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Presentations and Posters

Title

Don't forget the qualitative: Including focus groups in the collection assessment process

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Don't forget the qualitative: Including focus groups in the collection assessment process

[CINF-10]



Teri M. Vogel, Susan Shepherd
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Why Focus Groups?



Departments	Faculty	Grad Students	Total
Electrical Engineering/ Computer Science	5	7	12
Math/Physics	4	8	12
Mechanical/Structural Engineering	4	7	11
Chemistry/Biochemistry	2	10	12
Bioengineering/ Materials Science	2	14	16
Total	17	46	63

- Biochemistry (5)
- Inorganic/Organometallic
- Computational
- Nanomaterials
- Organic
- Physical

What Resources Do You Use?



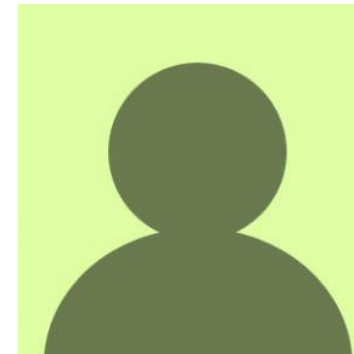
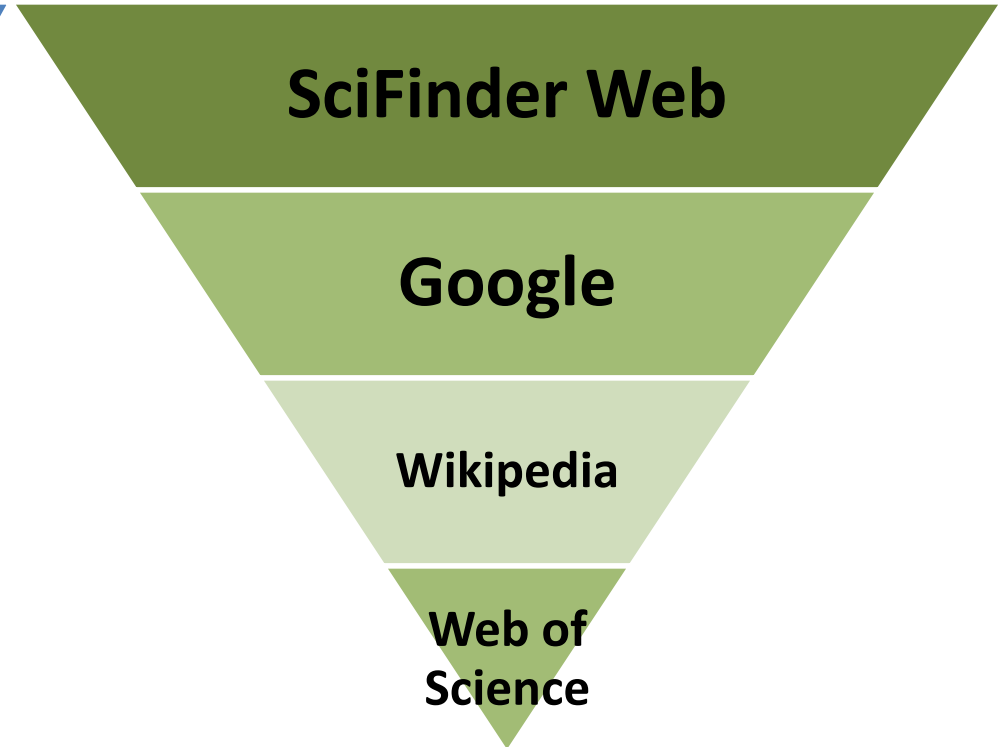
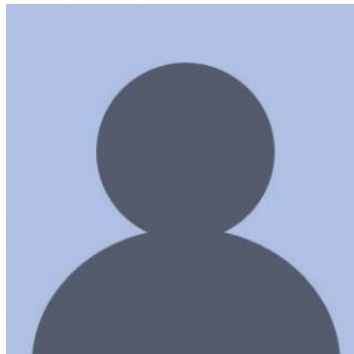
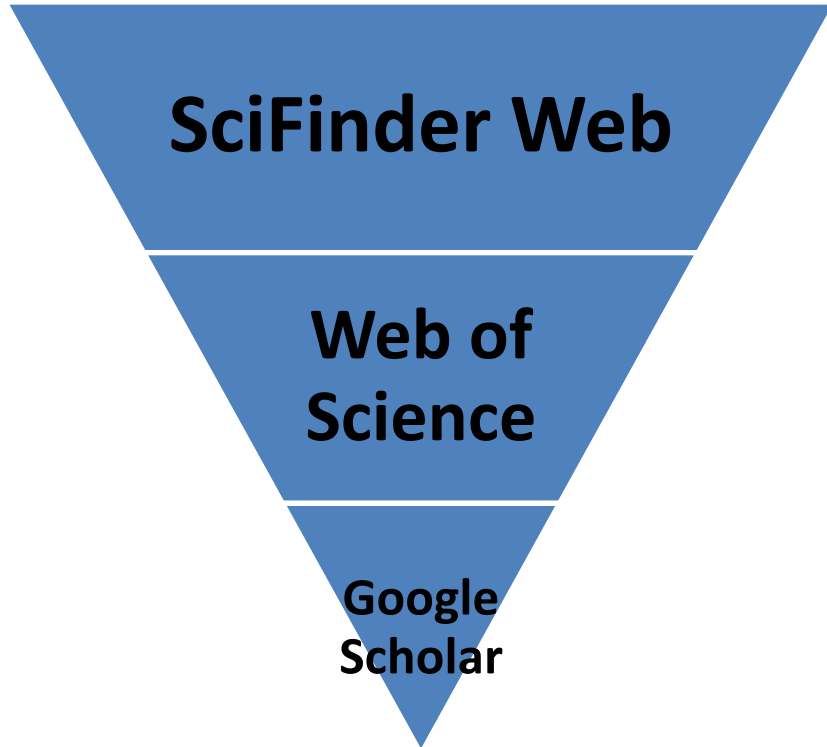


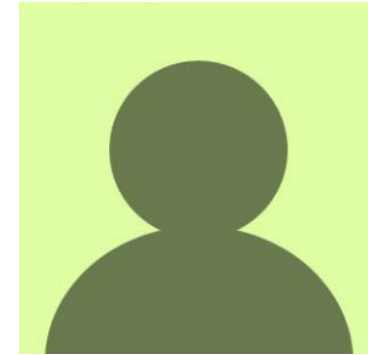
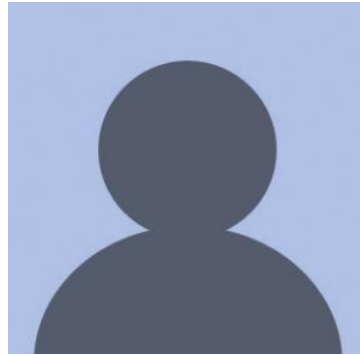
- Awareness of access limitations
- Dislikes login, downloading
- Useful for structure searching
- Interface isn't that useful

- Google (Scholar) + PubMed
- Direct access to journals
 - Problems getting to full-text
- Search on specifics (words in article, title)
 - ✓ Find articles you wouldn't find in PubMed
- Filtering works
 - Filtering fails (vs. WoS)
- More content than journals
 - ✓ Good for finding relevant, most cited
 - Advanced publications don't show up

- Can find relevant articles, easy to search by author
- For broad searching
- More journal-focused, more specific
- Does more, easier (vs. WoS)
- Easier to identify most recent articles (vs. GS)
- Not in love with PubMed
 - ✓ Doesn't cover [student's] journals well

What resources...?





- Becoming important to see if someone's doing something
 - Find things that are remotely related, not directly related to search
 - Avoid reinventing wheel
 - Can save time looking for papers (Google Scholar)
 - Students rely too much on Google; stop searching when they can't find 'it.'
- Google Scholar?
 - Google not authoritative, but journals not always authoritative

Who showed you...?

- Advisors/PI's/grad students
- Carried over from undergrad
- Self-taught
- Some lab preferences
- Librarian workshop

How do you keep up?

TOC, ASAP alerts

- RSS:
 - uses, experimenting, don't use, RSS?
- E-Mail
 - Can keep up
 - Too many emails

DELETE!
DELETE!

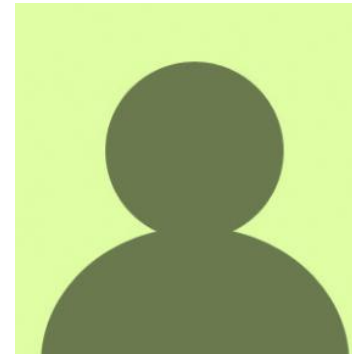
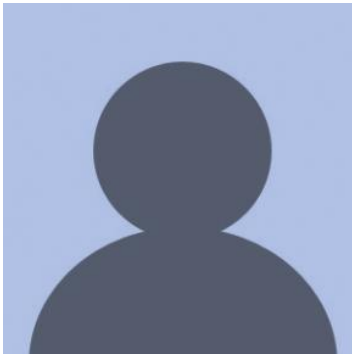


“Check back”

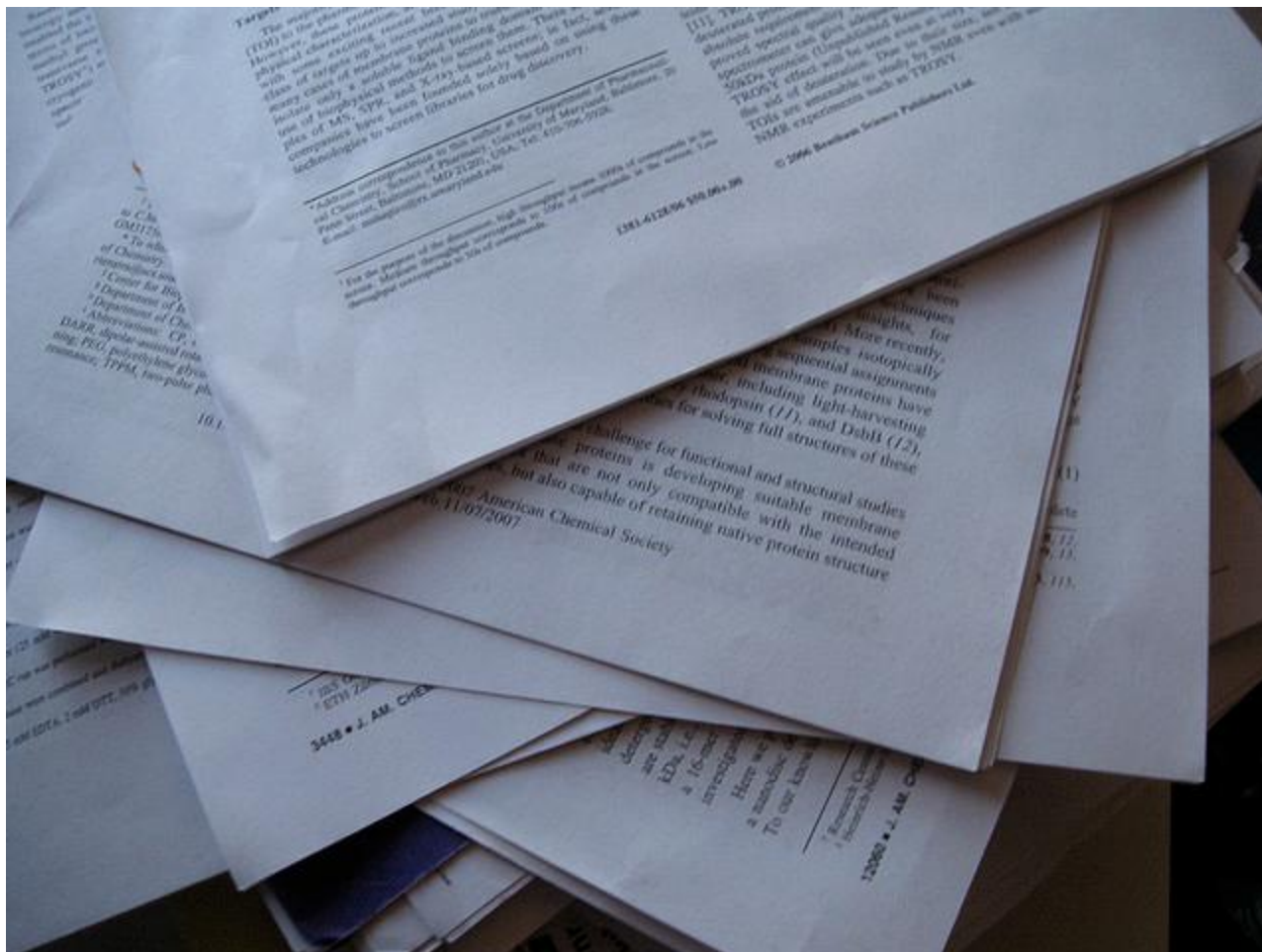
- Database searches
 - (PubMed, Google)
- ASAP browsing

How do you keep up?

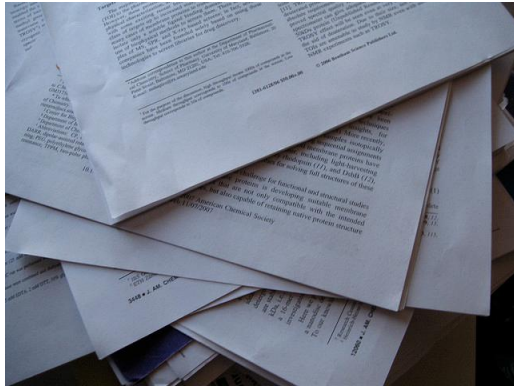
- Checks journals weekly
- Dislikes RSS
- Discovery > Efficiency
- *Despairs of keeping up*
- Used to review TOC's of 15-20 journals
- SciFinder KMP
 - Narrowing for good results a challenge



How do you manage?



How do you manage?



Environ. Sci. Technol. 2010, 44, 1566-1572

Real-Time Detection and Mixing State of Methanesulfonate in Single Particles at an Inland Urban Location during a Phytoplankton Bloom

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Dimethyl sulfide (DMS), produced by oceanic phytoplankton, is oxidized to form methanesulfonic acid (MSA) and sulfate, which influence particle chemistry and hygroscopicity. Unlike sulfate, MSA has no known anthropogenic source making it a useful tracer for ocean-derived biogenic sulfur. Despite numerous observations of MSA, predominantly in marine environments, the production pathways of MSA have remained elusive highlighting the need for additional measurements, particularly at inland locations. During the Study of Organic Aerosols in Riverside, CA from July–August 2005, MSA was detected in submicrometer and supermicrometer particles using real-time, single-particle mass spectrometry. MSA was detected due to blooms of DMS-producing organisms along the California coast. The detection of MSA depended on both the origin of the sampled air mass as well as the concentration of oceanic chlorophyll present. MSA was mainly mixed with coastally emitted particle types implying that partitioning of MSA occurred before transport to Riverside. Importantly, particles containing vanadium had elevated levels of MSA compared to particles not containing vanadium, suggesting a possible acting as cloud condensation nuclei (CCN) (1). Sulfate enhances the scattering and cloud forming potential of aerosols making it of particular climatic importance (2). In Riverside, CA, sulfate comprises up to 13–20% of the mass of particles ranging in size from 0.1–2.5 μm (3). Sulfate derives from the oxidation of sulfur dioxide (SO₂) forming sulfuric acid (H₂SO₄), which condenses onto particles. Sources of sulfate include both anthropogenic (4) and biogenic sources

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Save as type: Adobe PDF Files (*.pdf)

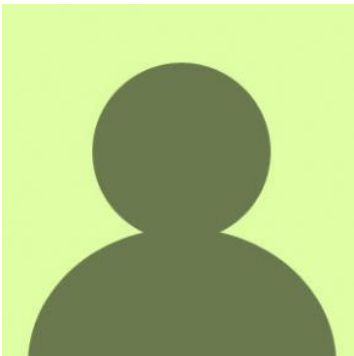
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How do you manage?





- *Students prefer print textbooks*
- Used as undergrad
- Likes books they have used
- Has been using Google Books
- Don't know what we have
 - *If you aren't thinking about e-books, you're not going to think about going to them.*



- Nature Chemistry
- *Generally find what I need and ILL*
- Questions
 - Dissertations
 - Books scanned
 - SciFinder usage
- Instruction
 - Workshops
 - A-Z Lists
 - *Won't look at emails until they need to*

- Observations
- Surprises
- **and how we can apply what we've learned*

- Conduct a survey of same departments to gather quantitative data.
- Model survey on one conducted by Niu *et al* of STEM researchers at 5 US research universities. *Journal of the American Society for Information Science and Technology* 61, no. 5 (2): 869-890

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Survey of Information Seeking Behavior of academic researchers

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- Niu, Xi, Bradley M. Hemminger, Cory Lown, Stephanie Adams, Cecelia Brown, Allison Level, Merinda McLure, Audrey Powers, Michele R. Tennant, and Tara Cataldo. 2010. National study of information seeking behavior of academic researchers in the United States. *Journal of the American Society for Information Science and Technology* 61, no. 5 (2): 869-890. doi:10.1002/asi.21307.

- Librarians Association of the
University of California – San Diego
- Mary Linn Bergstrom
SuHui Ho
Deborah Kegel
David Schmitt