Citation indexes and users’ (in)formation needs
The University of Milan biomedical librarians experience

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Medical libraries as high quality learning centers - ROMA 20 gennaio 2017
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Citation analysis and biomedical libraries at UNIMI: from paper to the Net
Citation indexes* courses
2001-2016

Courses are addressed to:
Whole University staff

- Professors and Hospital Doctors
- Assistant Professors and Researchers on fixed-term contracts
- Librarians, Technical, Techno-Scientific and Data Processing people

Research Fellows and Post-Docs
PG students
UG students

*Include: Web of science, Scopus, Journal Citation Reports, Google Scholar, depending on years
Participants per year

*VQR – eValuation of the Quality of Research
**ASN National Scientific Qualification

Medical libraries as high quality learning centers – ROMA 20 gennaio 2017
Web of Science & Journal Citation Reports 2001-2009

3 hours training courses. Goals:
- To learn how to do bibliographic research
- To learn how to do citation reference research
- To learn where to find Impact Factor values

Results:
- The attendance was low
- Hard to involve professors and researchers
- Many people disapproved IF as evaluation criteria
WOS+JCR, Scopus, H-index (included Google Scholar) 2010-2011

3 hours training courses for each database in a week. Goals:

• To learn how to do bibliographic research
• To learn how to do citation reference research
• To learn where to find Impact Factor values
• To learn how to calculate H-index

Many of the attendees expected to be able to follow the H-index course without prior knowledge of WOS and Scopus
Participants distribution per course

2010
- Scopus: 6%
- H-index: 11%
- WOS+JCR: 83%

2011
- Scopus: 31%
- H-index: 39%
- WOS+JCR: 30%
2010

After a WOS course, in a satisfaction survey a medical oncology resident wrote that trainers didn’t talk about “Impact factor to evaluate authors not only journals”

During the course 6 slides out of 22 were about H-index
WOS & Scopus: bibliographic researches or citation analysis? 2012-2013

3/4 hours training courses with different goals

• To learn how to do bibliographic research (addressed to UG students too)
• To learn how to calculate H-Index and Contemporary H-Index; Researcher ID; to solve ambiguities with authors’ names, to clean up erroneous data, to add missing data; IF, SNIP, SJR (not for UG students)

Somebody chose the wrong course!
Participants distribution per course

2012
- Citation analysis: 67%
- Bibliographic research: 33%

2013
- Citation analysis: 58%
- Bibliographic research: 42%

Citation analysis
Bibliographic research
Lecture with the aim of teaching how to:

- export citations from WOS and Scopus in CSV or TXT file type
- calculate H-index (the best H-index combining data from either DB)
- calculate Contemporary H-index

2 editions in a week, 228 participants!

*ANVUR is the National Agency for the Evaluation of the University and Research Systems*
Participants distribution per discipline

2013 Bibliographic research courses

- Biomedicine: 20%
- Science and Technology: 80%

2013 Citation analysis courses

- Biomedicine: 43%
- Science and Technology: 51%
- Humanities, Economics, Law and Social Sciences: 6%
WOS & Scopus and citation analysis
From 2014 to...

4 hours training courses (not for UG students). Goals:

To learn how to calculate H-Index and Contemporary H-Index; ORCID, Researcher ID; to solve ambiguities with authors’ names, to clean up erroneous data, to add missing data; to create a Google citation profile; IF, SNIP, SJR, PPI

Some UG students attend courses. They need to learn how to do bibliographic research, they are not interested in citation analysis
Where are we going?

To resume courses on bibliographic research both in WOS and Scopus for UG e PG students, involving Science and Technology librarians

To introduce online tutorials instead of taught lectures, to improve users’ information literacy skills on bibliometrics, which can be taken at each own pace, via appropriate elearning platform
Thanks for your attention!