

Research on the teaching reform of University Library's Literature Retrieval Course under the background of “Internet +”

Wang Linlin, Wu Liying

Library of Mudanjiang medical school, Mudanjiang, Heilongjiang, 157011, China

Keyword: “Internet +”; university library; literature retrieval course teaching; reform thinking

Abstract: University libraries, as the storage centers of original documents and resource data, are important places for students to further enrich extracurricular knowledge, improve reading ability and scientific research level. Due to the large number of bibliographies stored in University libraries, it requires certain technical means to acquire the target resources, which is the technical means of literature retrieval. Document retrieval ability is the main way to improve the information literacy and ability of college students and to acquire important knowledge and information. Therefore, it is necessary for university libraries to carry out the teaching of document retrieval course, which is also a part of university education. At present, the society has entered the Internet era, which brings opportunities to the teaching of literature retrieval course. A teaching mode based on “Internet +” has continued to become popular, and has become the benchmark of teaching reform in the current literature retrieval course. This paper discusses the current situation and existing problems of literature retrieval course in Chinese university libraries, and analyzes the teaching mode under the background of “Internet +”. Combining with this way, it puts forward the teaching reform ideas of University Library's literature retrieval course, thereby promoting its rapid development.

1. Introduction

The teaching of literature retrieval course is a part of the university teaching system, and it is also a reflection of the functions of college students in the University education. As a tool course, it mainly teaches students to search and find relevant literature, information and knowledge. It is an important way to train students to obtain basic information resources. In addition, this course has a strong practicality. Through theoretical study and curriculum practice, students can enhance their awareness of active access to information and retrieval ability, and exercise their ability to use literature retrieval tools and analyze and process information. This shows that this course is very important for college students. With the development of Internet technology, the ways and means of information acquisition are diversified. Therefore, the development of this course is also facing opportunities and challenges. It is necessary to speed up the curriculum reform for the current development and the inevitable demand for the development of higher education. Based on this, this paper discusses the relevant aspects.

2. Current Situation of Document Retrieval Course Teaching in University Libraries in China

The term “information literacy” was first proposed in the 1970s, and it was interpreted as “people can use existing information tools to search for skills and techniques to get answers to questions” [1]. Document retrieval course is a course for information acquisition, analysis and processing. It aims to cultivate students'ability to actively acquire, analyze and process information, and provide them with the key to open the knowledge treasure house.

Reading is an important carrier of literature retrieval. Scientific literature retrieval plays a key role in improving students'reading interest and reading level [2]. According to the current data analysis (see Figure 1), the reading interest of college students in China is generally not high, and the number of students who go to the library every day accounts for 6.72% of the total number of surveys, which shows that more than 90% of people go to the library to consult literature frequently. In addition, according to another survey (see Figure 2), we can see that the most types of College

Students' reading are network fiction, followed by literature, life books, newspapers and magazines, etc. These types of literature content is relatively shallow, the level is not high, and the number of people who read professional literature only accounts for 23.69% of the survey population, which shows that the overall level of reading is low, reading the status quo order. People are worried. An important reason for this problem is that the vast majority of college students do not effectively grasp the literature retrieval technology, so it is difficult to obtain effective professional literature, resulting in the overall low reading volume.

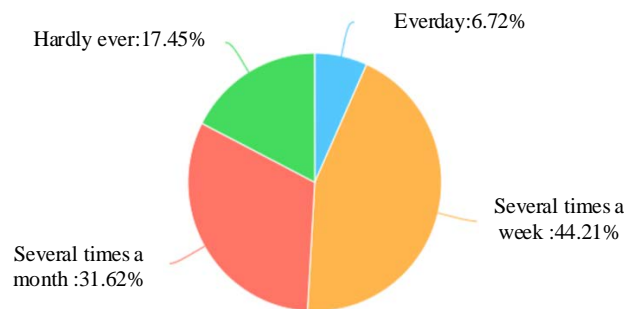


Fig.1 Survey and analysis of frequencies of university students going to Libraries

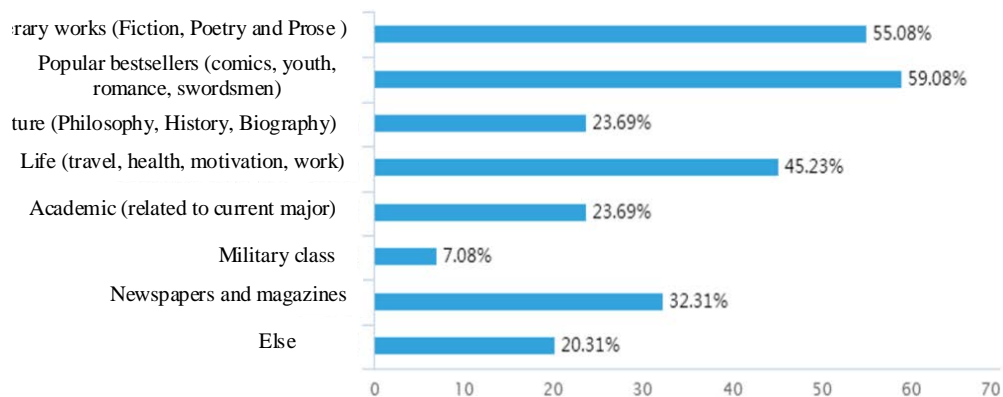


Fig.2 Analysis of the Main Reading Contents of College Students' Daily Life

The above situation indirectly illustrates the serious lag of literature retrieval education in China, which leads to the low ability of college students to acquire practical information. In fact, the course of document retrieval has been offered in most colleges and universities in our country, and the level of specialization has been set up. Nevertheless, it mainly appears in the form of elective courses, resulting in the lack of attention of many students, but only in order to obtain credits to attend this course, which leads to students not being able to actually acquire effective knowledge, resulting in low related ability of students [3]. According to the current survey and statistics, the main problems of college students are that they do not know how to use retrieval tools to find the required documents. Therefore, there is a long way to go for Literature Retrieval Education in Colleges and universities.

3. Problems in the Teaching of Document Retrieval Course in University Libraries

3.1 Understanding of Literature Retrieval Course

This problem is mainly manifested in the following three aspects [4]: (1) at the school level, although most universities have set up literature retrieval courses, there is no special teaching and research room like other professional courses. This leads to the lack of professionalism of literature retrieval courses; (2) at the library level, although there are special library teachers who undertake the teaching task of literature retrieval courses, because teachers do not. The teaching task is too heavy to be taken into account; (3) College students, that is, they do not fully recognize the importance of literature retrieval course. They lack enthusiasm and enthusiasm for curriculum

learning, and their curriculum design has more vocabulary, which is difficult for students to understand, so that effective knowledge can not be acquired.

3.2 Stereotype of Teaching Model and Method

For this problem, it is a common problem at the level of education in our country [5]. In the process of teaching, most colleges and universities still adopt the traditional “cramming” teaching method, and the idea of “full-house irrigation” makes it difficult for students to accept [6]. In addition, some university library teachers use multimedia to teach, but students do not have computer equipment that can be used for interaction. All the operation process can only be obtained through PPT, and can not form an effective knowledge output. In addition, the selection of teaching content is not careless enough, often patchwork at will without paying attention to the cohesion of knowledge, leading to college students difficult to master scientific learning content, resulting in very low learning efficiency [7]. Of course, some colleges and universities have explored the teaching methods, but because the essence of teaching has not been changed, this change is still difficult to meet the current teaching needs.

3.3 The unscientific examination method of literature retrieval course

For the information retrieval course, its purpose is to cultivate college students'information literacy and enhance their ability of autonomous learning and comprehensive problem solving [8]. Thus it can be seen that the corresponding assessment methods should be based on students'practical ability. However, in the actual teaching process, this teaching essence is not well practiced. Instead, the students'learning situation is assessed only by means of theoretical knowledge assessment [9]. In addition, in theory assessment, open-book examination, student group collaboration, writing the final paper and other forms of assessment are usually used. Therefore, in order to obtain higher scores, theoretical knowledge learning is emphasized while practice is ignored, which makes the basic value of course offering difficult to highlight.

4. Characteristics of teaching mode under the background of “Internet +”

The teaching mode based on the concept of “Internet +” refers to the teaching mode of teachers and students using computer and network in the transcendental geographic space. Compared with the traditional teaching mode, the traditional teaching mode mainly has the following aspects [10]: (1) the sharing of teaching materials has broken through the limitations of paper materials such as traditional books, but is stored on the network platform and related users in the form of electronic documents. By visiting the platform, we can achieve the acquisition of relevant information and improve the efficiency of information acquisition; (2) The teaching method is flexible, the teaching process is not limited by geographical and time, and the teaching content is diversified, so students can freely access knowledge and materials of interest.

5. Teaching reform of University Library's Literature Retrieval Course under the background of “Internet +”

Based on “Internet +”, the teaching of literature retrieval course in university library is the trend of development in the future. Therefore, university libraries need to reform with Internet +. For this aspect, this paper puts forward two important reform ideas: using Internet technology to realize data sharing and using Internet technology to realize online teaching and distance learning. This section focuses on this.

5.1 Using Internet Technology to Realize Data Sharing

For this link, the library can open up a space on the campus network to store the teaching courseware of literature retrieval courses, and the relevant teachers can select the relevant courseware for teaching according to the teaching needs. In addition, when teaching, the means of assistant teaching should be diversified, such as recording relevant videos or making small

animations to enhance students'overall awareness, elaborating on the common techniques and details of literature retrieval in content, and combining with practical links to achieve the effect of learning while operating, so as to strengthen students' knowledge awareness and improve teaching effect.

5.2 Using Internet Technology to Realize Online Teaching and Distance Teaching

Using Internet technology to teach online, students can grasp the learning rhythm and plan the learning process according to their own learning situation, thus realizing the knowledge grasp of each learning chapter. In addition, distance learning can be carried out. Relevant students can communicate with teachers through Internet across regional constraints to solve problems in learning. They can also form discussion groups to realize interaction between students, teachers and students, to achieve effective solutions to difficult problems, to promote cooperation between students, to strengthen teacher-student relationship, and to help teachers grasp the overall situation of students'learning. In order to optimize the follow-up teaching links.

6. Conclusion

Based on the topic of “teaching reform of literature retrieval course in University Libraries under the background of” Internet + “, this paper focuses on the current situation and problems of literature retrieval teaching in University Libraries in China. Based on the “Internet +” background, this paper analyzes the characteristics of the teaching mode based on this background, and on this basis, IGN puts forward two ideas for teaching reform of University Library's literature retrieval course, with a view to promoting the smooth reform of the teaching reform of University Library's literature retrieval course.

Acknowledgement

This article is one of the research achievements of the project “Investigation and Research on the Subject Services of University Libraries in the Three Provinces of Northeast China”(Project No. 2017-A-122) of the Heilongjiang Provincial University Photographic Work Committee

2018 Heilongjiang Province's basic scientific research operating expenses research project “Internet + environment university library reading promotion practice research”(project number: 2018-KYWFMY-0088)

References

- [1] Liu Xueyan, Fan Guiping. Reflections on the teaching reform of literature retrieval course in Colleges and universities [J]. Journal of Inner Mongolia Medical University, 2013 (S1): 245-247.
- [2] Xu Jianfeng. Teaching Reform of Information Retrieval Course in University Library [J]. Education and Vocational, 2014 (36): 131-132.
- [3] Jiangteng. Teaching Exploration of Document Retrieval Course in University Library [J] Journal of Qiannan Normal University for Nationalities, 2014 (1): 122-124.
- [4] Yang Shuai. Research on the Teaching Reform of Document Retrieval Course for Information Literacy Education [J]. Information Exploration, 2017 (3): 42-45.
- [5] Zhao Yan. Improving strategies of information retrieval teaching in University Libraries [J]. China Science and Technology Information, 2013 (7): 186.
- [6] Zhang Hongyan. Problems and optimization strategies of literature retrieval course in Colleges and universities [J]. Journal of Zhejiang Ocean University: Humanities Edition, 2015 (1): 90-93.
- [7] Dai Yanjie. Teaching Reform of Document Retrieval Course in Colleges and Universities Based on “Guide” [J]. Henan Journal of Library Science, 2013 (1): 67-69.

- [8] Luo Min. Teaching Reform of Information Literacy Education and Document Retrieval Course for College Students [J]. Journal of Chongqing Institute of Education, 2007 (6): 1-3.
- [9] Liu Dong. Reflections on the Teaching of Document Retrieval Course in the Information Age [J]. Education and Occupation, 2006 (26): 1-1.
- [10] Sun Honghong, Jiang Baohong, Li Lu. Current Situation and Reform of Document Retrieval Course Teaching under Network Environment [J]. Journal of Library Science, 2007 (6): 1-5.