

Библиотечке вештине II А: Научне информације – комерцијални и некомерцијални извори информација

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План радионице

- Научни часописи
- Некомерцијални и комерцијални приступ
- Електронске тезе
- Дигитални репозиторијуми
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- ScienceDirect (Web Scale Discovery – SCI-Verse), SAGE Publishing, EBSCO Publishing

Научни часописи

- Са рецензијом
- Многи су данас у светским репозиторијумима и без рецензије
- Рецензија је целокупна светска заједница
- Неки су у папиру и електронској верзији
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Title **Genetics** Content in Introductory Biology Courses for Non-Science Majors: Theory and Practice

Author HOTT, ADAM MATTHEW

Degree MS, University of Cincinnati, Arts & Sciences : Biological Sciences, 2002.

Advisor Dr. Carl A. Huether

Pages 43p.

Abstract The Human **Genetics** Education Sub-committee under the Information and Education committee of the American Society of Human **Genetics** has developed a recommendation of 6 main concepts and 43 sub-concepts it felt should be taught in introductory biology courses for non-science majors. An Internet survey instrument was then designed for course instructors to determine the degree to which these concepts and sub-concepts were being taught. The total hours spent on each concept were determined, as were the relative importance and emphasis an instructor attached to each sub-concept (1-5 scale with 5 highest). A total of 357 responses from both 2-year and 4-year institutions was obtained. Of the 93.3 hours the average course offered to students, 15.6% on average was dedicated to **genetics** including mitosis and meiosis. Of the six main concepts, the highest average time spent was on Transmission of the Genetic Material (3.0 hrs), with 1.9 hours committed to **Genetics** and Society (fifth lowest). In all sub-concepts except one, a statistically significant higher "importance" was reported compared to the "emphasis" individuals were able to give that sub-concept in the course. This disparity between importance and emphasis represents a significant challenge for improving HGE in introductory biology courses for non-science majors given that it is the only formal exposure to **genetics** most students will have at the college level.

Keywords Higher Education; Biology Education; Genetic Education; Non-Science Major Education; Science Education



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Наслов Садржај Уводна генетика у Биологија Курсеви за не-наука
Мајорс: Теорија и пракса

Аутор ХОТТ, Адам Матеј

Степен МС Универзитету Синсинатија, уметност и наука: Биолошке науке, 2002.

Саветник Др Карл А. Хуетхер

Страна 43п.

Сажетак Хуману генетику Образовање Поткомисија под информисање и образовање одбора Америчког удружења за људска генетика је развио препорука 6 основне концепте и 43 под-концепта је осећао да се предаје у уводном биологије курсеве за не-науку већим. Интернет анкету Инструмент је тада био намењен курс инструктора да утврди степен у коме су ови концепти и суб-концепти се уче. Укупно време проведено на сваки концепт је одређен, као и релативни значај и нагласак инструктор придружене сваком под-концепта (1-5 скала са највише 5). Укупно 357 одговора од оба 2 године и 4-годишње институција је добијена. Од 93,3 сати просечно курса нуди студентима, 15,6% у просеку је био посвећен генетици укључујући и Митова Мејоза. Од шест главних концепата, највише је просечно време проведено на пренос генетског материјала (3,0 сати), са 1,9 сати посвећени генетику и друштво (пети најнижи). У свим под-концепата, осим једног, статистички значајно виши "Значај" је известио у односу на "нагласак" појединци су могли да дају под-концепта у току. Овај диспарат између значај и нагласак представља значајан изазов за побољшање ХГЕ у уводном биологије курсеве за не-науку већим обзиром да је она само формално излагање генетике многи студенти ће имати на колеџ нивоу.

Кључне речи Високог образовања; Биологија Образовање, генетски Образовање, наука не-мајор Образовање, наука Образовање

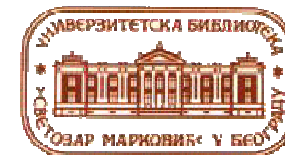
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ing *in vitro* differentiating of embryonic stem
e as well as *in vivo* studies in basic pancreas
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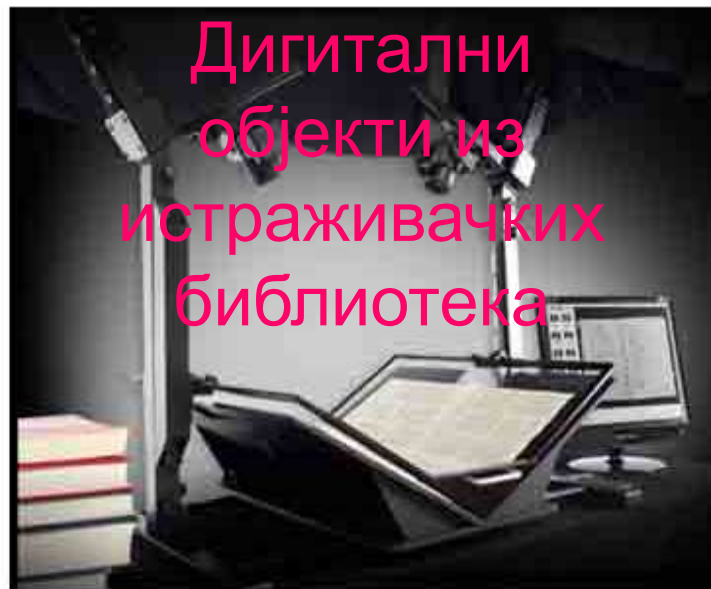
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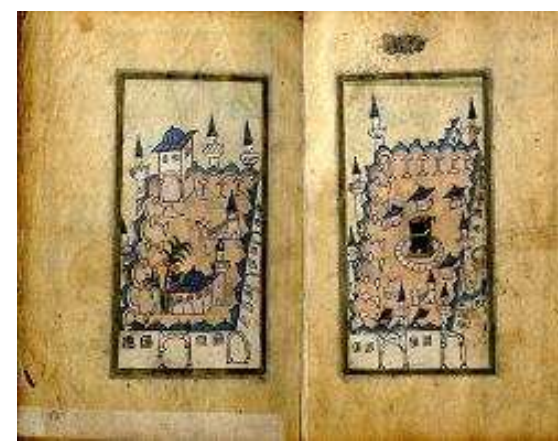
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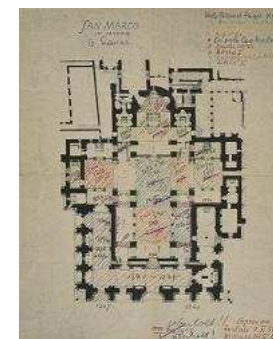
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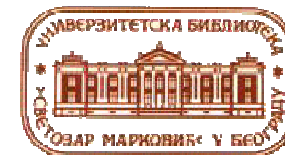
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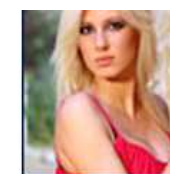
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Muzikologija, 2009 (9):51-62

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The Electronic Welcome Mat: The Academic Library Web Site as a Marketing and Public Relations Vehicle

Jeanie M. Welch

University of North Carolina at Charlotte, Charlotte, NC 28223

Available online 5 March 2005.

Abstract

This article explores the potential and reality of using the academic library Web site to market library resources and services, for fundraising, and to market special events. It explores such issues as the placement of a link to academic libraries from institutional home pages and the use of a library Web site to include links to news, exhibits, programs, and fundraising. This article includes a survey of the Web sites of academic libraries that serve general undergraduate populations.

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Abstract

This article explores the potential and reality of using the «academic library» Web site to market «library» resources and services, for fundraising, and to market special events. It explores such issues as the placement of a link to «academic libraries» from institutional home pages and the use of a «library» Web site to include links to news, exhibits, programs, and fundraising. This article includes a survey of the Web sites of «academic libraries» that serve general undergraduate populations.

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Introduction

This article explores the reality and potential of the academic «marketing» and public relations. According to the Association of Academic Librarians, «marketing» and «public relations» are defined as follows:

Public relations: Any organized effort or activity created or maintained to create, maintain, or enhance the prestige or goodwill for an individual or an organization. Individuals or organizations are typically responsible or may be responsible for issues such as public relations, image enhancement, publicity (media of all types), government lobbying, public awareness [sic], and education.

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Marketing information resources and services on the web: Current status of academic libraries in the United Arab Emirates
Information Development, Volume 27, Issue 1, February 2011, Pages 58-65

Abstract

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2. The questionnaire

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4. Provisional Conclusion

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Evaluation of University Library Buildings in France, the Second Survey (2000–2007)

Marie-Françoise Bisbrouck, Université Paris-Sorbonne, Service commun de la Documentation, 28 rue Serpente, 75006 Paris, France, Marie-Francoise.Bisbrouck@paris-sorbonne.fr

A powerpoint presentation with photographs of the libraries covered in this article is available from http://www.zhbluzern.ch/liber-lag/PP_LAG_o8/Tuesday/Bisbrouck_LIBER_Budapest_PowerPoint_def_allez.pdf.

ABSTRACT

After having described the historic perspective in which French university buildings and academic libraries were constructed or reconstructed since the middle of the 1950s, the author describes the survey she conducted in 2007 among colleagues who had opened 22 new or restructured library buildings. She presents the first results of the survey and compares them with the results of the earlier survey (1999–2000) she conducted, which concerned 30 library buildings. She tries to determine which changes have taken place in the past eight to ten years and focuses on the continuous training effort geared to improve head librarians' knowledge in the field of library buildings. And this training effort works!

Key Words

Academic libraries; France; Building and restructuring; 2000–2007

1. INTRODUCTION

In opening, I should like briefly to describe the historic perspective in which French university-

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Liz Burke

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Liz Burke is Associate Librarian (Reader Services) at The University of Western Australia in Perth where she is responsible for the leadership and management of the Library's Reader Services Division comprising nine subject libraries and 80 staff. Liz has worked for over 20 years in a variety of academic libraries in Australia including La Trobe University, Victoria University of Technology and RMIT. Her research interests encompass reference services, the development and use of physical space in academic libraries, and managing academic libraries.

Models of reference services in Australian academic libraries

LIZ BURKE

This article reports on a project which was undertaken in 2006 to investigate the current modes and methods for delivering reference services in Australian academic libraries. The project included a literature review to assist in providing a definition of reference services as well as a snapshot of statistics showing staff and patron numbers from 1985, 1990, 1995, 2000 and 2005. These statistics provide a context within which Australian academic libraries deliver reference services. A survey of the 40 Australian university libraries was also conducted. This article explores how the delivery and model of reference services in Australian academic libraries has changed in recent decades. It concludes with an assessment as to whether reference services will continue to form part of academic library services into the 21st century.

KEYWORDS: Australian academic libraries; reference services

INTRODUCTION

A project was undertaken in 2006 to explore and define reference services in Australian academic libraries and to reveal if these had changed in recent decades. This project included a survey designed to expose the varying models of reference services in Australian academic libraries. Overall results were reported at the Australian Library and Information Association 2006 biennial conference (Burke, 2006). A summary of the overall survey results are included

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By: Pomerantz, Jeffrey; Abbas, June; Mostafa, Javed. International Journal on **Digital Libraries**, May2009, Vol. 10 Issue 1, p1-13, 13p, 1 Chart; DOI: 10.1007/s00799-008-0049-6

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Chicago/Turabian: Humanities
Harvard
MLA (Modern Language Assoc.)
Vancouver/ICMJE