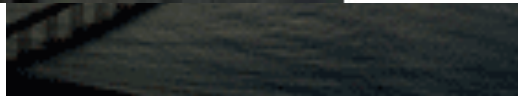
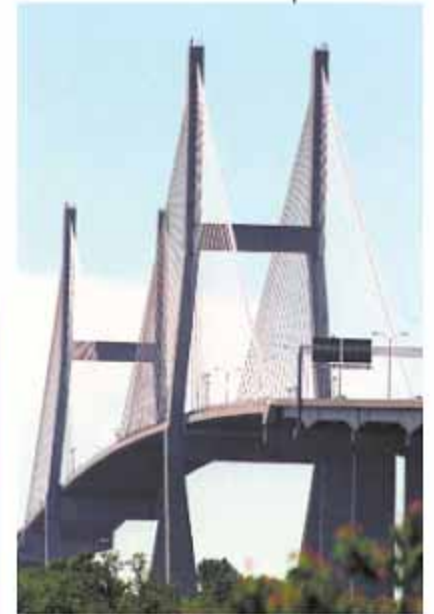


Building Bridges

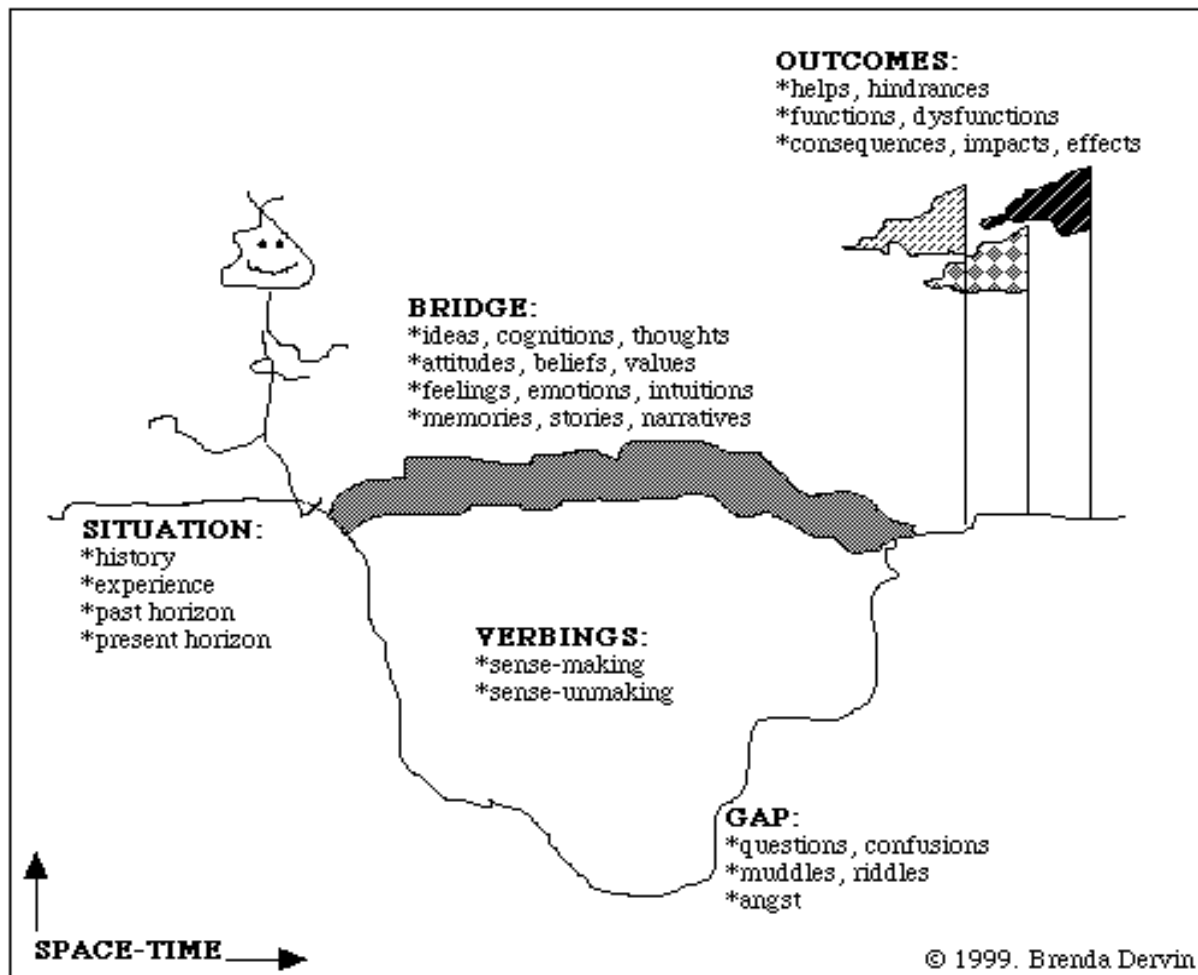
Miles Conrad Lecture 2006

Carol Tenopir, University of Tennessee
ctenopir@utk.edu



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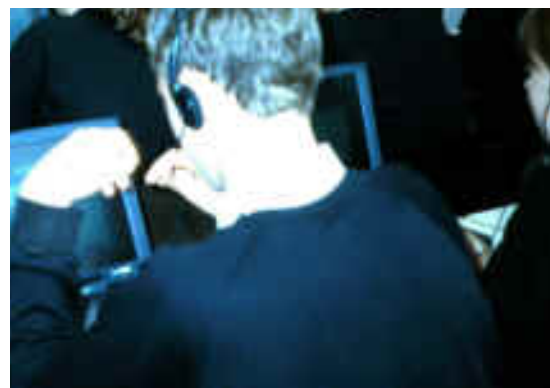
Five Points

1. The more you know about traffic patterns, the better your bridge will be
2. Build lots of on-ramps
3. It will never be perfect for the traffic
4. The direct route may not be strongest
5. The fastest way isn't always the best

1. The more you know about traffic patterns, the better your bridge will be.







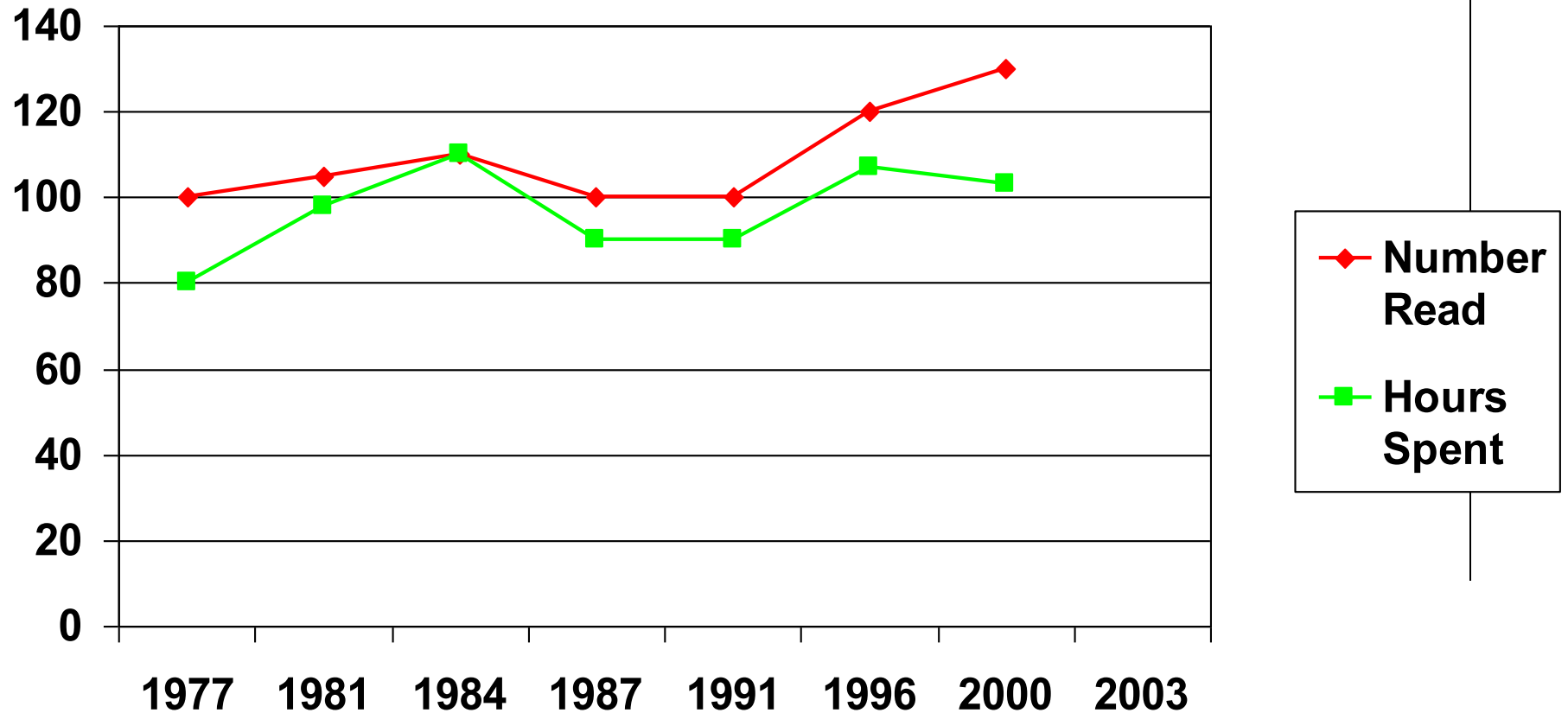
Tenopir & King Reading surveys:

- 30,000+ scientists, engineers, physicians, and social scientists
- 1977 to the present
- University and non-university settings
- Recent surveys at U.S. and Australian universities, pediatricians, astronomers

Critical Incident (Last Reading)

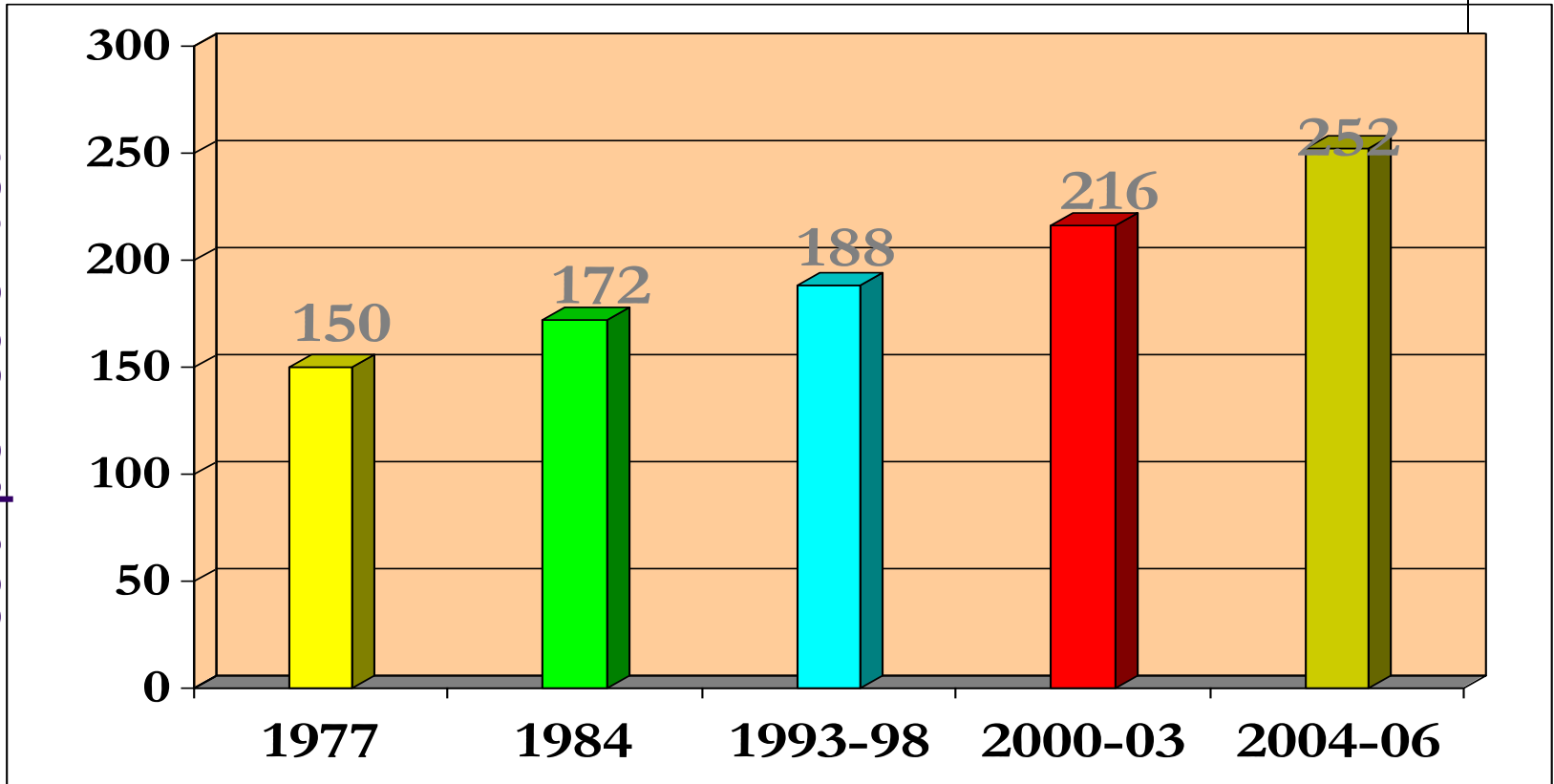
- Measures details of last article reading
- Gives purpose and value
- Details such as age of reading, source of reading, time spent reading, etc.
- Supplemented by demographics and a few general questions

More Reading in Not Much More Time (ave # of articles/year and ave time/article)



Average Articles Read per year per University Faculty Member

Average number of articles
read per scientist



Year of Studies

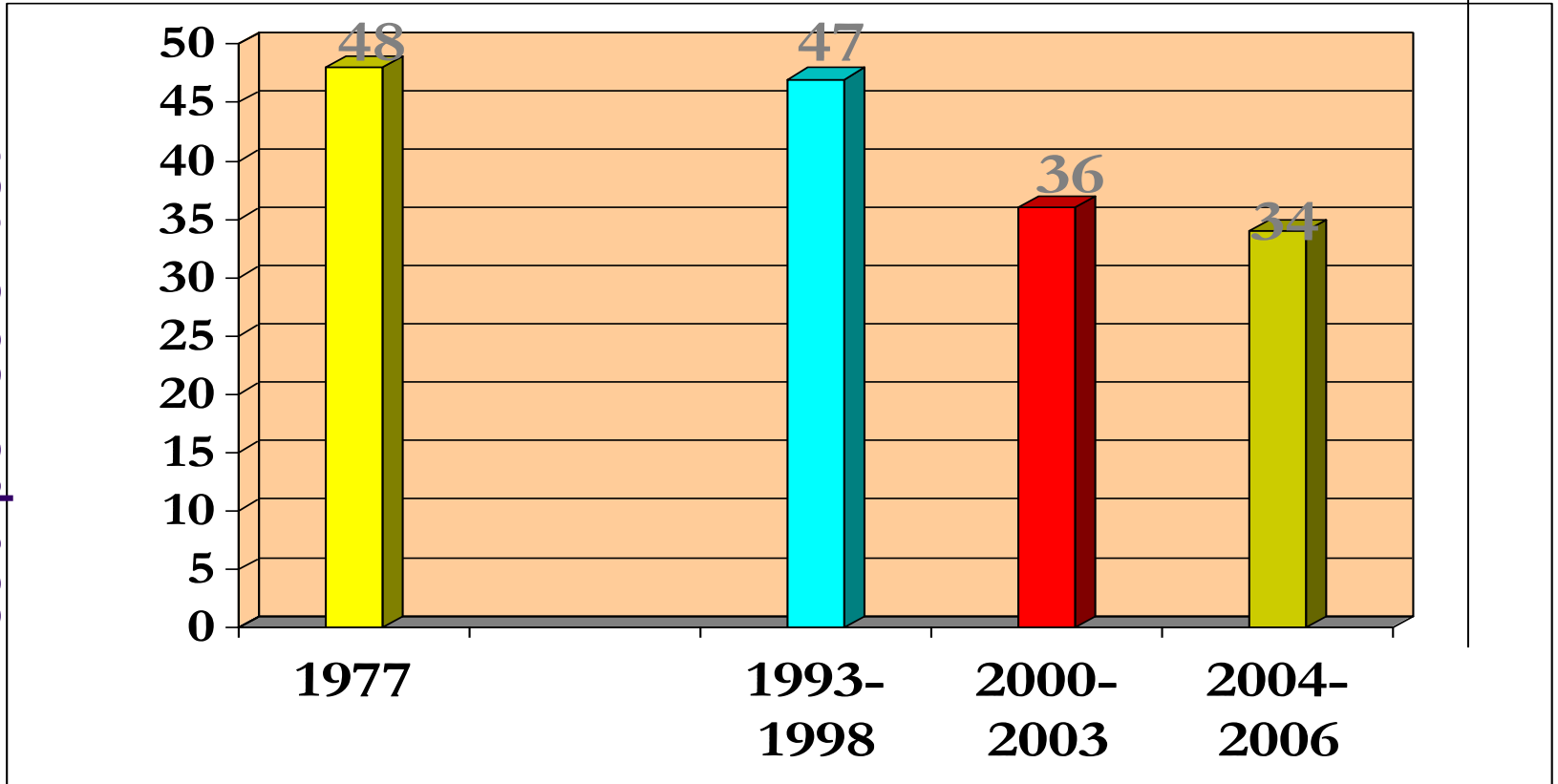
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Average Minutes per Article by University Faculty Member

Average number of articles read per scientist

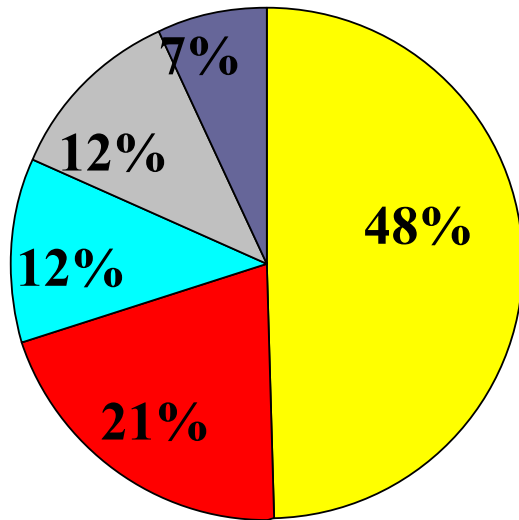


Year of Studies

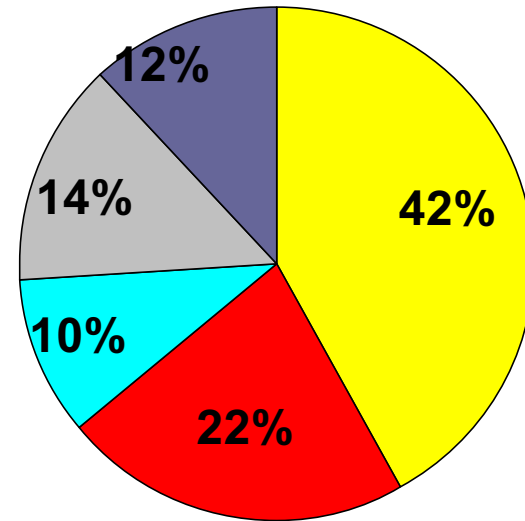
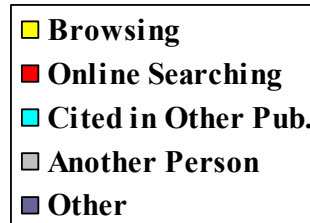
Many Ways to Locate Information

- **Browsing** (through print or electronic journals; for current awareness and reading from core titles)
- **Searching** (in search engine, e-journals system, or index; for new topics; older articles; research and writing; favorite method for students)
- Following **citations** in print or electronic
- **Recommendation** from another person
- **Other**, including alerts, preprint services

Readers Still Use Many Ways to Locate Articles

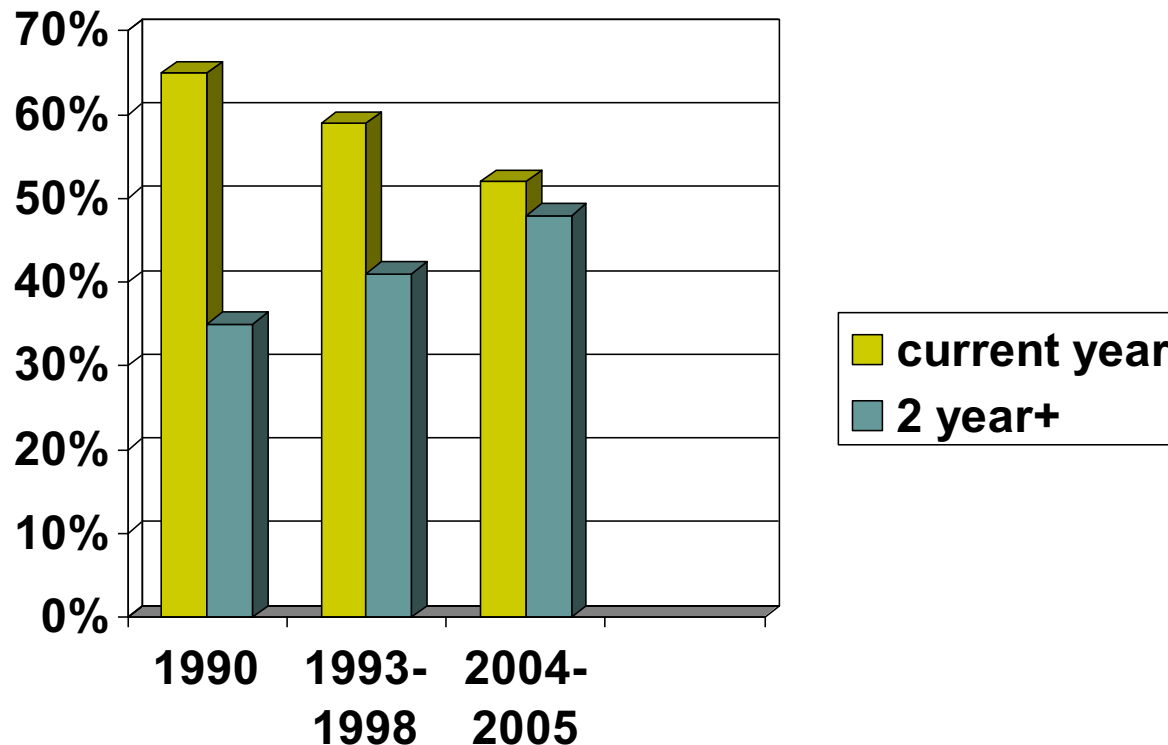


U.S. Universities
2000-2003

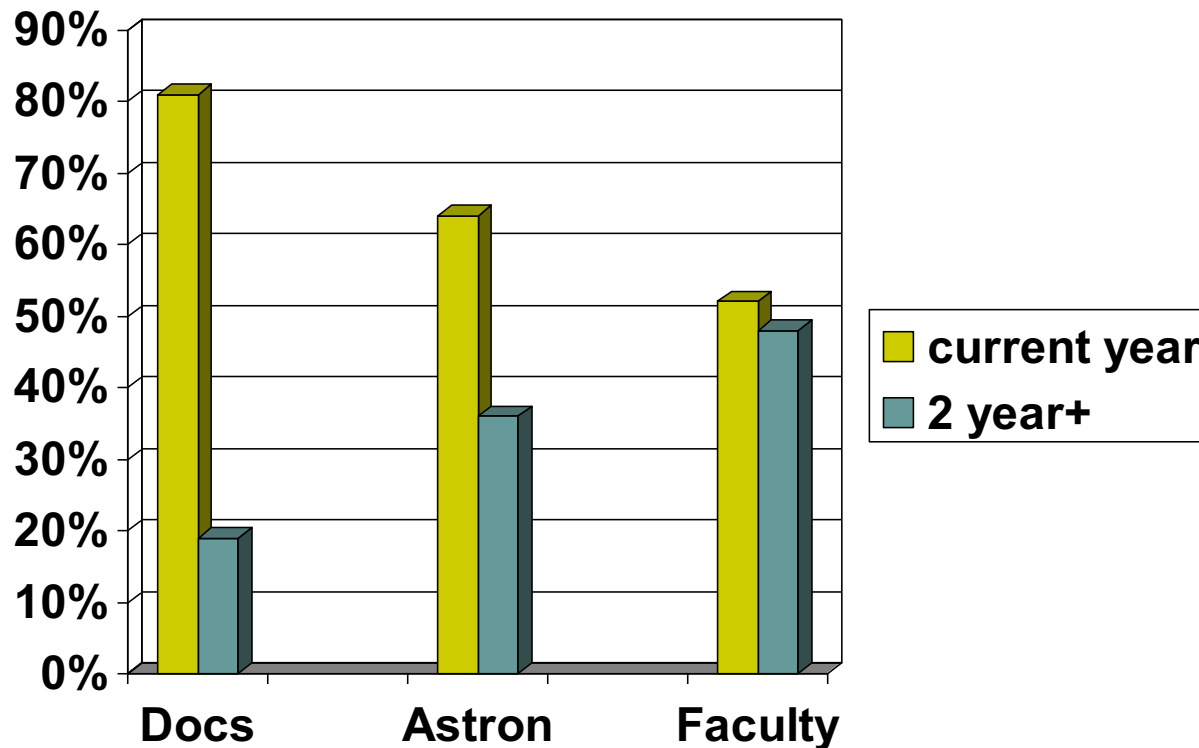


Australian Universities
2004-2005

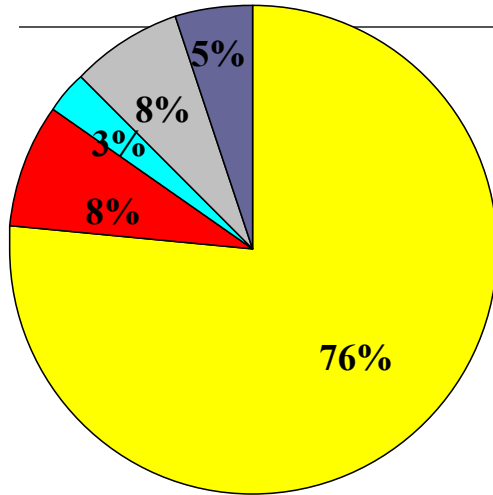
Readings of older materials may be increasing (university faculty)



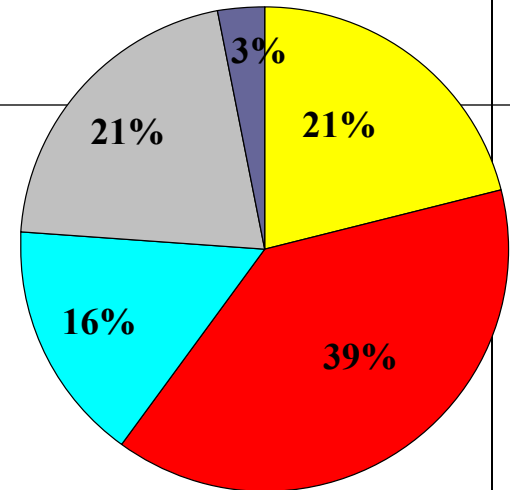
Subject Discipline is a Major Source of Differences (2003-2005)



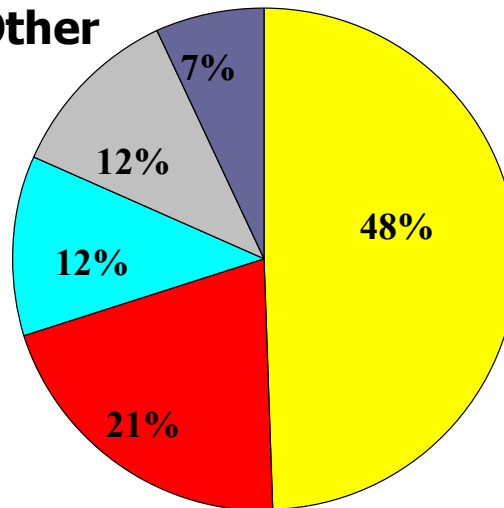
More Subject Differences



- **Browsing**
- **Online Searching**
- **Cited in Other Pub.**
- **Another Person**
- **Other**



Astronomers



U.S. Universities

Differences in Principal Purpose of Reading for Faculty and Pediatricians

<u>Purposes</u>	<u>Fac</u>	<u>Ped</u>
Primary Research	32%	5%
Current Awareness	22%	50%
Teaching	18%	5%
Background/other	18%	6%
Writing Proposals	10%	2%
Consulting/diagnosis/treatment		32%

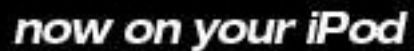
2. Build Lots of Onramps





PEDIATRICS®

1001	1002
1003	1004
1005	1006
1007	1008
1009	1010
1011	1012
1013	1014
1015	1016
1017	1018
1019	1020
1021	1022
1023	1024
1025	1026
1027	1028
1029	1030
1031	1032
1033	1034
1035	1036
1037	1038
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1041	1042
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1085	1086
1087	1088
1089	1090
1091	1092
1093	1094
1095	1096
1097	1098
1099	1099

[Learn more](#)

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3. The Bridge Will Never Be Big Enough for the Traffic It Attracts



Expectations evolve

- 50% of pediatricians have PDAs, 80% of medical students
- Use for personal, reference information
- Reading for current awareness
- Reading on the run

Podcast

Push Technology

Real-time

Online

Webcast

Internet

Cyberspace

RSS

Intranet

Wired World

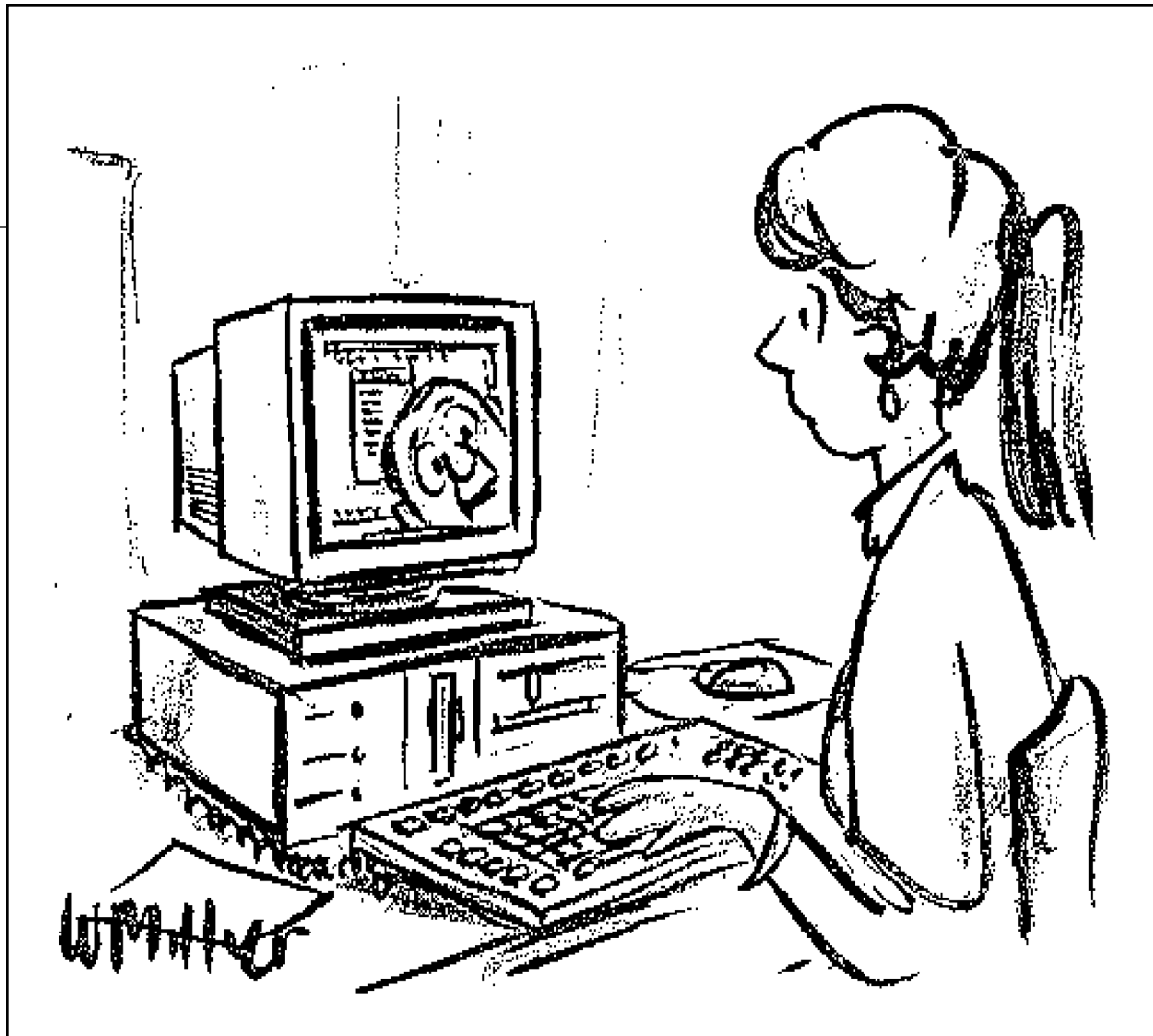
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4. The Most Direct Route May Not Be the Strongest





“Excuse me, I’m lost. Can you direct me to the information superhighway?”

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5. The Fastest Way to Get There Isn't Always the Best

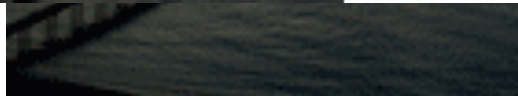
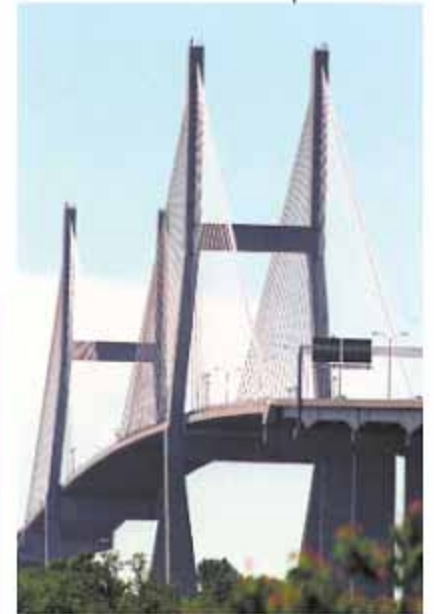




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