

Collection evaluation through citation analysis techniques: a case study of the Ministry of Education, Singapore

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Joanna Tan Yeok Ching (Joanna Tan Yeok Ching is Librarian at the Ministry of Education Library, Singapore.)

K.R. Chennupati (K.R. Chennupati is Assistant Professor in the Division of Information Studies, School of Computer Engineering, Nanyang Technological University, Singapore.)

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Abstract

Knowing how the library's collection is being used and how patrons are feeling about its collection are important for the evaluation of the library collection. The former can be measured by conducting library collection use studies and the latter through a user survey method. Another method is to check library holdings against standard bibliographies. The citation analysis technique was chosen to evaluate the collection of the Ministry of Education library, Singapore. Results were counter checked with ILL data analysis results. Books were the most cited (96 per cent) resources followed by journal articles (1.5 per cent) and 69 per cent of the citations were published between 1980-1994. The library had only 20 per cent of the citations and the rest were supplied through ILL. Results show a need for a change in acquisition policy with more focus on books, reduction in non-used journals, and development of an efficient ILL.

Keywords

Collection management

Reference libraries

User studies

Bibliographic standards

Library services

Library users

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The Ministry of Education directs the formulation and implementation of education policies. It has control of the development and administration of the government and government-aided primary schools, secondary schools and junior colleges. through training of school personnel for syllabus implementation; produce and approve instructional materials; provide specialist advice to other Divisions, Ministries and private publishers on matters related to the curriculum; and supervise the Ministry of Education Language Centre and Umar Pulavar Tamil Language Centre. The Ministry of Education (MOE) has announced that it will implement a new framework to enhance the development of 21st century competencies in students (MOE, March 2010). The study shows that the techniques implemented to develop self-assessment enable students to perform well. Assessment and evaluation are very important parts of the constructive alignment process. Through the use of appropriate classroom assessment strategies and techniques, teachers can increase their students' motivation and show them how well they have learned the language. Evaluation goes beyond learners' achievements and language assessment to consider all aspects of teaching and learning. Although the terms 'assessment' and 'evaluation' are often used interchangeably, they can be considered two parts of the same process. Assessment is the process of gathering evidence of what the child can do.

