HERMES Training Activities (O3); Future Directions

- Ertuğrul Çimen, MEF University

XI Convegno Nazionale sul Document Delivery e la cooperazione interbiblitecaria
Un'esplosione di conoscenza: dalla teoria alla pratica per ridurre le disuguguaglianze
Universita Degli Studi di Messina, 27 – 30 Sttembre 2022

HERMES
Strengthening Digital Resource Sharing
During COVID And Beyond

Co-funded by the
Erasmus+ Programme
of the European Union

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Timeline of the project

HERMES — Strengthening Digital Resource Sharing During COVID And Beyond

PROJECT TIMETABLE

Months	MONTHS	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12	M13	M14	M15	M16	M17	M18
		2021								2022									
		V	VI	VII	VIII	IX	X	XI	XII	I	II	III	IV	V	VI	VII	VIII	IX	X
O3 - DISTANCE TRAINING TOOLS																			
O3/A1 Definition of training teams, instructions to trainers and common methods		█	█																
O3/A2 Preparation of training contents and presentations for webinars English				█	█	█	█	█											
O3/A3 Preparation of bibliographies				█	█	█	█	█											
O3/A4 Preparation of infographics/digital maps				█	█	█	█	█											
O3/A5 Development of assessment tools for monitoring and evaluate the pilot courses C						█	█	█											
O3/A6 Testing of all webinars, training materials and tools in training activities C										█	█	█	█						
O3/A7 Recording of the webinars										█	█	█	█						
O3/A8 Revision of training material in English and online publication														█	█	█	█		
O4/A9 Revision of Assessment tools in English and online publication														█	█	█	█		
O4/A10 Creation of webinars subtitles in the other languages and online publication														█	█	█	█		

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Understanding to Resource Sharing

- **Philosophy of Resource Sharing**
- **Components of Resource Sharing**

Understanding to Resource Sharing
- **Philosophy of Resource Sharing**

- **OCLC**
- **RAILS**
- **NILDE**
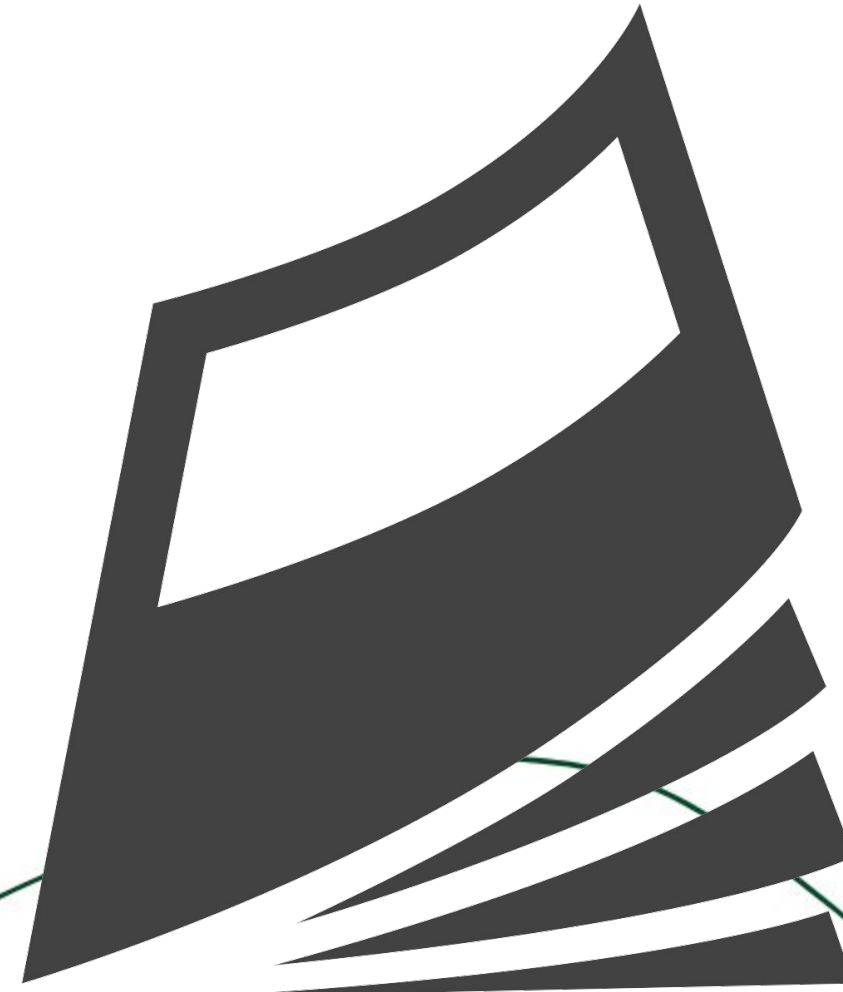- **KITS**
- **TUBESS**
- **...**

Understanding to Resource Sharing

- **Components of Resource Sharing**

  - **Collection**
  - **Technology**
    - **software,**
    - **platforms,**
    - **union catalog,**
    - **federated search engines,**
    - **library systems,**
    - **transport (traditional) / sharing (new-fashioned)**
  - **Users**
  - **Networks**
  - **Staff**
  - **Services & facilities**

HERMES Project

- An opensource software (TALARIA)

- Publication

- Training it

Training Kit

- Bibliographies
- Infographics / Digital Maps
- Video Recordings of Webinars
- Instructor Manual

Designing of the Courses

HERMES Trainings

Course Title:

Instructor:

Instructor's Affiliation:

Position:

Email:

Prerequisites for Course:

Learning Outcomes:

Course Description:

Course Goals:

Upon successful completion of this course, each trainee will be able to:

Required/Recommended Texts/Readings/Textbook:

Other Readings:

Other equipment / material requirements
(optional)(computer, headphones, microphone, Zoom etc.):

First Training

Course Contents / Target Groups / Explanations	Name of the Trainers Module C2 (Researchers, Students, Teachers)
C2 TARGET GROUP: students, researchers and teachers in higher education Training contents: The webinars consist in theoretical explanation and practical demonstration of principles and practices through which research outputs are distributed online, beside theoretical explanation and practical demonstration of techniques to search and access digital resources in the web. In particular they will be focused on:	
1. Introduction to Open Access	Orçun Madran
2. Open Access ethic matters. Legal, national and EU mandates. Initiatives. Trends	Ibrahim Farah
3. Copyright and licences	Donald Taylor
4. Resource discovery. Use cases in the academic field	Stephanie Krueger
5. How to get the information. Sources and Tools.	Joe Lenkart (waiting for his confirmation)
6. Future directions	Ertuğrul Çimen

First Training

- 11 – 25 March 2022
- 51 LIS students registered
- 6 trainers
- 6 online sessions

Analyzing the First Training

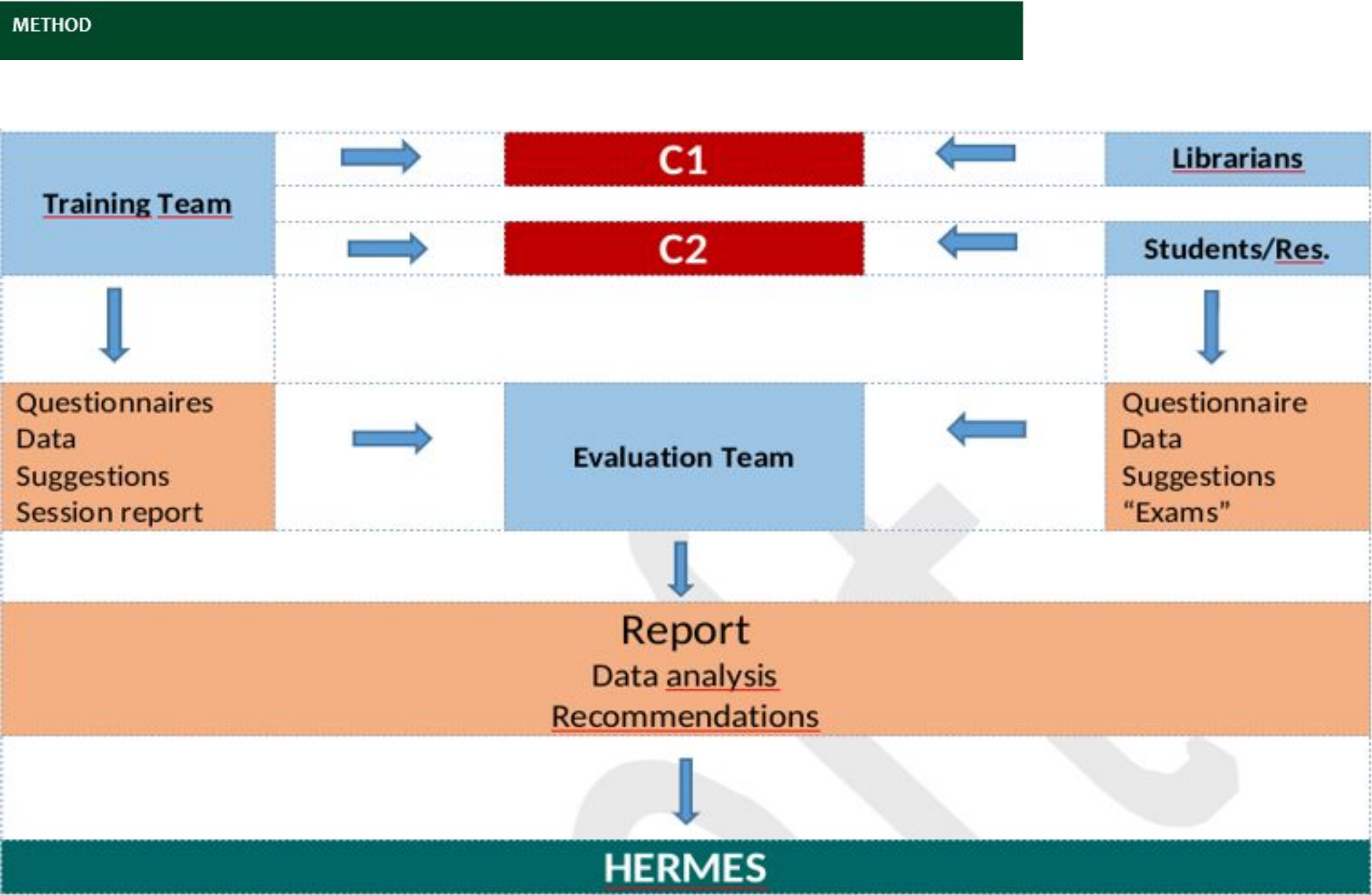## C2 TRAINEES EVALUATION

Population

Trainers: 6

Trainees: Students registered: 51

Partners:

Webinars	Participants (students)	Respondents
C2 TRAINEES EVALUATION Hacettepe Webinar 1: Introduction to OA	33	15
C2 TRAINEES EVALUATION Hacettepe Webinar 2: Open Access ethic matters	32	17
C2 TRAINEES EVALUATION Hacettepe Webinar 3: Copyright and licenses	21	21
C2 TRAINEES EVALUATION Hacettepe Webinar 4: Resource discovery	22	14
C2 TRAINEES EVALUATION Hacettepe Webinar 5: How to get the information	20	9
C2 TRAINEES EVALUATION Hacettepe Webinar 6: Future directions	21	15

Analyzing the First Training

Methodology Questionnaires design:

Project conditions: aspects to evaluate

Organizational and logistics aspects
Quality of teaching
New competences acquired
How this knowledge will be used after the course

Pilot training courses (C1, C2): a minimum of 60 participants for C1 and 40 participants for C2 (min. 100 in total).
Participants fill in an evaluation questionnaire at the end of the course about organizational and logistic aspects, quality of teaching, new competences acquired, how this knowledge will be used after the course. The questionnaire will gather also participants' opinion about the importance of the gained experience (in relation to the expectations created before it) and in consideration of critical aspects and opportunities encountered.

Methodology Questionnaires design:

Project conditions: aspects to evaluate

General appreciation of the experience
Applicability of the competence and knowledge acquired in their work and their real life
Coherence with individual expectations

How will you measure the previously mentioned impacts?

The level of acquired competencies will be measured through on-line learning evaluation questionnaires, an average success rate of 80% being positive.
The level of increased perception of competence in Resource Sharing (C1) and Information competence (C2) it will be measured through qualitative and meta-cognitive assessment tool (self-evaluation); level of satisfaction expressed by training participants assessed through quantitative questionnaire and qualitative feedback. Questionnaire will explore the following areas: general appreciation of the experience – range from 0 to 3 – applicability of the competence and knowledge acquired in their work and their real life – range from 0 to 3 – coherence with individual expectations – range from 0 to 3. Positive results: 75% of choices being from 2 to 3.

For exploitation of project results and network enlargement: number of visits to the project website and number of downloads of training resources, enlargement: number of followers engaged, readers involved and "likes" received by social media profiles: Twitter profile, Linkedin Group or other social media channels that will be defined during the kick of meeting.

For exploitation of project results and tangible change in society: number of interlibrary document exchange through RSCVD initiative, analysis of data related to number of volunteer librarians and their Country.
As for impacts expected at local, regional, national and European level: Number of new contacts, project presentations and new collaborations managed by the partnership.

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The Questions Set of the First Training Survey

Questionnaire 2: TRAINEES EVALUATION

1. Country
2. Age
3. Gender
4. Institution
5. Category

6. The course was well organized

7. The course length was correct

8. The learning environment was good

9. The course materials were useful

10. I consider the trainers were effective teachers

11. It was easy to interact with the trainers and with the other students

12. The course methodology and design have been adequate

13. The information was presented at appropriate level

14. The topics covered were relevant to the course objectives

15. This course has helped to improve my Information Literacy skills and research knowledge

16. In this course, I have acquired new Information Literacy skills and research knowledge

17. I will apply the knowledge and skills acquired in my job/studies

18. The course met my expectations

19. I will very likely recommend this course to colleagues

20. Overall experience of the course

21. What other topics would you like to be covered in this course, if any?

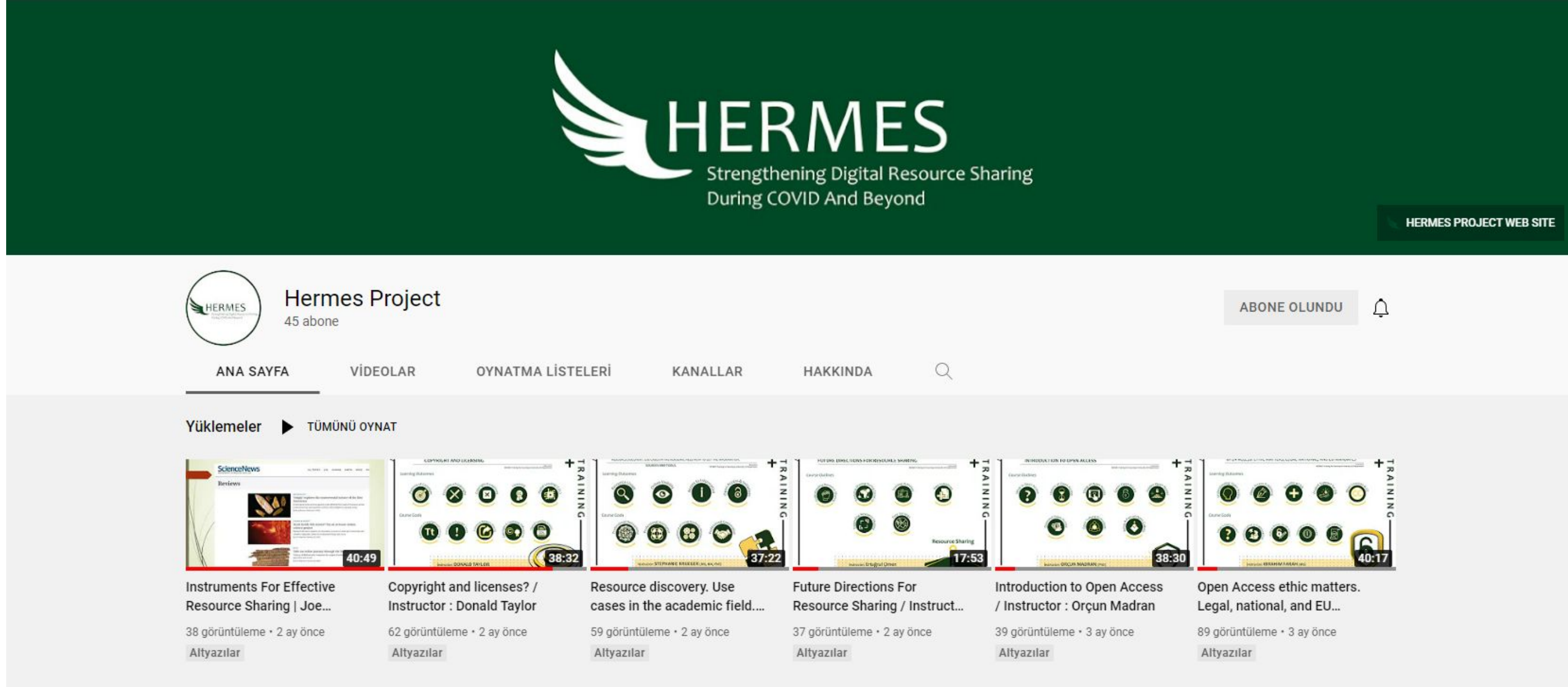22. Comments and suggestions

Analyzing the First Training

Evaluation

	Strongly agree	Agree	Disagree	Strongly disagree
Q6. The course was well organized	40	16		1
Q7. The course length was correct	42	14		
Q8. The learning environment was good	39	18		
Q9. The course materials were useful	40	16		1
Q10. I consider the trainers were effective teachers	42	15		
Q11. It was easy to interact with the trainers and with the other students	37	18	1	
Q12. The course methodology and design have been adequate	39	18		
Q13. The information was presented at appropriate level	34	23		
Q14. The topics covered were relevant to the course objectives	41	15		
Q15. This course has helped to improve my Information Literacy skills and research knowledge	40	17		
Q16. In this course, I have acquired new Information Literacy skills and research knowledge	38	18	1	
Q17. I will apply the knowledge and skills acquired in my job/studies	34	23		
Q18. The course met my expectations	37	20		
Q19. I will very likely recommend this course to colleagues	39	17		

Analyzing the First Training

	Very good	Good	Poor	Very poor
Q20. Overall experience of the course	39	17		

Video Recordings of the Sessions

HERMES Project and Beyond

- What we learned in HERMES Training Activities
  - Creative Commons
  - Copy Rights
  - Ethic Matters
  - Instruments of Effective Resource Sharing
  - Open Access
  - Resource Discovery

HERMES Project and Beyond

- New Tools (Talaria software)
- Expanding Resource Sharing
- Free Services
- More Training and Interaction

Outputs of the First Training

- The expertise levels and presentation skills of trainers are significant,
- For the training to be successful, good preparation and planning are required,
- Knowing the characteristics of the participants is extremely important in preparing content suitable for the group,
- Resources and supporting materials to support training, need to be well chosen,
- Each session should be planned not to exceed 40 minutes.
- It is helpful to use applications to keep the participants' attention during the presentation,
- Course contents should be prepared under online education and supported with tools to increase communication,
- Choosing the participants among the volunteers is essential for high interaction,
- Librarianship students have a lot to learn about ILL, and it would be beneficial to repeat similar training periodically both in the same country and institutions and in different countries,

Future Plan

- Subtitles in 4 languages (Arabic, Italian, Spanish, and Turkish) will be added to videos available on YouTube.

- The first in-person training planned for the next ILDS Conference will be held on 20 - 22 September at Qatar National Library in Qatar.

- In late 2022 last training program will be provided to demonstrate the software named TALARIA, produced explicitly for the HERMES project for librarians and library professionals.

Thank You!

Questions ?