Digital Library of Earth Systems Education: Collections Assessment

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Digital Library of Earth Systems Education: Collections Assessment

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BACKGROUND

The Digital Library for Earth System Education (DLESE) is a multi-faceted digital library that includes a searchable collection of metadata records for educational resources. Our work in DLESE focused on the Educational Resources Collection component of this digital library. When we refer to the DLESE collection in this paper, we mean this Educational Resources Collection. DLESE was open to public use in 2000 and continues today; our project examined data from spring of 2002 through December 2004. Aspects of the metadata, search system and collections workflows and policies have changed over time, so we will use current terminology in this paper, although some of the processes we describe have been modified since this project ended.

The collection was developed for teachers and learners interested in all aspects of the earth system. Records describe objects at different levels of granularity, such as a whole course, a syllabus, an image, a collection of images, a data set, a tutorial or an applet that illustrates a scientific concept (Kastens et al., 2005). When the DLESE search page is opened (http://www.dlese.org), a user can choose to search on a word or phrase or to use non-subject qualifiers (such as Grade Level and Resource Type). A user can also browse by subject or collection, and can limit subject term searches by Grade Level, Resource Type, Educational Standard and Collection.

DLESE describes its collection along the dimensions of Subject (originally called Topic), Grade Level (originally called Learning Context), and Resource Type (originally called Learning Resource Type), among other metadata elements (DeFelice, Kastens, Rinaldo, & Weatherly, 2006; Rinaldo & DeFelice, 2005). Metadata assigned to a resource must include one or more grade levels, resource types, and controlled vocabulary topic terms, which can be used to browse or to limit a free text subject search. Therefore, these attributes were used in our collection assessment project.

Collection assessment is the process of systematically comparing the scope and balance of a library’s actual collection with the scope and balance of materials desired by the library users (Hall, 1985; Nisonger, 1992; Richards & Eakin, 1997). Materials desired by the users, staff, funding entities, and/or overseers of the library are described in the collection policy. Materials desired are also expressed in the actions of users, by the types of materials requested by the community, from direct user feedback, and through searches for materials. In the case of DLESE, information about users’ desires comes from analysis of requests to the Search and Browse functions of the DLESE Discovery System.

Collection assessment becomes more critical when a collection is being built for an unknown audience. DLESE users are not required to register to search the Educational Resources component of DLESE, so there are no records of exactly who uses DLESE, how much, and how satisfied they are with the collection. Without a central collection development operation, there is no guarantee that the collection will be balanced in terms of depth and breadth. We did not assess individual resources in a collection, nor the effectiveness of individual items in improving science education. Our assessment was designed to try to identify gaps in the collection so that the intended audience could be served. Since the intended audience was “anyone interested in learning more about the Earth,” the collection needed to satisfy any age level, people with different educational backgrounds, teachers and students in formal and informal learning environments, and people from a wide range of geographic areas (Manduca & Mogk, 2000). The collections assessment was intended to help guide DLESE collection developers by providing general directions for proactively building a useful collection for this broad audience.

DLESE was planned from the start to have a volunteer, contributor-based collection development program to support a broad scope statement and a diverse potential user group. The collection needed to be balanced, broad and of high quality for this very diverse, and to a large degree unknown, user group. Therefore, some means of monitoring the collection in order to guide the collection building efforts was needed. Otherwise, the collection might reflect only the interests of the early adopters/contributors, and fail to meet the needs of many new users. We wanted people to find something useful in the DLESE collection so they would be motivated to use it.

When a library user finds no resource(s) that match a query, the user experiences a negative interaction with the library. Many factors contribute to this interaction, including user confusion about the search system, metadata or other kinds of indexing that does not match the user’s query, or lack of content that meets the need expressed in the search. We wanted to see if we could isolate the areas where a lack of content was the key issue.

METHODS

Data Acquisition

Working with the staff at the DLESE Program Center (DPC), we identified the kinds of data and the formats for this data which we thought would be most useful at the beginning of the project. There are many different kinds of data to use, so it took a considerable amount of time to isolate the data that would give us the insights we wanted and to decide what filters to apply to the data. Working closely with the technical staff at the DLESE Project Center, we continuously checked the data for consistency and quality over time.

Digital libraries change constantly, and since the project started, some changes in topic terms took place, and other useful metadata was added, such as Educational Standards. However, we continued to focus on the key parameters for assessment that we picked in the beginning of the project, Subject, Resource Type and Grade Level. Search and browse logs show what users are looking for (user behavior), and searches that have no results (null searches) help identify potential collection gaps and perhaps provide information about where the search engine and user behavior do not match (Gagnon & Makuch, 2003). We mapped free text searches to the Subject metadata provided by DLESE. We reviewed and characterized zero-result (null) searches to determine if we could identify gaps in the collection to aid collection builders in developing balanced collections. We analyzed search logs to identify reasons for zero result (null) searches. The search engine was revised over time and these revisions changed responses for some of the observed user queries during the course of our study. As more resources were added search responses also changed.

continued on page 32
We used search logs and collection data sorted by the controlled vocabulary terms for Resource Type, Grade Level and Subject to identify potential collection gaps. We compared numbers and percents of searches and items in the collection, and generated quarterly charts and graphs. This information was made available to the collection developers to help identify collection gaps. Examples of gaps identified this way include the materials for the primary grade levels, audio materials, and field trip guidebooks. It was possible to see gaps in resource types and grade levels across the general subjects, but not possible to track just subjects with any degree of confidence. We also used zero results searches to explore possible collection gaps. This is based on available metadata, not keywords in the description, full text of the resource, related links or other aspects of the record. Usable data about collections, browse and search have been available since March 2002, and consistent and more easily analyzed data since May 2002. Collections and usage data charts updated as of December 2004 are posted at the DLESE/NSDL Collections Assessment Website: http://www.ldeo.columbia.edu/edu/DLESE/assessment/index.html.

Subject Mapping

We manually analyzed free text keyword searches. Each search was mapped to the controlled vocabulary for Subject (TABLE 1). Many searches could not be mapped, for instance geographic term searches, resource type searches ("apple"), out of scope for search terms like "friendship", concepts related to DLESE on various subjects but out of scope such as "chat use cases," and personal or corporate names that were not clearly associated with DLESE collection subjects. Subject mapping added to our knowledge of what users wanted, but was very time consuming, so we did not do it for all data sets.

Null Searches

The methods we used for the null result search analysis were designed to work with the DLESE metadata, search tool, and collection scope. First we categorized and identified the reasons for null searches, next we isolated null searches that were due to lack of materials in the collection from other sorts of null searches and we looked for patterns over time. The categories of null searches include:

- Out of scope searches (OS)
- Syntax errors (SYN)
- Qualified and non-qualified searches (Q/NQ)
- Good searches and searches with geographic terms (geog)

TABLE 2

When we began analyzing data we had more classes of searches but over time we collapsed some of these categories and added one (geographic terms). We considered geographic terms to be the most meaningful characterizations of null searches for our purposes. These may be useful to others trying to characterize null searches.

Out of Scope Searches

First we determined which searches were outside the DLESE scope. The test for in scope was this question: "is DLESE a primary source for information on this topic?" This question does not address the amount of information available, simply the scope. Of course, this question did not help us in all cases! It is difficult to determine if a URL in a search request is in scope, especially if the URL produces no results simply because of a mistake in typing. Other examples of out of scope searches included queries about financial subjects or human resources.

Searches with Syntax Errors

Next we classified null results searches by whether or not they contained syntax problems. This group contained a variety of errors such as misspellings and stray non-alphabetical characters such as punctuation and numbers. This group also encompassed foreign language words and natural language queries such as, "How can rock strata be moved from their original position?" Natural language and foreign language queries originally had their own group but we collapsed them into "syntax" problems. As the search engine changed, natural language searches produced results, as did searches with dates and some stray characters.

Qualified versus Non-qualified Searches

Qualified searches are search terms that are modified by Resource Type or Grade Level, which are both available as search qualifiers and browseable categories in the DLESE discovery system. Non-qualified searches are search terms that have no modification by these limits. Any type of qualifier reduces the number of search results, multiple qualifiers are often null searches.

Good Searches

The null result search terms were then analyzed to determine what searches should be discoverable within DLESE but were not. Examples of searches that produced no results at times included "ocean pollution," "ocean floor topography," and "null..."
tiple sides of global warming.” In-scope null searches with no syntax errors were labeled “good” and we divided those into “qualified” (the search included a limit to grade level and/or learning resource type) and “non-qualified” good searches. We looked for clues to collection gaps in the unqualified, good null searches. (TABLE 3)

Geographic Terms

We also classified searches by the presence of significant geographic components. From manually reviewing searches, it was clear that many searches included specific place names, and since the scope of the DLESE collection includes any materials on the earth system, it seemed that specific geographic places needed to be represented in the collection, and therefore provided an important area for collection development.

It is important to note that the characterizations of the results came from looking at the data manually and thinking about the role of the searches. Developing these characterizations was an iterative process as we reviewed the data over time. The process that we developed is human resource intensive and we understand that automation of the process is necessary. However, it is critical to do the human-mediated analysis first: this is the way we discovered the need to identify searches with geographic terms.

FINDINGS

We reviewed the Good, Non-qualified searches to see if we could identify common features and put these into categories to further isolate the potential collection gaps. We found a lot of interesting trends through doing this. The categories that these fell into included full or partial sentences (“natural language”), multiple search terms, geographic search terms, topics combined with a learning resource type or grade level, material about DLESE projects or people, collection gaps and specific places and natural disasters. (FIGURE 1)

FIGURE 1: Numbers of null searches, total and by type; data gap 8/03-11/03 is due to system changes.

Users, in trying to construct a natural language search, sometimes put in so many words that the search failed, when if limited to one or two terms from that string the search would work. An example is: “Is the water in the Middle East Drinkable?” Multiple search terms represent a different problem: these are not posed in a natural language query but consist of a string of terms with no operators, such as “plate movement future” or “fatalities tsunami.” We call this “goologization” because word order is not important when using Google, but was important during the early development of the DLESE search engine. It appears that Google has influenced user behavior but few other search engines operate under those rules.

Users often added geographic terms to many subject searches where just that subject should retrieve results but the addition of a geographic specific place caused a zero result. We felt that it was important to isolate these as

TABLE 3: Sample of good, non-qualified searches that were indicators of collection gaps.

<table>
<thead>
<tr>
<th>ancient maritime activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>annenberg</td>
</tr>
<tr>
<td>annenberg</td>
</tr>
<tr>
<td>anthroposphere</td>
</tr>
<tr>
<td>applying geography to interpret the past</td>
</tr>
<tr>
<td>aquatic botany for elementary school students</td>
</tr>
<tr>
<td>arbuckle uplift ardmore, ok</td>
</tr>
<tr>
<td>arbuckle uplift ok</td>
</tr>
<tr>
<td>arbuckle uplift, ardmore, ok</td>
</tr>
<tr>
<td>archaea origin of life</td>
</tr>
<tr>
<td>ardmore basin</td>
</tr>
<tr>
<td>ardmore geological society</td>
</tr>
<tr>
<td>ardmore uplift</td>
</tr>
<tr>
<td>ardmore, ok</td>
</tr>
<tr>
<td>Armero disaster</td>
</tr>
<tr>
<td>Armero disaster due to Nevada Del Ruiz volcano</td>
</tr>
<tr>
<td>Artificial ground freezing</td>
</tr>
<tr>
<td>Aspen Co-weather patterns</td>
</tr>
<tr>
<td>atmospheric hazards grand canyon</td>
</tr>
<tr>
<td>atoll evolution</td>
</tr>
<tr>
<td>atom labs</td>
</tr>
<tr>
<td>Atomic Radii</td>
</tr>
<tr>
<td>autopolesis</td>
</tr>
<tr>
<td>autopoisie</td>
</tr>
<tr>
<td>Avogadro’s number</td>
</tr>
<tr>
<td>Azurite</td>
</tr>
<tr>
<td>Azurite Bisbee, Cochise Co., Arizona</td>
</tr>
<tr>
<td>azurite mining in arizona</td>
</tr>
<tr>
<td>Bangkok Thailand</td>
</tr>
<tr>
<td>barracuda environment</td>
</tr>
<tr>
<td>Beach terminology</td>
</tr>
<tr>
<td>bering landbridge</td>
</tr>
<tr>
<td>bermuda triangle</td>
</tr>
<tr>
<td>colorado aerial photographs</td>
</tr>
<tr>
<td>Oklahoma’s major landforms</td>
</tr>
<tr>
<td>pacific nw dams</td>
</tr>
<tr>
<td>peekskill ny geology</td>
</tr>
<tr>
<td>new jersey’s nonrenewable natural resources</td>
</tr>
</tbody>
</table>

<http://www.against-the-grain.com>
collection gaps, since this is an earth systems collection. The assumption that the audience would want to find place based educational materials was supported in our analysis.

DLESE allows a user to search a broad topic and combine topics with terms for Resource Type or Grade Level, but when users just blended all those in one search string, the search did not produce results. In some cases, there really was nothing in the collection that covered that topic and had that particular resource type or grade level assigned. In others, it was not possible to discover the material that way. An example is “Pictures of sea animals, big ones, for second graders to draw for classroom project.” Besides the educational resources collection that we were assessing, DLESE has several different components which can be searched. Users sometime do not make a distinction between the domain of educational resources and the domain of administrative information. So names of people involved in DLESE were not discoverable in the educational resources collection. Some searches combined various elements of these categories.

This categorization alone would not help us isolate collection gaps. Some searches in these categories would have results if constructed differently. For example, null searches for people’s names are not useful for identifying collection gaps. But zero result searches that combined terms for Resource Type and Grade Level might be useful as guides on where to focus collection building. Since it was not easy to isolate the reasons for the zero result geographic searches, it seems reasonable to both add place specific materials and supplement the geographic terms as much as possible. There were many searches that did not fall into any of these categories and these may point to collection gaps. This simply means that if a search did not fall into one of our categories, that topic provides a good starting place for further investigations, such as looking at logs of user requests for materials or looking at other collection depth indicators. However, it may be more costly to do further research than it might be to refocus collection building in the areas indicated by the zero result logs.

Despite the growth in the size of the collection and number of users, the percent of all searches that retrieve null results remained fairly steady and has not decreased in the way we expected. FIGURE 2

**FIGURE 2:** Null results as a percent of all searches, changes over time.

**DISCUSSION**

With all of this in mind, we suggest that DLESE should be thought of as a platform for expanding the geospatial and place-based collections. DLESE is not only a place for finding educational resources, but it is also a place for learning more about the collection gaps in the education community.

Barbara DeFelice

**BORN & LIVED:** Oregon City, Oregon; Baileyville and Rumford Maine; So. Hadley, Amherst and Cambridge Massachusetts; Bozeman, Montana; Hanover, New Hampshire; Thetford, Vermont.

**EARLY LIFE:** Hiking, climbing, music, lots of reading.

**FAMILY:** All over the map geographically and in every other way too.

**EDUCATION:** BA in English from UMass/Amherst, MSIS from Simmons, Master of Arts in Liberal Studies from Dartmouth College.

**MOST MEANINGFUL CAREER ACHIEVEMENT:** Working on the National Science Library project DLESE was a highlight because it brought together my interest in earth sciences, education and information resource development and management.

**IN MY SPARE TIME I LIKE TO:** Hike and study rocks, kayak, practice Tai Chi, and dance; teach kids about these activities.

**FIRST JOB:** Reference Librarian.

**FAVORITE BOOKS:** Crossing to Safety and anything else by Wallace Stegner; also books by Wendell Berry and William Gibson.

**PET PEEVES:** Whiners.

**PHILOSOPHY:** Never stop moving, stay flexible.

**WHERE DO I SEE THE INDUSTRY IN THE NEXT FIVE YEARS:** More standards are adopted by all the participants; more information projects and products are developed by scholars partnering with librarians and publishers.

**CAREER GOAL I’D LIKE TO ACHIEVE IN THE NEXT FIVE YEARS:** Developing a successful digital resources program; helping to charge the current state of scholarly publishing.
result searches can represent a negative user micro-interaction with a resource, and it would be encouraging to that user to have a system that is responsive to the need described in the search. We recognize that it may not be possible or desirable to eliminate zero result searches, and that was not the goal of the project.

One reason that null searches may have remained steady in spite of the growth of the digital resources in DLESE might be that during the time of this study, collection development changed from adding one record at a time to batch loading of collection, and in one example during this time, DLESE added over 1000 records with the same metadata. In that case, the numbers increased by 1000 but the variety did not. The kind of collection assessment described here focused on the need to add breadth to the collection rather than depth. Other factors in the steady state of the null search percentages are the interaction of the user and the search system. It is possible that there is some sort of expected percent of zero result searches across time in this type of digital library.

ACKNOWLEDGEMENTS

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Changing the way Libraries and Faculty Assess Periodical Collections in the Electronic Age

by Jenica Rogers (Collection Development Coordinator and Technical Services Librarian, SUNY Potsdam) <rogersjp@potsdam.edu>

Background

Libraries have been struggling with a period of transition for the past ten years. It became clear in the mid 1990s that the emergence of the Internet as an information stream would reshape and reframe our professional values and practices, but for the most part libraries simply had to wait and see exactly how that would happen. As librarians have struggled to predict the future and act accordingly, we've had ample time to observe what has come to pass. We now know that the Internet had a profound effect on the production and distribution of scholarly information, and changed the user's expectation of information delivery equally dramatically.

At the same time, library budgets were strained by depressed economies in higher education, and the emergence of online information resources, coupled with the rising costs of periodicals, increased that constraint. As user expectations have changed, and purchasing power has shrunken, libraries have struggled to balance traditional collecting habits with emerging patterns in our information culture.

Speaking practically, as budgets remain flat and the need for online content increased, libraries curtailed monograph purchasing, and have been forced to cut their periodicals subscriptions. Each year, as prices rise, and acknowledging the overlap of most online resources with traditional print periodicals, libraries have turned to their print subscriptions to create budget flexibility, cutting the least used titles and the lower-demand niche titles from the collection.

Today many libraries have reached the point at which they can no longer comfortably or responsibly reduce their print periodical holdings continued on page 40