication type for all years of their reflection in each of the databases were studied, as well as in the chronological framework from 2016 to 01.06.2020.

In addition to the total number of documents, Open Access and Other access type was specified. The author was interested in document distribution analysis presented by knowledge areas in terms of highlighting top subjects.

In order to clarify the publication activity of authors from Eastern European countries, a search and quantitative analysis of publications by countries/territories was also performed.

The information analysis about the most cited authors was carried out in two stages. At the first stage, the data on the world LIS leaders were specified, at the second – the leaders of the Eastern Europe countries.

The author was also interested in top research subjects in the field of Library and Information Science.

From the author’s point of view, the use of the mixed methods in this work can help determine the trends and directions of research in the field of Library and Information Science. Results may be relevant to future research and decision-making.

### Results

Scopus and Web of Science databases were used to study an array of conference papers and proceedings papers, reflecting various research aspects of university libraries and librarians.

The results of the publication activity analysis of LIS university researchers (see Table 1) show that Scopus (n=**4561**) contains more documents than WoS (n=**4145**). In addition, Scopus (since 1936) has longer chronological framework of publication coverage, as compared to WoS (since 1988).

The growth of Open Access (OA) documents in both databases, starting from 2000, is also indicative. However, from 2010 to 2015 inclusive, WoS database (n=**237**) includes more OA documents than Scopus (n=**98**). But the period 2016-01.06.2020 already demonstrates a slight dominance of the OA publications number in Scopus (n=192) as compared to WoS (n=**185**). In Table 1, the data obtained are highlighted in red for clarity.

*Table 1. Publication activity analysis of LIS university researchers*

Scopus			WoS (CC)		
	1936-2020	2016-01.06.2020		1988-2020	2016-01.06.2020
	Total documents - <b>4561</b>	Total documents - <b>1090</b>		Total documents - <b>4145</b>	Total documents - <b>1297</b>

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Year	Access type		Access type			Access type		Access type	
	Open Access	Other	Open Access	Other		Open Access	Other	Open Access	Other
	<b>365</b>	<b>4196</b>	<b>192</b>	<b>898</b>		<b>496</b>	<b>3649</b>	<b>185</b>	<b>1112</b>
2020	-	-	<b>12</b>	<b>41</b>		-	-	<b>4</b>	<b>21</b>
2019	-	-	<b>64</b>	<b>240</b>		-	-	<b>39</b>	<b>187</b>
2018	-	-	<b>48</b>	<b>233</b>		-	-	<b>35</b>	<b>299</b>
2017	-	-	<b>45</b>	<b>206</b>		-	-	<b>46</b>	<b>300</b>
2016	-	-	<b>23</b>	<b>178</b>		-	-	<b>61</b>	<b>305</b>
2015	23	171				95	327		
2014	29	216				71	267		
2013	9	234				18	233		
2012	9	179				30	219		
2011	17	236				11	186		
2010	11	249				12	209		
.....	.....	.....				.....	.....		
2001	3	81				2	58		
2000	0	49				1	106		

Distribution analysis of the documents presented by knowledge areas in both of the databases reveals aspects of the university library activity in the context of the following **top 6 areas**:

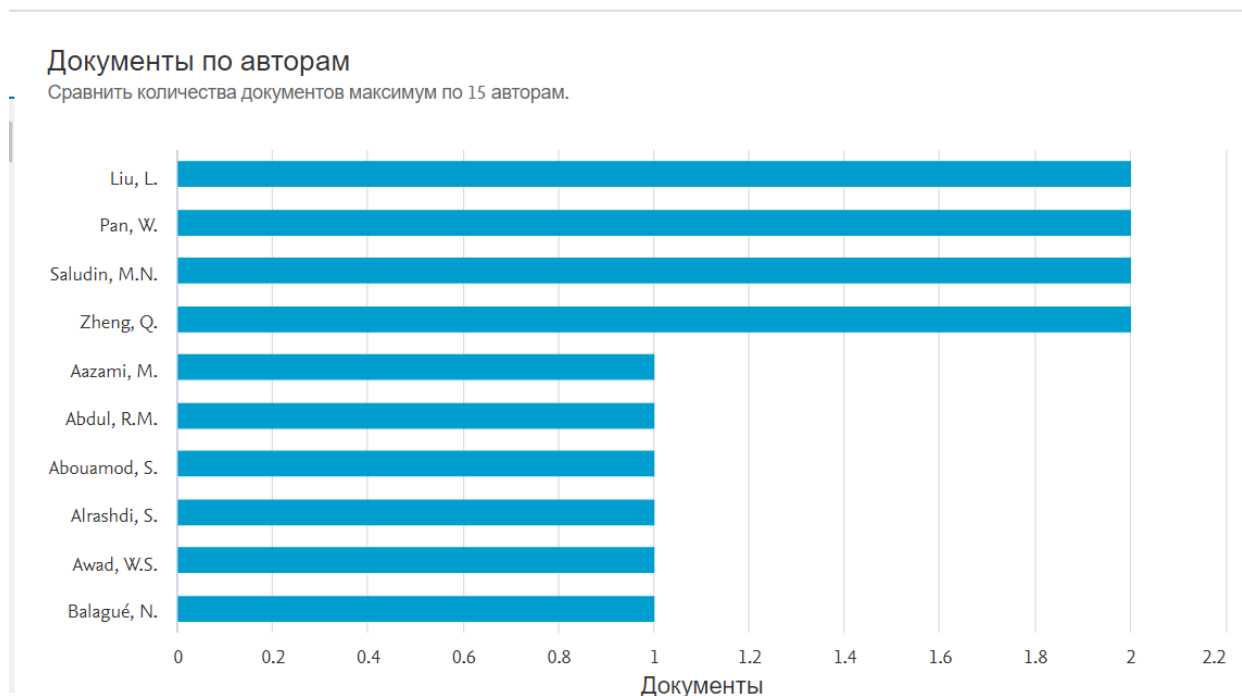
- Scopus – Computer Science, Engineering, Social Sciences, Mathematics, Physics and Astronomy, Medicine;
- WoS (CC) – Information Science and Library Science, Education Educational Research, Computer Science, Engineering Electrical Electronic, Social Sciences, Management.

**Analysis of publication activity** was carried out with distributions **by author, university, country, knowledge areas** using the keywords “university library” AND “academic library.”

**Scopus.** Search results – 54 conference papers (Open Access – 5, Other – 49). Of these, 37 works for the period 2010-2018, 17 works for the period 1984-2009. It should be noted that in 2019 and 2020 (as of 01.06.) not a single paper was indexed in Scopus. In 2018 – 6 works, in 2017 – 2, 2016 – 2.

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**Four authors** each have two publications: **Liu, L.** (Chongqing Jiaotong University, Chongqing, China); **Pan, W.** (Shanghai Jiao Tong University, Shanghai, China); **Saludin, M.N.** (Sultan Idris Pendidikan University, Tanjong Malim, Malaysia); and **Zheng, Q.** (Shanghai Jiao Tong University, Shanghai, China).



The remaining 46 authors have one publication each. They represent the following **universities** respectively: Kansas State University, Sorbonne Universite, Universiti Kebangsaan Malaysia, East West University, Universiti Tenaga Nasional, University of Zagreb, Purdue University, Monash University, Universidad de León, University of Liverpool, University of Library Studies and Information Technologies, University of Botswana, University of New South Wales UNSW Australia, Freie Universität Berlin and others.

Analysis of publication activity **by country** allows determining the top 10. These are the following countries: United States (10), China (9), Australia (4), Malaysia (3), Spain (3), United Kingdom (3), Bangladesh (2), Croatia (2), India (2), and Iran (2).

Results of publication activity of authors from **Eastern Europe countries** were clarified by searching and quantitative analysis of publications in 10 countries. Chronological framework was 2016-01.06.2020. Total publications found in Scopus are 153 “conference papers” and in WoS (CC) – 207 “proceedings papers.” At the same time, the author has not found documents of the authors of the Republic of Belarus in any of the databases (Table 2).

Table 2. Eastern Europe countries whose publications are presented in Scopus and WoS databases (2016-01.06.2020)

Countries of Eastern Europe	Scopus	WoS (CC)
Czech Republic	18	10

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Russian Federation	38	31
Poland	23	15
Romania	18	61
Ukraine	13	7
Slovakia	7	8
Bulgaria	18	69
Hungary	18	5
Republic of Moldova	0	1
Republic of Belarus	0	0
Total	153	207

Distribution analysis of the documents presented by knowledge areas in both of the databases reveals aspects of the university library's activity in the context of the following **top 6 areas**:

- Scopus – Computer Science, Engineering, Social Sciences, Mathematics, Physics and Astronomy, Medicine;
- WoS (CC) – Information Science and Library Science, Education Educational Research, Computer Science, Engineering Electrical Electronic, Social Sciences, Management

**Citation analysis** using the keywords “university library” AND “academic library.”

As a result of the documents search, 54 conference papers were found in the Scopus database. The date range is for the entire indexing time.

Top 10 of the most cited authors and their works:

1) McKay, D., Hinze, A., Heese, R., Vanderschantz, N., Timpany, C., Cunningham, S. J. (2012). An exploration of ebook selection behavior in academic library collections. Affiliation – Library, Swinburne Institute, Australia; Dept. of Computer Science, University of Waikato, New Zealand, Australia; Institute of Computer Science, Freie Universität Berlin, Berlin, Germany, respectively. **18 citations** (2012-2019).

2) Daneshgar, F., & Parirokh, M. (2007). A knowledge schema for organisational learning in academic libraries. Affiliation – School of Information Systems, Technology and Management, UNSW, Sydney, Australia; Ferdowsi University of Mashad, Iran; School of Information Systems, Technology and Management, UNSW, Sydney, Australia, respectively. **15 citations** (2007-2018).

3) Jain, P. (2013). Knowledge management in academic libraries and information centres: A case of university libraries. Affiliation – Department of Library and Information Studies, University of Botswana Gaborone, Botswana, respectively. **9 citations** (2014-2019).

4) Oppenheim, C., & Stuart D. (2004). Is there a correlation between investment in an academic library and a higher education institution's ratings in the research assessment exercise? Affiliation – Department of Information Science, Loughborough University, Loughborough, United Kingdom, respectively. **9 citations** (2005-2020).

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5) Rogers, A., Leduc-Mills, B., O'Connell, B. C., & Huang, B. (2015). Lending a hand: Supporting the maker movement in academic libraries. Affiliation – North Carolina State University Libraries, United States; SparkFun Electronics, Inc., Education Department, United States; Smith College Libraries, Northampton, MA, United States, respectively. **7 citations** (2017-2020).

6) Calvi, L., Cassella, M., & Nuijten, K. (2010). Enhancing users' experience: A content analysis of 12 university libraries facebook profiles. Affiliation – NHTV, University of Applied Science, Academy for Digital Entertainment, Breda, Netherlands; Università di Torino, Torino, Italy, respectively. **7 citations** (2010-2019).

7) Chen, Y.-H. (2011). Undergraduates' perceptions and use of the University Libraries Web portal: Can information literacy instruction make a difference? Affiliation – University at Albany Libraries, State University of New York, University Library LI-304; Albany, NY, United States, respectively. **6 citations** (2011-2019).

8) Rubinić, D., Stričević, I., & Juric, M. (2013). Information Literacy Course? The Perception of Students and Professors: University of Zadar Case. Affiliation – University Library, University of Zadar, Zadar, Croatia; Department of Information Sciences, University of Zadar, Zadar, Croatia, respectively. **5 citations** (2016-2019).

9) Retnani, W. E., Prasetyo, B., Prayogi, Y. P., Nizar, M. A., & Abdul, R. M. (2018). Usability testing to evaluate the library's academic web site. Affiliation – Software Engineering Laboratory, Computer Science Program, University of Jember, Jember, Indonesia, respectively. **4 citations** (2018-2020).

10) Devlin, F. A., Burich, N. J., Stockham, M. G., Summey, T. P., & Turtle, E. C. (2006). Getting beyond institutional cultures: When rivals collaborate. Affiliation – University of Kansas, United States; Kansas State University, United States; Emporia State University, United States, respectively. **4 citations** (until 2016).

As a result of the document search, 33 proceedings papers were found in **Web of Science** database. The date range is for the entire indexing time.

Top 10 of the most cited authors and their works:

1) Berk, J., Olsen, S., Atkinson, J. et al. (2007). Innovation in a podshell: bringing information literacy into the world of podcasting. Affiliation – Curtin University, Australia, respectively. **9 citations** (2007-2016).

2) Sitthisomjin, J., Chaiwan, J., Rongraung, S. et al. (2014). Soft skills for University Library Staff in Thailand. Affiliation – Khon Kaen University, Thailand, respectively. **6 citations** (2014-2020).

3) Lee, H. (2001). Networked collections in question: An exploratory study. Affiliation – University of Wisconsin, USA, respectively. **6 citations** (2002-2008).

4) Abramson, A. D. (1998). Monitoring and evaluating use of the World Wide Web in an academic library: An exploratory study. Affiliation – American University, USA, respectively. **6 citations** (1998-2006).

5) Duplicate metadata from a previous article by Abramson, A. D.

6) Warwick, C. (2016). Beauty is truth: Multi-sensory input and the challenge of designing aesthetically pleasing digital resources. Affiliation – Durham University, England, respectively. **2 citations** (2019-2020).

7) Hung, W.-H., ChanLin, L.-J. (2015). Development of Mobile Web for the Library. Affiliation – Fu Jen Catholic University, Taiwan, respectively. **2 citations** (2018-2019)

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8) Tomescu, Silvia-Adriana. (2018). Blended Learning Methodology for Library Professionals "Carol I" Central University Library. Affiliation – Carol I Cent. University, Romania, respectively. **1 citation** (2020)

9) Kian, T. P., Suradi, Nur R. M., & Saludin, M. N. (2012). The Impact of Complaint Management and Service Quality on Organizational Image: A Case Study at the Malaysian Public University Library. Affiliation – University Kebangsaan Malaysia, Malaysia, respectively. **1 citation** (2014).

10) Young, H., Lund, P., & Walton, G. (2009). Tools to Develop Effective Research Support in an Academic Library: A Case Study. Affiliation – Loughborough University, England, respectively. **1 citation** (2019).

### Conclusions

Comparative analysis of Scopus and Web of Science (CC) databases, covering the “conference paper”/“proceedings paper” publication type for all the years of their reflection in each of the databases, as well as in the chronological framework 2016-01.06.2020 yielded interesting results.

1. Publication activity analysis of the university (academic) LIS researchers shows that Scopus (n=4561) represents more documents than WoS database (n=4145);

2. The growth of Open Access (OA) documents in both databases, starting from 2000, is indicative. But the period 2016-01.06.2020 demonstrates a slight dominance of the number of OA publications in Scopus (n=192) compared to WoS (n=185).

3. The obtained results of the publication activity analysis also concerned the distribution by authors, universities, countries, and knowledge areas. For example, papers by authors from Eastern European countries, presented in Scopus and WoS databases (2016-01.06.2020), reflect the following publication activity: Poland (n=23/n=15), Romania (n=18/n=61), Ukraine (n=13/n=7), Slovakia (n=7/n=8), Bulgaria (n=18/n=69), etc.

4. Citation analysis using the keywords “university library” AND “academic library” shows that the most cited conference paper in Scopus (published in 2018) has 18 citations. The most cited proceedings paper in Web of Science database (published in 2007) has 9 citations. Of course, these are poor results, which may be caused by the conference focus on the rapidly changing subjects.

5. Showing a relatively low LIS coverage by the university researches, as well as their low citation rate, the work demonstrates that LIS researchers/practitioners need to create more quality publications to be recognized as an important area.

6. The results of this study can serve as a roadmap for LIS researchers to help them continue their work under conditions of rapid transformation of the library science.

The author hopes that this work will generate great research interest in the field of LIS and understanding the great value of Conference proceeding as a publication containing original/primary research results.

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**ЧАС КОНФЕРЕНЦІЙ В БІБЛІОТЕЧНО-ІНФОРМАЦІЙНИХ НАУКАХ.  
ЧАСТИНА 2: АНАЛІЗ ПУБЛІКАЦІЙНОЇ АКТИВНОСТІ ТА  
ЦИТУВАННЯ**

**Мета.** Друга частина дослідження "Conference time in the library and information sciences" спрямована на проведення бібліометричного аналізу публікаційної активності та цитованості авторів з бібліотекознавства та інформатики (LIS), які представляють свої документи на міжнародних конференціях, індексованих в Scopus і/або Web of Science (CC). **Методи.** Бібліометричний аналіз публікацій, які є *Conference proceeding* ("proceedings paper" і/або "conference paper"), був проведений з використанням даних баз цитування Scopus і Web of Science (CC). За допомогою компаративного аналізу вивчені отримані дані, що охоплюють тип публікації "conference paper" / "proceedings paper" за всі роки їх відображення в кожній з баз, а також додатково в хронологічних рамках з 2016 р. по 01.06.2020 р. **Результат.** Аналіз публікаційної активності університетських (академічних) дослідників LIS показує, що в БД Scopus (n = 4561) представлено більшу кількість документів, ніж в БД WoS (n = 4145). Показовим є зростання документів відкритого доступу (OA) в обох БД, починаючи з 2000 р. Але період 2016 - 01.06.2020 рр. демонструє незначне домінування кількості публікацій OA в Scopus (n = 192) в порівнянні з WoS (n = 185). Також отримано дані розподілу за авторами, університетами, країнами, галузями знань. Аналіз цитування показує невисокі результати по обох базах, причиною яких може бути зосередженість конференцій на швидко мінливих темах. **Висновки.** Показуючи відносно низьке охоплення LIS в дослідженнях університетських вчених, а також невисокий рівень їх цитування, дана робота демонструє, що дослідникам / практикам LIS необхідно створювати більше якісних публікацій, щоб їх визнали важливою областю. У автора є надія, що ця робота викличе великий дослідницький інтерес в області LIS і розуміння великої цінності Conference proceeding як видання, що містить оригінальні / первинні результати досліджень.

**Ключові слова:** бібліотекознавство та інформатика; конференція; conference proceeding; proceedings paper; conference paper; університетська бібліотека; публікаційна активність; бібліометричний аналіз; цитування

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## ON NEW EXOTIC ATTEMPTS TO QUESTION THE RELATIONSHIP BETWEEN CITEDNESS FIGURES AND THE USE / VALUE OF CITED SCIENTIFIC DOCUMENTS

The objective of the present paper was to analyze a number of concepts related to the scientometric method "citation index". Some experts still interpret "negative citations" and "disproportionately large share of self-citations" as "shortcomings" of the "citation index" scientometric method. In the author's opinion, the reason is an indelible belief in the "normative theory of citation", which implies a conscious choice of citations, a conscientious selection of the best quality works for the reference-lists, and a "desire to return the intellectual debt" to the cited authors. But there are also new attempts to question the adequacy of the "citation index" method. For example, one of the publications of the year 2020 questions the causal relationship between the citations to the scientific documents and their use, and between their use and their value; the reason why this fundamental pattern is called into question is mainly based on the actions of some people who do not meet ethical standards and may be arbitrarily directed against its manifestation. The mentioned paper claims, in particular, that very common are the following phenomena: deliberate refusal to use the necessary scientific documents; refusal to cite the documents used (including plagiarism and restraint from citing for technical reasons); practice of evaluating little-known and inaccessible documentary sources as not valuable enough (value is confused with quality in this case); fake citing to unread works. The present article refutes the interpretation of these phenomena as indicating the absence of the considered causal relationship and tries to demonstrate that, on the contrary, some of them are involuntary confirmation of the adequacy of the "citation index" method.

*Keywords:* citation; use; value; quality; scientific document; scientometrics; manipulating citations

Some experts still interpret "negative citations" and "disproportionately large share of self-citations" as "shortcomings" of the "citation index" scientometric method. In the author's opinion, the reason for this is an indelible belief in the "normative theory of citation", which implies a conscious choice of citations, a conscientious selection of the best quality works for the reference-lists, and a "desire to return the intellectual debt" to the cited authors.

But there are also new attempts to question the adequacy of the "citation index" method. For example, one of the publications of the year 2020 (Krulev, 2020) questions the causal relationship between the citations to the scientific documents and their use, and between their use and their value.

The reasons presented in the cited paper look both new and unexpected for such kind of papers; so, no matter how obviously weak we would find these arguments; their novelty induces us to consider them (and put forward our counter-arguments).

*Krulev* (2000, pp. 85-87) announced that it is possible that cited documents were "**used but not valuable**". But within the framework of the concept of value (Lazarev, 2017, 2019a, 2019b, 2019c) (which was *not* the subject to any revision attempts by *Krulev*) the only comment to this statement is possible: it just never happens. It just never happens because in information science, the concept of value is defined as "a property of information determined by its suitability for practical use in various areas of purposeful human activity to achieve a certain goal" (Dictionary..., p. 464), so the use itself *determines* value of the used documents. Moreover, "if in philosophy *value* is interpreted as a criterion of preference in the situation of alternative choice (Minkina, 1983, p. 111), then the choice itself of a specific reference for the

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reference-list from the set of possible ones <...> already inevitably indicates the value of the cited document!“ (Lazarev, 2017, p. 6).

However, instead of discussing the issue on its merits, the section of the Krulev’s paper entitled “Used but not valuable” is filled with examples of how the cited document may not be identifiable—though *Krulev* himself admits that “identification is **not** an indicator of value” (Krulev, 2020, p. 85). Also, he discusses the reasons of unsubstantiated editorial assessment of papers as being of poor *quality* because of the predominance of citations to little-known or to inaccessible sources in them (from the point of view of editors). But such assessments are related to the publisher’s arbitrariness, they are *quality assessment* performed by the editors, and they have nothing to do with the *value of the cited literature*. *Krulev* just confuses value with quality—i.e. the “degree to which a set of inherent characteristics <...> of an object <...> fulfills requirements” (ISO, entry 3.6.2).

Also, in this section *Krulev* discusses the technical problems of scientometric citation studies related to the retraction of publications and the fact of possible changes in the content of the officially published documents as compared with that of having been published as preprints. However, after the publication of the same material in the form of an article the cited preprint would *not* lose its value, confirmed by the citations that it has already gained. Also, if someone used a paper that was subsequently retracted, the fact that it has been retracted does not change the fact that it was *used*. In this regard, the claim of *Khrulev* “used but not valuable” is also devoid of all reason.

Also, *Krulev* claims (in the section of his paper entitled “**Valuable but not used**” – see pp. 87-88) that a valuable document may remain unused. This is, of course, another logical nonsense because value (in contrast with quality) is being manifested (as was already shown) *only through use*. So, when *Krulev* claims that conscious refusal to use of valuable material is often practiced (2000, p. 87), he, in fact, can mean only the *refusal to cite*. However, there are no evidence-based examples of such facts in his paper. The fact that different specialists of the same profile may just have *different* approaches to the same scientific document (and, correspondingly, use it or not) just does not occur to *Krulev*. In addition, a relevant potentially valuable document could remain simply unknown to the scientists. It is common knowledge that *all* documents containing information relevant to a particular study *never reach* the authors that perform such a study. However, this argument has never been used to refute scientometrics.

The argumentation presented in the section of his paper entitled “**Cited but not used**” (2000, p. 81-84) can hardly be attributed to methodology at all: the *general principle* of citing is opposed here by particular... not even always the peculiarities of its manifestation, but by peculiarities of human activity in *falsifying* it. This argument is similar to the statement that the monetary system is doubtful due to the presence of counterfeiters! But the successful forgery of banknotes, providing the falsifier with real benefits (before it is disclosed), indicates just the *perfection* of the current monetary system; along with this counterfeit banknotes are *not* part of the monetary system.

If the percentage of works that were cited but not read actually could reach 70% or more, as it follows from (Simkin & Roychowdhury, 2005), this would mean that the entire scientometrics is built on an absolutely unreliable foundation. Rejecting the possibility of such a share of “nominal citations” I rely on my own experience and common sense. I mean that in 1979, in my first publication, I once naively cited a paper knowing only its abstract, but when I had a chance to read its full text (which completely refuted the abstract written by an abstractive journal employee) I found out that I had just misled my readers... and I have never done such things since (Lazarev, 2017, p. 12). Such a behavior (not to cite the paper if you are not aware of

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its whole content) seems natural and typical, while the one described in (Simkin & Roychowdhury, 2005) seems to be unbelievable (Lazarev, 2019b, p. 131) because it is clear that the conscious practice of citing unread (and even underread) research papers pose a very significant risk “to be trapped”. So, would the authors so often neglect this risk and consciously resort to such practices? It is difficult for me to imagine their significant prevalence among scientists.

*Krulev* states that sometimes bibliographic descriptions included in the lists of references are not part of the cited literature, but part of the materials of scientometric research, so they do not indicate the documents that had been actually read and used in writing the citing article. This is an imitation of citing by malice, but by negligence. Of course, everyone understands the wrongness of this practice – but *does it still exist?* For example, three years ago, some journals did not include in my reference lists even citations to the sites that I studied to make clarifying inquiries about the materials of my research. They *were read*, so the citations were not even “nominal”! But still, they were considered to be part of the “materials” and not of the “sources used”. And, as it seemed to me, it was quite fair decision. So, the inclusion a list of bibliography that is part of materials of metric research to the reference lists seems even more unlikely. Usually journals present such materials in a form of tables or Annexes.

Indeed, there is problem of “nominal citing”, but it is a technical problem, not the problem of methodology. There are indeed practices that are aimed against the manifestation of the very principle on the basis of which citing is carried out. But they do not abolish it. As a “rhetorical analogy” I shall give another example: once in the United States there were a lot of corrupt police officers who act de facto *against* the police system; but could they be a reason to talk about ambiguity, or—even more—about the inadequacy of the very idea of the police?

Some of my articles—not the methodological ones—are devoted to this problem. Thus, in my works (Lazarev, 2019d, p. 17-18; Lazarev, 2019e) citations to unread documents that were made involuntarily are mentioned. It happened due to the fact that some publishers and journal editorial offices refused to accept articles with less than a certain number of references. With my co-authors we have also encountered a glaring case, viz. the requirement of an American journal to replace Russian-language references with English-language ones (Lazarev, 2019d, p. 17-18; Lazarev, 2019e). It is clear that following such requirements would distort possible future scientometric research based on citations in such a journal and would simply lead to the fact that citations would no longer serve as a reliable means of searching for publications by the reader of the corresponding papers (Lazarev, 2019e, p. 93). Being reluctant to produce fake citations, we responded to the requirement to replace Russian-language citations with English-language ones simply by stopping correspondence with this journal and submitting our paper to another one. As for “norming” the number of citations by some journals (both according to the “no less than...” or “no more than...” rule), I simply refrain from submitting papers to such journals – except in cases when the “norm” does not prevent me from making as many citations as I myself consider necessary. In other words, the technical problem created by publishers can be overcome by the authors themselves through technical solutions! As for scientometric research, it is clear that the journals which do not accept papers containing, for example, less than ten or more than twenty citations should not be adopted as part of scientometric research materials, because inclusion of such journals will obviously lead to the fact that some of the documents actually used by the authors will *not* be reflected in the study sample, while some “nominal” citations will be included in the sample. But why should scientometricans use such (dubious) sources?

There *is* a problem of interference of publishers and editors in the structure of citations—interference not motivated by the content of a citing paper and its internal associations with the

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cited material—and this is a serious problem. But this problem is *technical, organizational*, and it is a problem of incompetent and irresponsible interference of people in the self-regulating system of science, and not of the system of science itself. The reasons for this interference, by the way, confirm the effectiveness of the “cited because used” principle: after all, an editor who requires English-language citations or citations to his own journal is concerned that its country (region) and its journal look better in terms of scientometric evaluation: he fakes the values which, if being natural, would indicate the demand for publications of a particular region and journal. At the same time, when submitting the initial manuscript, the author still cites what he used (Lazarev, 2017, 2019a, 2019b, 2019c), and false citations are added to the list (or even replace part of the original list) *not by his will or choice*. However, the authors may not accept such ultimatums—although, since this practice exists, it is not always easy. These vicious practices have nothing to do with the nature or essence of bibliographic citation. Such problems require technical, rather than conceptual solutions...

It was shown that (*The “phantom reference”...*) careless writing caused by the use of a template that was not subsequently removed from the list of cited references, followed by careless quality control, can generate hundreds of citations to a non-existent paper without violating the principle “Cited, because it is used, and used because it is valuable”. The citations to a non-existent paper occurred to be just a paragraph of a template with “how-to-cite” specimens that had not been deleted by the authors when preparing a paper! However, the phantomness of a highly cited non-existent paper was easily detected in a scientometric study (*The “phantom reference”...*). But in any case, this example shows the need for accurate work of reviewers and editors—and nothing more. The situation described in (*The “phantom reference”...*) has nothing to do with the regularities of scientific communication, one of which is that of “cited because used”.

*Krulev* also insists that sometimes some authors deliberately do not cite the used documents (The “**Used but not cited**” section of his paper—see pp. 84–85). “Sometimes they are forced to exclude sources, following the editorial requirements to minimize the bibliography”, he adds (*Krulev*, 2020, p. 84).

We have already commented the situation with “the editorial requirements to minimize the bibliography”. But *Krulev* also thinks that the reasons for not citing documents that were actually used can be: plagiarism, “errors and carelessness in preparation a paper”, unwillingness to cite the opponents. Herewith he does *not* provide *any* reference or data confirming his idea about abundance of not citing the used documents. Maybe they are single cases, “statistical error”?

Indeed, the *lack* of evidence that some materials were allegedly used, but not quoted, is given by *Krulev* almost as proof of the *prevalence* of such a phenomenon. I have already noted above that all documents containing information relevant to particular research *never reach* the authors performing this relevant research. That means that the absence of citations to the “most obvious” publications does not mean that they were used, but were not cited: the authors just might not know about them! Or the authors really did *not* use these documents when writing the a citing paper.

“Errors and carelessness in preparation a paper”, which *Krulev* writes about, do occur, and sometimes they do cause the fact that not everything that was really used in the research would be cited in the paper describing it. This, by the way, is very well known (*Kara-Murza*, 1981). Moreover, not everything used in the performance of individual specific works is cited in the articles describing its results—even *out of connection* with the errors and malicious intent of the citers (*Kara-Murza*, 1981). But citations are based on the opinions of a large number of

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scientists, i.e. when attracting large arrays of citations, individual “distortions” are likely to make up an insignificant proportion. “If one looks at references in an individual paper, many peculiarities may be found, such as missing references to specifically important papers, or to the work of authors who have generally made essential contributions to the field, or an exaggerated attention to a specific author. Indeed, if just this one paper with its peculiar references would be analysed, a seriously mistaken picture of the field concerned will be obtained. But as soon as further papers are added, similar but also other irregularities will be discovered in their reference lists. Does this mean that one would never be able to get any sensible idea of the most important work in that field? This is statistically only the case if all researchers refer to earlier work completely arbitrarily. But nobody can seriously maintain that the references in, for instance, this paper are totally unreasonably and completely arbitrary” (van Raan, 1998, p. 134). When the arrays of citations are large, these peculiarities are all supposed to be smoothed out.

Furthermore, if not all the sources used in the creation of the citing scientific paper are cited in it (Kara-Murza, 1981), the “direct” statement remains true: everything that was cited by the scientist was used by him in the creation of the citing scientific paper (Kara-Murza, 1981). One can regret the “inevitable” incompleteness of its reflection, but—incompleteness compared to what? There is no method that is more accurate than citation analysis to reflect the use of documents when performing a specific scientific work.

Finally, let us consider the statement by *Krulev* that various citation practices in review articles, original journal articles, and conference proceedings allegedly cause to “citation losses” (2000, p. 84).

What actually follows from the fact that “the document can be used and cited in the review article, but not cited in the proceedings of the scientific conference” (p. 84)? Only the need for accurate planning of scientometric research and nothing else—which is absolutely obvious without *Krulev's* paper. In general, scientometric research of citations in conference proceedings has its own specifics, and for generalizing judgments about scientific activities, it is used much less often than the study of citations in journals. It is good to use conference proceedings as material for scientometric research when there are no journals specialized in a corresponding subject (Lazarev, Roath, Yunusova, & Safonenko, 1999; Lazarev, Safonenko, & Yunusova, 2001). The specificity of conference proceedings and review journals as sources of bibliographic references for scientometric research is also not a methodological issue; it is a technical one. A proper understanding of its specifics is indeed important for adequate research planning, but this understanding is not in the least related to the general principle of citing.

Thus, we have to admit that, despite the bold attempt to question the existence of causal relationships between use and citation expressed in the paper by *Krulev* (2020) constructive approaches in this paper are actually absent.

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## **ПРО НОВІ ЕКЗОТИЧНІ СПРОБИ ПОСТАВИТИ ПІД СУМНІВ ВЗАЄМОЗВ'ЯЗОК МІЖ РІВНЕМ ЦИТОВАНOSTІ ТА ВИКОРИСТАННЯМ / ЦІННІСТЮ ЦИТОВАНИХ НАУКОВИХ ДОКУМЕНТІВ**

Метою даної статті був аналіз ряду понять, що відносяться до наукометричного методу «цитат-індекс». Деякі фахівці, як і раніше, вважають «негативне цитування» та «непропорційно велике самоцитування» «недоліками» наукометричного методу «цитат-індекс», що, на погляд автора, свідчить про віру в «нормативну теорію цитування», яка передбачає свідомий вибір посилань, принциповий відбір найбільш якісних робіт для списків цитованих джерел, «бажання повернути інтелектуальний борг» цитованим авторам. Але виникають і нові спроби поставити під сумнів адекватність методу «цитат-індекс». Так, в одній з публікацій 2020 року причинно-наслідковий зв'язок цитованості наукових документів з їх використанням, а використання – з їх цінністю ставиться під сумнів, в основному на тій підставі, що дії деяких людей, які не відповідають етичним нормам, можуть бути довільно спрямовані проти її прояви. Тут мається на увазі, зокрема, такі нібито дуже поширені явища: свідомо відмова від використання та цитування необхідного матеріалу; відмова від цитування використаного матеріалу (включаючи і плагіат, і відмову від цитування з технічних причин); практика оцінки маловідомих і недоступних джерел як недостатньо цінних (цінність при цьому переплутана з якістю); виробництво фальшивих посилань на непрочитані роботи. Ця стаття містить спростування точки зору на розглянуті явища як на свідчення відсутності даного причинно-наслідкового зв'язку і вказівка на те, що, навпаки, деякі з них є підтвердженням адекватності методу «цитат-індекс».

*Ключові слова:* цитованість; використання; цінність; якість; науковий документ; наукометрія; маніпулювання посиланнями

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**FEATURES OF THE EDUCATIONAL PROCESS IN THE INFORMATION AND TELECOMMUNICATIONS SOCIETY**

**Objective.** The purpose of this paper is to analyze the impact of the development of information and communication technologies in society on the state of the educational process. In the study we applied such **Methods** as analysis of scientific materials, data processing and modelling of future educational process. Eventually we came to the **Results** that educational process is being in close correlation with the Web-technologies and telecommunications society, it is dynamically changing according to the current state of information environment. In **Conclusions** we summed up all the material and made prognosis for the members of educational process due to the positive and negative factors of effecting informatization on the educational process.

*Keywords:* information literacy; learning process; university library; millennials; information society

**Introduction**

University libraries around the world are required to conduct Information Literacy classes. As defined by the ACRL Framework for Information Literacy for Higher Education 2015 (<https://otterbein.libguides.com/infolit/whatinfolit>), Information literacy is a set of integrated skills that include reflexive disclosure of information, understanding of how information is produced and valued, and the use of information for creating new knowledge and ethical participation of students in communities". That is, the educational process in university libraries is an established norm, and a competent librarian who professionally knows how to use information and communication technologies becomes a tutor, an adviser, a teacher.

Educational process is a structured system of organizational and didactic measures aimed at performing requirements of a definite educational level according to the state standards of higher education. Educational process is based on the principles of science, humanism, democracy, lifelong and degree education. Education is a complex human endeavour ultimately aimed at enhancing students' cognitive, civic, and social learning and development. Like medicine, law, or farming, education is a craft – a practical profession requiring specialized skill. At present, there is no particular need to substantiate the urgency of the problem of how to improve teacher training, since the issues of the quality of education are of concern to everyone: parents, students, practical teachers, researchers. In education, you can rely on the most general patterns, however, in addition to basic static conditions, the influence of those environmental factors that change dynamically in the learning process, the conditions of the information field, which can be called the context of education, acquires a colossal role.

**Methods**

Without pretending to globally cover the issue of context, let us dwell on what characterizes the educational process today, that is, we will focus on the conditions of the direct use of Information and Telecommunications technologies. The most important here are issues related to the role of the librarian-teacher/tutor in creating conditions for achieving quality education using the capabilities of modern technologies.

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It is impossible to deny the developmental and teaching possibilities of informatization of society: 3-D modelling, multifaceted research, analysis of large amounts of data (Data Mining), etc. However, the current situation with the active implementation of information technologies in the educational process for some teachers does not seem entirely appropriate. They believe that informatization has a negative character, since it is characterized by the formalization of didactic materials, excessive use of testing due to the simplicity of their organization through computers and the Internet, ease of obtaining information, etc.

At the same time, virtual reality and 3D modelling systems help to understand the laws of the Universe and the work of the circulatory system, the structure of chromosomes and the principle of engine operation. Computer simulation programs provide a visual environment for the study of biology, physics, chemistry. On the websites of modern libraries, you can explore in detail the ancient manuscripts and old prints, the works of art of great artists, and through the web-cameras of reserves and zoos, you can watch animals. In addition, new technologies provide unlimited possibilities for organizing joint disputes and conferences.

Nevertheless, there are many examples of the use of modern high-tech tools in an organic combination with traditional educational technologies.

Thus, regardless of the way the educational process is implemented, it is the personality of the teacher that plays the primary role in it. Because it is the teacher who intelligently selects the ways of using information technologies and the principles of their implementation in the educational process in the variety of modern technologies - creating a special educational environment that actualizes, integrates and develops the potential and capabilities of information technologies. The solution of such important tasks entirely depends on the teacher's preparedness – his professional competence and skills, including the use of modern high-tech gadgets and devices. Among the indispensable conditions in this regard is the policy of an educational institution aimed at supporting the innovative activities of their mentors.

At the same time, an expert on the integration of modern technologies into the educational process is, first of all, a teacher: it is he who decides whom, how and what to teach; what to develop and instill in students. However, no less important figures in the modern educational process are students, whose educational needs constantly stimulate the teacher to search for new ways and means of presenting material. And their practical skills in using the devices that characterize the modern telecommunication society allow them to become “teachers for teachers” to a certain extent.

### Results and Discussion

In general, the peculiarities of the implementation of the educational process in educational institutions, including information literacy, have remained practically unchanged for several centuries. Students from year to year statically attended lessons, lectures, seminars, where, under the guidance of teachers, they acquired new knowledge. The tradition and even routine of the educational system (listening, repeating, remembering - sorting out at seminars, checking on tests and exams) does not deny the possibility of joint educational creativity and scientific research, active informal communication. At the same time, the teacher was perceived as a bearer of knowledge, cultural values, and certain moral norms. The specificity of education brought up respect for book knowledge and the corresponding perception of libraries. Indeed, what was available to the students? A regulated set of textbooks and anthologies, at best – popular science and reference literature. For the teacher, this set was supplemented with special teaching aids (to a specific textbook) and periodicals with didactic collections and

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recommendations for teaching certain subjects. The teacher, as a rule, had a clear idea of what additional material was available to his students, and was ready to discuss any issues within his subject. The same thing happened in higher education: students most often had access only to the basic literature, which could be borrowed from the university library on the disciplines they study. Additional literature (rare or limited editions, scientific journals, etc.) was often purposefully supplied to individual students by the teachers themselves.

Over the past decades, the world has been massively computerized, children as part of it too. Foreign researchers classify those born in 1980–2000 as Net Generation, or Generation Millennium, or Millennials, or Digital Natives (Hargittai, 2010; Bennett, Maton & Kervin, 2008; Buckingham & Willett, 2006; Castells, 2001; Prensky, 2001, 2009). This generation has grown up actively using the Internet, mobile communications and various electronic gadgets, which are fundamentally changing the information mentality. The main characteristic feature of modern students, in comparison with previous generations, is the desire for instant (albeit superficial) satisfaction of information needs and the active use of all currently available devices for this (Castells, 2000; Kennedy, Judd, Churchward, Gray, & Krause, 2008; Jones, Ramanau, Cross, & Healing, 2010). Children and young people communicate in a new way, read, write, count, and perceive information. And all this is the result of informatization. This phenomenon, like any other, has its pros and cons.

Negative traits. The use of smartphones, tablets, etc., for educational purposes, would be welcome, but unfortunately, many schoolchildren and students sincerely consider superficial search and collection of information (on the issue under study) as a cognitive activity. We have to admit that the generation of the Web is characterized by satisfaction with superficial representations on any issue, they are satisfied with the first received counter-reference (at best from Wikipedia) to the required information, their natural curiosity is dulled, there is functional illiteracy in those cases when it is necessary to evaluate, compare, analyse independently any text material. And to the whole variety of electronic resources of great cultural importance (full-text libraries, virtual museums, media lessons of foreign languages, etc.), students often prefer computer games, downloading and watching films and clips, spending time on social networks, etc.

As polls show, the majority of students use the Internet only as a communication technology, with the help of which they make up for the lack of communication or create an illusion of it.

Addiction to gadgets appears. In particular, from mobile phones. British researchers called the mobile phone "the next drug of the new generation." According to their data, every sixth inhabitant of the planet is under the influence of mobile addiction. Australian academician Diana James argues that a mobile phone causes psychological dependence in a person, which in its power exceeds a person's dependence on smoking! The researcher also believes that dependence on a mobile phone is higher than dependence on a computer, since you can leave the computer, and the mobile fits easily into your pocket. In the electronic dictionary of medical terms, the concept of "mobile addiction" is explained as follows: this is a person's condition in which the phone becomes an object of worship, the person unconsciously uses it without realizing his actions or cannot explain their reasons. And, although there is no independent mental disorder – mobile addiction, the survey carried out indicates rather high rates of adolescents' need for mobile phones.

Positive traits. Since technical progress is growing daily, it is impossible to prohibit or restrict the use of a mobile phone by students. Teachers cannot cope with this obvious dependence, in the conditions of permanent informatization of society, when mobile gadgets are

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an indispensable part of the life of a modern person. According to the author, it is necessary to make the use of this gadget conscious and constructive.

Nowadays, when, due to the coronavirus pandemic, the whole world is thinking more and more about the problem of introducing distance education, Intelligent tutoring systems – computer-based educational systems that provide immediate and personalized instruction or feedback to learners, usually without intervention from a human teacher, acquire a huge value (Weller, 2007).

On the one hand, our schools, colleges, universities, academies are not yet sufficiently filled with computer equipment, on the other hand, at least 90% of students have the necessary information resource at hand (Bennett & Maton, 2010). This means that we should not try to unsuccessfully resist their use, but try to introduce them into the educational process as teaching materials and manuals. Personal Experience – having tried to deal with the electronic version of the available printed edition of the textbook, students are already asking to conduct the next course of study using the textbooks in electronic form, regardless of their printed form.

It is generally known that those things that bring pleasure during learning are easier to remember. Emotions are conducive to learning. Emotions may be significant elements, which contribute to pedagogical success. The consequences of a positive affect can have a great impact on cognitive tasks, such as creative problem-solving and cognitive organization, facilitating them and increasing the intrinsic motivation for performing tasks. As far as a student is concerned, it has been shown that emotions have significance on the ability to learn new information or to solve problems. There are various studies that interpret particular affective states of a student, many pointing out that there is a strong connection between a student's emotion and a student's learning. Both neuroscience and psychology literature show the link between affect and performance on cognitive tasks. Lisetti (1999) considers that emotions have a significant influence on a wide range of cognitive tasks, such as decision-making, planning, adapting to new environments, and learning. Picard (1997) agrees, claiming that “emotions play an essential role in rational decision-making, perception, learning, and a variety of other cognitive functions.”

### Conclusions

For the success of the educational process, including information literacy, which is cared for by university libraries around the world, nowadays it is necessary for teachers to be able to use in practice modern high-tech devices in their professional activities, as well as to use them with a creative approach within the formulation and solution of educational problems, for a beneficial effect on the development of students. The teacher must create a special context that will allow you to move away from simplified actions to the real embodiment of the wildest fantasies for the sake of high-quality teaching.

It is necessary for a teacher to be ready for creative experiments, for mastering practical IT-competencies and understanding the essence of the technologies corresponding to them, for accepting and managing a given context of the educational process within its dynamic development. Thus, within the framework of the educational process, it seems appropriate to use modern technologies for at least the following purposes:

- presentation and explanation of the main ideas of the subject and intrasubject connections using illustrative examples and models;
- encouraging students to seek answers to the "why" and "how" questions;
- adaptation and addition of the content of textbooks with demonstration materials, variable multilevel tasks;

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- collection, generalization and analysis of data on the use of various educational technologies and teaching methods in the process of experimental work;
- monitoring of educational achievements and support of individual educational routes.

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### ОСОБЛИВОСТІ ОСВІТНЬОГО ПРОЦЕСУ В ІНФОРМАЦІЙНО-ТЕЛЕКОМУНІКАЦІЙНОМУ СУСПІЛЬСТВІ

**Мета.** Метою даної роботи є аналіз впливу розвитку інформаційно-комунікаційних технологій у суспільстві на стан навчального процесу. **Методика.** Під час дослідження ми застосували такі методи, як аналіз наукових матеріалів, обробку даних та моделювання майбутнього навчального процесу. **Результати.** Проаналізувавши ситуацію, ми дійшли до того, що навчальний процес знаходиться у тісному взаємозв'язку з Веб-технологіями та телекомунікаційним суспільством, він динамічне змінюється відповідно до сучасного стану інформаційного середовища. **Висновки.** Ми узагальнили матеріали дослідження та, відповідно до наявних позитивних та негативних факторів, що впливають на інформатизацію навчального процесу, зробили прогноз майбутніх перспектив для учасників навчального процесу.

*Ключові слова:* інформаційна грамотність; навчальний процес; університетська бібліотека; міленіали; інформаційне суспільство

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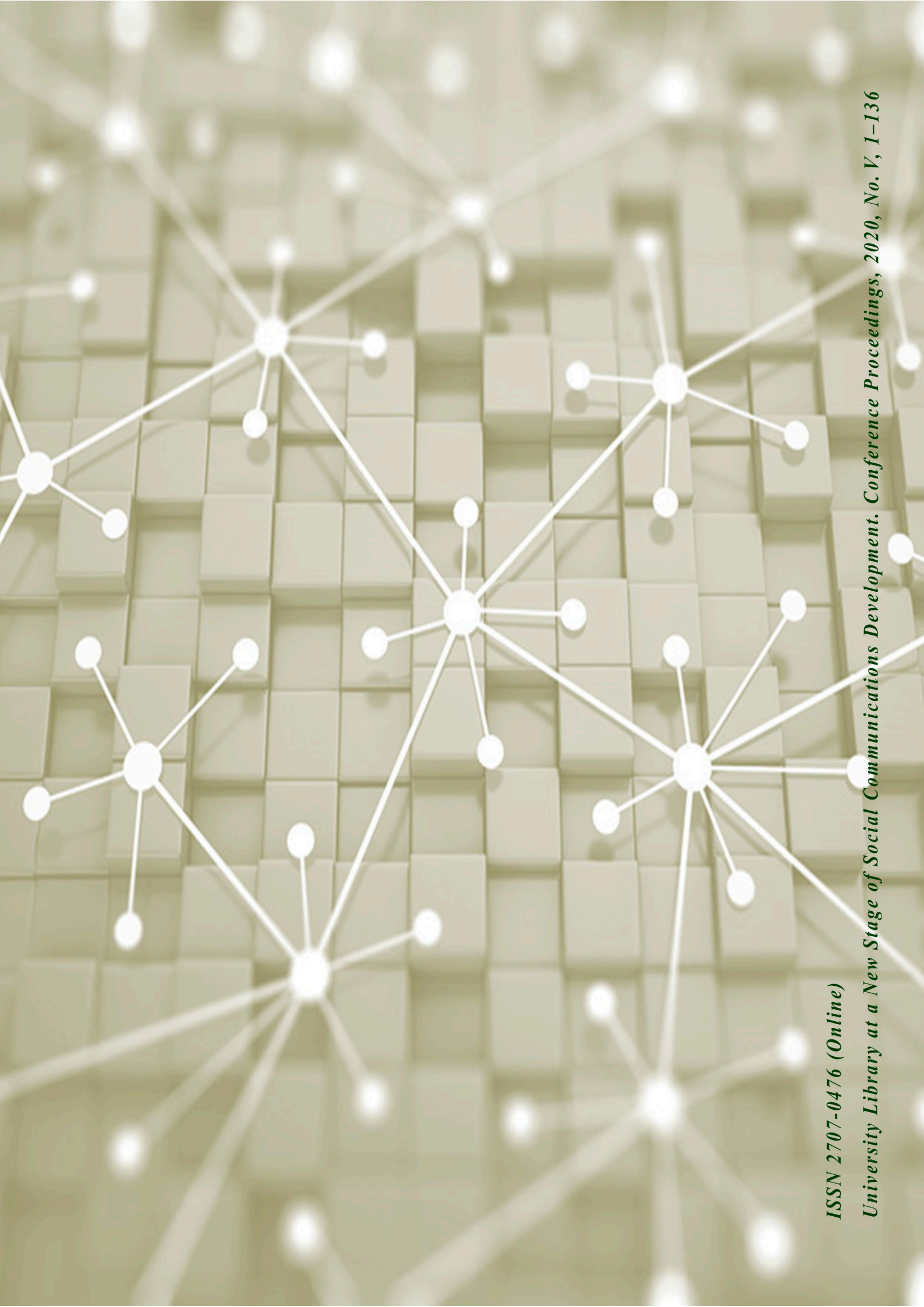
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