

3º ENCONTRO DAS
bibliotecas
de ensino superior

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2 e 3 de junho



La biblioteca universitaria: tres miradas y una fórmula



associação portuguesa
de bibliotecários, arquivistas e documentalistas

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VNIVERSIDAD
D SALAMANCA

CAMPUS DE EXCELENCIA INTERNACIONAL



1218 ~ 2018

La biblioteca universitaria: **tres miradas** y una fórmula

Mirar hacia fuera

Mirar al lado

Mirar hacia dentro



Mirar hacia fuera



Informes y fuentes sobre tendencias en el entorno bibliotecario



**Top trends
in academic
libraries**

NMC
Horizon
Report
Library
Edition



Informes y fuentes sobre tendencias en el entorno bibliotecario

2010

ACRL Research Planning and Review Committee

2010 top ten trends in academic libraries

A review of the current literature

The ACRL Research, Planning and Review Committee, a component of the Research Coordinating Committee, is responsible for creating and updating a continuous and dynamic environmental scan for the association that encompasses trends in academic librarianship, higher education, and the broader environment. As a part of this effort, the committee develops a list of the top ten trends that are affecting academic libraries now and in the near future. This list was compiled based on an extensive review of current literature (see selected bibliography at the end of this article). The committee also developed an e-mail survey that was sent to 9,812 ACRL members in February 2010. Although the response rate was small (about five percent), it helped to clarify the trends.

The trends are listed in alphabetical order.

- *Academic library collection growth is driven by journal demand and will include new resource types.* Budget reductions, user preferences for electronic access to materials, limited physical space, and the inability to financially sustain comprehensive collections have led many academic libraries to shift from a "just-in-case" to a "just-in-time" philosophy. This change has been facilitated by customized patron-driven acquisitions programs from some major library book distributors, improved print-on-demand options for monographs, patron choice for new resource types, and resource sharing systems, such as RapidILL, offering 24-hour turnaround time for article requests. Still to be determined are the long-term effects of this change on the ability of academic libraries to meet their clientele's information needs, the stability of

some of the new access methods, and implications for future scholarship. Increasingly, libraries are acquiring local collections and unique materials and, when possible, digitizing them to provide immediate, full-text online access to increase visibility and use. Access to full-text sources, not the discovery of the sources, is a major issue for scholars.¹

These materials may include special collections, university archives, and/or the scholarly output of faculty and students. Libraries also recognize the need to collect, preserve, and provide access to digital datasets.

According to a 2009 OCLC report, datasets are beginning to be made available online for "collecting," but libraries still need to learn how to support discovery.² The 2010 Horizon Report identified visual data analysis tools as one of the emerging technologies most likely to enter mainstream use on campuses within the next four-to-five years.³ Additional collection development trends noted by survey

Members of the ACRL Research Planning and Review Committee: Lynn Silipigni Connaway, a senior research scientist at OCLC Research, e-mail: lynn.connaway@oclc.org; Karen Dowling is foundation/grants and executive research service librarian at University of Michigan, e-mail: kdowling@umich.edu; Jennifer Du is assistant professor, College of Information, University of North Texas, e-mail: jdu@unt.edu; Donna Geda is reference bibliographer for international studies and foreign languages at the U.S. Naval Academy, e-mail: geda@usna.edu; Mildred L. Jackson is associate dean for collections at University of Alabama, e-mail: mljackson@ua.edu; Ryan Johnson, chair, is head of information outreach and delivery services at University of Mississippi, e-mail: rjohnson@olemiss.edu; Janice S. Lewis is associate director at East Carolina University, e-mail: lewisj@ecu.edu; Lutzheer Sahibary is head of the Chemistry and Biochemistry Library at University of Arkansas, e-mail: lsahib@uark.edu

2012

ACRL Research Planning and Review Committee

2012 top ten trends in academic libraries

A review of the trends and issues affecting academic libraries in higher education

The ACRL Research Planning and Review Committee is responsible for creating and updating a continuous and dynamic environmental scan for the association that encompasses trends in academic librarianship, higher education, and the broader environment, e.g., economic, demographic, political; providing an annual environmental scan "snapshot." The committee also is responsible for identifying the ACRL "top ten trends" for release every two years.

In order to identify the trends, the committee members review the literature, attend conferences, and contact experts who are familiar with current trends in higher education. One of the largest groups of experts is the ACRL membership; therefore, the committee organized a discussion forum at the 2012 ALA Midwinter Meeting to provide an opportunity for ACRL members to meet and discuss the trends and issues affecting academic libraries and higher education.

Three leaders in academic librarianship were the catalysts for this discussion: Martin Halbert, dean of libraries at University of North Texas; Joan Lippincott, associate director of Coalition for Networked Information (CNI), and Mark Puerz, director of diversity and leadership programs, Association of Research Libraries (ARL). This discussion forum augmented the trends identified by the committee.

These top trends are listed alphabetically. Each trend includes a brief discussion and references to the literature. The committee also compiled additional resources that may be of interest.

Communicating value

Academic libraries must prove the value they provide to the academic enterprise. In a recent editorial, Rick Anderson stated that "unless we give our funding bodies better and more compelling reasons to support libraries, they will be forced by economic reality to stop doing so."⁴ Librarians must be able to convert the general feelings of goodwill towards the library to effective communication to all stakeholders that clearly articulate its value to the academic community.⁵ The 2010 ACRL Value of Academic Libraries report is part of a greater initiative to provide tools for libraries to demonstrate how they directly contribute to student and faculty recruitment, retention, and success.⁶ The newly revised "Standards for Libraries in Higher Education" include an outcomes-based approach that articulates expectations for library contributions to institutional effectiveness.⁷ Two 2012 ACRL national summits will address strategies for

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2014

ACRL Research Planning and Review Committee

Top trends in academic libraries

A review of the trends and issues affecting academic libraries in higher education

Every other year, the ACRL Research Planning and Review Committee produces a document on top trends in academic libraries. This year, after numerous discussions and literature reviews, the committee decided upon a unifying theme for current trends: deeper collaboration. The committee found examples of either recent library collaborations or current collaborations within higher education that we believe could benefit from library participation. We focus on the following large categories within higher education: data, device neutral digital services, evolving openness in higher education, student success initiatives, competency-based learning, almetrics, and digital humanities.

Data

New initiatives and collaborative opportunities Libraries, IT, research administration, and grant support will have to collaborate to find the expertise necessary to provide data management support through the research process. Analyzing the data needs of researchers across institutional domains may require the library to identify and connect researchers across formal and informal functional units for sharing, analyzing, and re-using data.

Increased emphasis on open data, data-plan management, and "big data" research are creating the impetus for academic institutions from colleges to research universities to develop and deploy new initiatives, service units, and resources to meet scholarly needs

at various stages of the research process. Institutions providing data-related services exist along a continuum of light-to-heavy involvement, while funding organizations, academic institutions, researchers, and librarians continue to struggle towards a shared vocabulary with commonly understood definitions and to develop strategies to support these new initiatives.

Universities are rolling out graduate and certificate programs to prepare professionals for careers related to the analysis and manipulation of big data. Programs such as the Institute for Advanced Analytics at North Carolina State University⁸ and the graduate certificate in data mining offered by Stanford University⁹ place new demands on libraries for cross-disciplinary expertise in data collection access, metadata, curation, and preservation. For example, the iSchool at Syracuse University¹⁰ and the University of California-Berkeley School of Information¹¹ provide specific training for librarians and other information professionals in the use of complex data.

Cooperative roles for researchers, repositories, and journal publishers

Repositories such as Dryad, which stores data associated with specific publications, provide discovery and access options for researchers to locate data for verification, scrutiny, re-use, and citation in new scholarly endeavors. FigShare,¹² which is discipline and format agnostic, provides free private


Association of College & Research Libraries
A division of the American Library Association

Top trends in academic libraries

Informes y fuentes sobre tendencias en el entorno bibliotecario



2010

June 2010. College & Research Libraries News vol. 71 no. 6
<http://crln.acrl.org/content/71/6/286>

2012

June 2012. College & Research Libraries News vol. 73 no. 6
<http://crln.acrl.org/content/73/6/311>

2014

June 2014. College & Research Libraries News vol. 75 no. 6
<http://crln.acrl.org/content/75/6/294>



**Top trends
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Top trends in academic libraries

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- Datos (cooperación, repositorios, reutilización)
- Servicios digitales neutros (con independencia del dispositivo)
- Implicación en la educación (acceso abierto, formación abierta, MOOCs)
- Contribución al éxito de los estudiantes
- Aprendizaje basado en competencias
- Métricas alternativas
- Humanidades digitales

Informes y fuentes sobre tendencias en el entorno bibliotecario



Environmental Scan 2010

by the ACRL Research Planning and Review Committee

June 2011



Environmental Scan 2013

By the ACRL Research Planning and Review Committee

April 2013



Environmental Scan 2015

By the ACRL Research Planning and Review Committee

March 2015

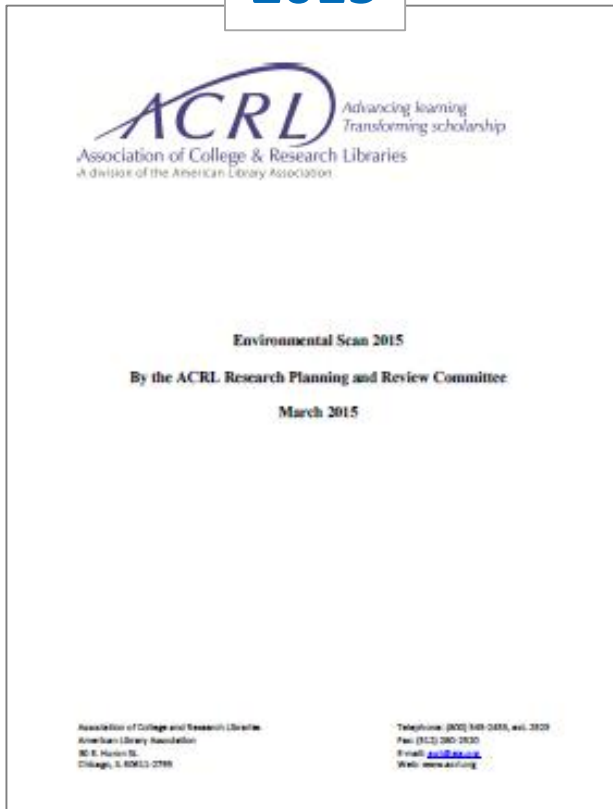
<http://www.acrl.ala.org/acrlinsider/archives/10074>

Environmental Scan.

- Bienal (años impares)
- Tendencias en educación superior
- Temas que afectan a las bibliotecas universitarias

Environmental Scan

2015



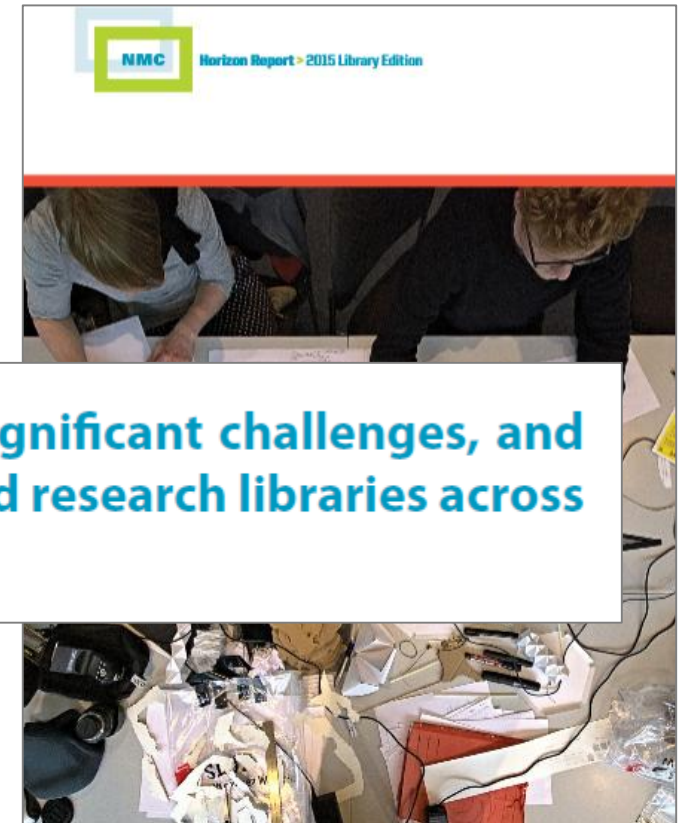
- **Colecciones y adquisiciones:** libros electrónicos, vídeo y media en línea, adquisición bajo demanda, selección colectiva, evaluación de colecciones...
- **Datos de investigación:** apoyo a agencias, gestión de datos, compartir datos, curación de datos, formación a investigadores, especialistas en gestión de datos, ...
- **Servicios de descubrimiento:** servicios cooperativos, gestión de recursos, servicios personalizados, minería de datos, herramientas de análisis de datos, ...
- **Espacios e infraestructuras:** servicios 3D, *makerspaces*, equipamiento tecnológico.
- **Comunicación científica:** biblioteca como editora, derechos de autor y buenas prácticas, métricas alternativas.
- **Éxito de los estudiantes:** implicación en la obtención de buenos resultados, formación, aprendizaje por competencias, ...

Informes y fuentes sobre tendencias en el entorno bibliotecario

Horizon Report - Library Edition 2015 | 2014 The New Media Consortium

The *NMC Horizon Report > 2015 Library Edition* examines key trends, significant challenges, and important developments in technology for their impact on academic and research libraries across the globe.

<http://www.nmc.org/publication/nmc-horizon-report-2015-library-edition>
<http://www.nmc.org/publication/nmc-horizon-report-2014-library-edition>
<http://library.wiki.nmc.org>



<http://www.nmc.org/publications>

NMC Horizon Report Library Edition

2015

NMC Horizon Report • 2015 Library Edition



CHALLENGES

SOLVABLE

- > Embedding Academic and Research Libraries in the Curriculum
- > Improving Digital Literacy

DIFFICULT

- > Competition from Alternative Avenues of Discovery
- > Rethinking the Roles and Skills of Librarians

WICKED

- > Embracing the Need for Radical Change
- > Managing Knowledge Obsolescence

TRENDS

SHORT-TERM IMPACT

- > Increasing Value of the User Experience
- > Prioritization of Mobile Content and Delivery

MID-TERM IMPACT

- > Evolving Nature of the Scholarly Record
- > Increasing Focus on Research Data Management

LONG-TERM IMPACT

- > Increasing Accessibility of Research Content
- > Rethinking Library Spaces

2016

2017

2018

2019

2020

NEAR-TERM 1 year or less

- > Makerspaces
- > Online Learning

MID-TERM 2-3 years

- > Information Visualization
- > Semantic Web and Linked Data

FAR-TERM 4-5 years

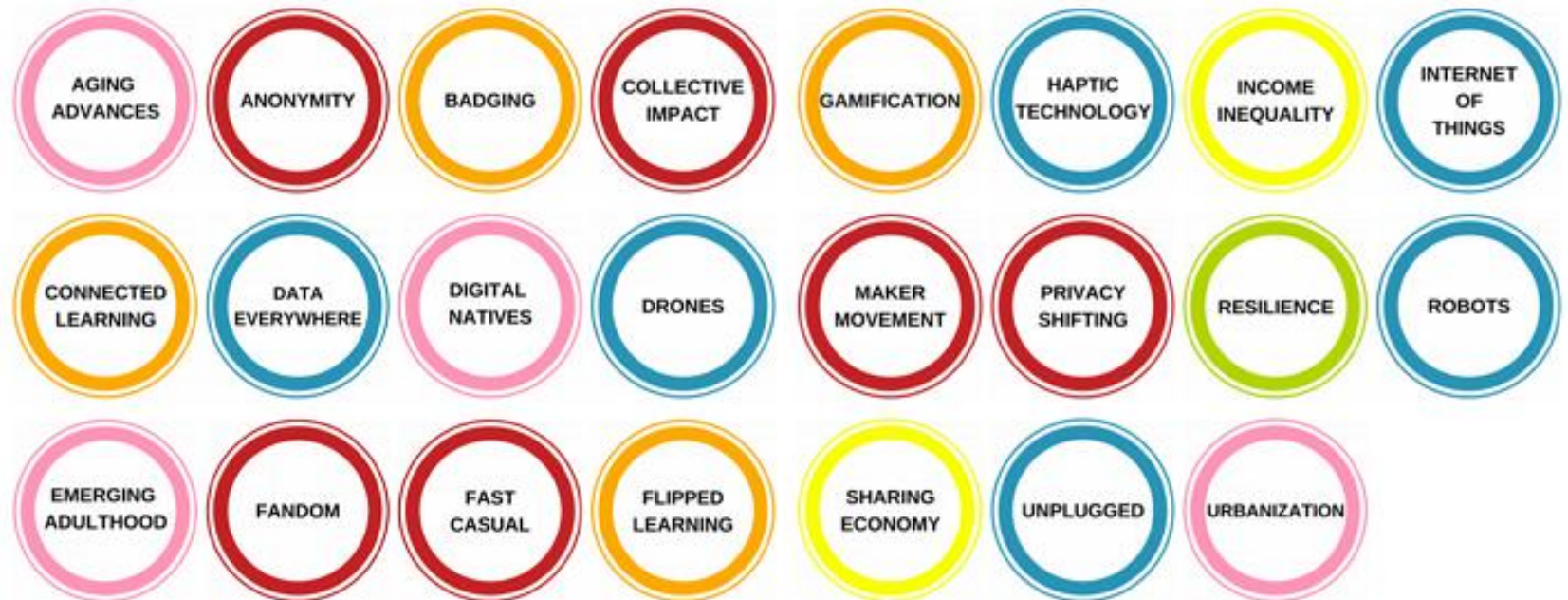
- > Location Intelligence
- > Machine Learning

DEVELOPMENTS IN TECHNOLOGY

Informes y fuentes sobre tendencias en el entorno bibliotecario

Para saber más

ALA. Library of the future. *Center for the Future of Libraries*
<http://www.ala.org/transforminglibraries/future>



Mirar al lado



Realidades internacionales, nacionales y locales



- Experiencias de éxito
- Consorcio y trabajo cooperativo
- Servicios de innovación



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Universidades
Españolas

Red de Bibliotecas
REBIUN

RECOMENDAÇÕES PARA AS BIBLIOTECAS DE ENSINO SUPERIOR DE PORTUGAL 2016



Grupo de Trabalho das
Bibliotecas de Ensino Superior



Os processos de gestão da informação e comunicação científica têm sofrido alterações profundas, relacionadas com uma emergente sociedade do conhecimento baseada em redes de informação. Relacionam-se essencialmente com os novos meios, suportes e formas de publicação e divulgação dos resultados científicos e com a crescente diversidade de fontes para aceder à informação académica e científica. Estas alterações configuram-se como desafios para as instituições de ensino superior e afetam toda a comunidade, constituindo-se para as bibliotecas como relevantes estímulos à implementação de novos serviços de apoio efetivo às atividades de aprendizagem e investigação, pautados por uma dimensão de planeamento tecnológico e aposta na colaboração.

Nesta perspetiva, o Grupo de Trabalho das Bibliotecas do Ensino Superior (GT-BES) da Associação Portuguesa de Bibliotecários, Arquivistas e Documentalistas (APBAD) apresenta as Recomendações para as Bibliotecas de Ensino Superior com a intenção de: 1ª) explorar as áreas de intervenção que exigem atualmente às bibliotecas a definição de uma estratégia de ação efetiva e imediata, 2ª) potenciar a cooperação entre profissionais de bibliotecas de ensino superior, e 3ª) promover a atualização de competências e de métodos de trabalho dos profissionais de informação.

O GT-BES da APBAD é composto por bibliotecários de várias instituições públicas e privadas do ensino superior de Portugal e tem como objetivos: potenciar formas de cooperação entre profissionais e bibliotecas; gerar transferência de saberes para um conhecimento profissional mais aprofundado; promover projetos de desenvolvimento técnico na comunidade; acompanhar de forma atenta e crítica os projetos relevantes no campo da ciência e ensino; melhorar o contributo das bibliotecas e a sua relevância social e procurar novas oportunidades e projetos inovadores de intervenção pública.

Estas recomendações destinam-se a todos os profissionais de informação das bibliotecas de ensino superior nacionais, bem como às estruturas de tutela das instituições de ensino superior.

As 10 recomendações focam-se essencialmente em quatro vertentes da ação das bibliotecas: o apoio ao ensino e aprendizagem, especificamente na promoção das competências de literacia da informação; o suporte às atividades de investigação e de publicação científica; a gestão organizacional de parcerias e de projetos de cooperação entre bibliotecas; a conceção e disponibilização de serviços, sistemas e espaços que facilitem e potenciem a aprendizagem e a descoberta e gestão da informação.

1. Reafirmar a relevância das competências de literacia da informação na comunidade académica.
2. Desenvolver competências dos profissionais das bibliotecas para apoio às atividades de ensino e aprendizagem.
3. Apoiar projetos editoriais de publicação académica e científica.
4. Assegurar repositórios institucionais alinhados com os padrões de interoperabilidade e preservação.
5. Criar serviços de apoio à gestão de dados científicos.
6. Potenciar o papel da biblioteca no apoio à investigação.
7. Fomentar parcerias com estruturas de apoio à comunidade académica.
8. Promover e facilitar o acesso às fontes de informação.
9. Reinventar e potenciar os espaços das bibliotecas.
10. Aprofundar redes de colaboração entre profissionais e instituições.

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Universidades Españolas

Red de Bibliotecas REBIUN



<http://www.rebiun.org>

Órganos de gobierno: Presidente, Comité Ejecutivo, Secretario Ejecutivo, Pleno

Grupos de trabajo permanentes: Catálogo colectivo, Estadísticas, Patrimonio bibliográfico, Préstamo interbibliotecario, Repositorios

Líneas estratégicas: Organización y Liderazgo, Soporte al aprendizaje y la investigación, Biblioteca digital y redes sociales, Servicios y productos REBIUN.



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Universidades
Españolas

Red de Bibliotecas
REBIUN

Servicios y productos consolidados

Catálogo
colectivo

Préstamo
interbibliotecario

Estadísticas e indicadores

RECOLECTA



Eventos periódicos



Asamblea anual de directores
de las bibliotecas para decidir
estrategias y tareas a abordar



Workshops sobre proyectos
digitales, desde 2000



Conferencias CRAI (desde 2003)
sobre el aprendizaje y la
investigación en cooperación con
la comisión sectorial de TIC



Exposiciones sobre el
patrimonio bibliográfico

Mirar hacia dentro



Entorno institucional

- ✓ Políticas
- ✓ Organización
- ✓ Personal
- ✓ Presupuesto

- Servicios
- Espacios
- Recursos

Entorno institucional

BIBLIOTECAS.usal.es

Muestra:
Bibliotecas de la
Universidad
de Salamanca





Estrategia:
Bibliotecas de la
Universidad
de Salamanca



<http://bibliotecas.usal.es/cerca>

- **Servicios destinados al usuario**
- Plan de actuaciones 2016/2017
- Previo: evaluación interna y encuesta de satisfacción de usuarios
- Líneas estratégicas
- 5 ámbitos de actividad
- 25 actuaciones ejecutadas, en desarrollo o en planificación





Comunidad
Espacios
Recursos
Conexión
Acción

Comunidad

- ✓ Guía de servicios
- ✓ Tutoriales
- ✓ MOOC
- ✓ Formación
- ✓ Reglamento de servicios



Las bibliotecas orientan sus servicios a la comunidad universitaria

Las bibliotecas universitarias orientan sus servicios, espacios y recursos al uso que de los mismos realizan estudiantes, docentes e investigadores. Las bibliotecas ofrecen servicios que pueden aumentar su eficiencia e incorporar nuevas formas de apoyar a la comunidad universitaria en el desempeño de su actividad. La oferta de servicios debe ser comunicada de forma que todos los usuarios conozcan qué servicios y recursos de información tienen a su disposición.

espacios

- ✓ Reforma biblioteca general
- ✓ Salas de investigadores
- ✓ Ampliación de horarios
- ✓ Conectividad
- ✓ Equipamiento e infraestructuras



Las bibliotecas ofrecen entornos para la actividad universitaria

Las bibliotecas son espacios físicos y telemáticos para el aprendizaje y la investigación. Los centros bibliotecarios deben ofrecer condiciones idóneas para el trabajo personal y colectivo, tanto en infraestructuras, como en equipamiento y en conectividad. Las bibliotecas deben ofrecer espacios adaptados al sistema educativo y a los procesos de investigación participativos, tanto desde sus instalaciones físicas como desde el acceso remoto a los recursos.

Recursos

- ✓ Actualización bibliografía
- ✓ Nuevo sistema de gestión
- ✓ Biblioteca de depósito
- ✓ Catalogación retrospectiva
- ✓ Recursos electrónicos
- ✓ Libros electrónicos



Las bibliotecas desarrollan colecciones conforme a las necesidades académicas

Las bibliotecas basan su valor en los recursos de información que ofrecen. Las bibliotecas disponen de colecciones impresas, audiovisuales y electrónicas que deben ser revisadas para adaptar el contenido de las mismas a las necesidades actuales de la comunidad universitaria. La estructura distribuida de la Universidad requiere ofrecer colecciones digitales que están disponibles para toda la comunidad de forma ininterrumpida.

Conexión

- ✓ Buscador integrado
- ✓ Acceso remoto unificado
- ✓ Aplicación móvil mejorada



Las bibliotecas conectan a la comunidad universitaria con la información

Las bibliotecas conectan a los usuarios con los recursos de información que necesitan. Las tecnologías posibilitan que todos los recursos se puedan conocer y consultar de forma remota. Las bibliotecas deben facilitar los medios para que toda la comunidad acceda a todos los recursos de forma unificada, empleando los sistemas de identificación de la Universidad y adaptándose a los dispositivos de uso generalizado para la consulta de información.

Acción

- ✓ Conexión de plataformas USAL
- ✓ Apoyo a la investigación
- ✓ Apoyo a la formación
- ✓ Mejora del repositorio
- ✓ Apoyo VIII Centenario



Las bibliotecas contribuyen a alcanzar los objetivos de la comunidad universitaria

Las bibliotecas contribuyen a que la comunidad universitaria alcance sus objetivos. Las bibliotecas apoyan a los estudiantes y profesores en sus logros formativos. Las bibliotecas universitarias contribuyen al éxito de los procesos de la investigación. Las bibliotecas actúan como agentes dinamizadores de la producción científica de la Universidad y de los alcances conseguidos por la institución y su comunidad.

Comunidad



Ejemplos





bibliotecas **horarios**

3 de mayo a 15 de julio de 2016

BIBLIOTECAS	2-8 mayo	9-15 mayo	16 mayo- 12 junio	13-26 junio	27 junio- 3 julio	4-10 julio	11-15 julio
SANTA MARÍA DE LOS ÁNGELES (Salamanca)	8:30-21:00 (martes a viernes) y 9:00-3:00 (sábado y domingo)	8:30-3:00 (lunes a domingo)	24 horas (lunes a domingo)	24 horas (lunes a domingo)	8:30-24:00 (lunes a viernes) y 9:00-22:00 (sábado y domingo)	8:30-22:00 (lunes a viernes) y 9:00-22:00 (sábado y domingo)	8:30-22:00 (lunes a viernes)
FRANCISCO DE VITORIA (Salamanca)	8:30-21:00 (martes a viernes) y 9:00-13:00 (sábado)	8:30-3:00 (lunes a domingo)	8:30-3:00 (lunes a domingo)	8:30-24:00 (lunes a domingo)	8:30-24:00 (lunes a viernes)	9:00-14:00 (lunes a viernes)	9:00-14:00 (lunes a viernes)
ABRAHAM ZACUT (Salamanca)	8:30-21:00 (martes a viernes)	8:30-24:00 (lunes a viernes)	8:30-24:00 (lunes a domingo)	8:30-24:00 (lunes a viernes)	8:30-24:00 (lunes a viernes)	9:00-14:00 (lunes a viernes)	9:00-14:00 (lunes a viernes)
CLAUDIO RODRÍGUEZ (Zamora)	8:30-21:00 (martes a viernes) y 9:00-13:00 (sábado)	8:30-24:00 (lunes a viernes) y 9:00-21:00 (sábado y domingo)	8:30-1:00 (lunes a domingo)	8:30-24:00 (lunes a domingo)	8:30-24:00 (lunes a viernes)	9:00-14:00 (lunes a viernes)	9:00-14:00 (lunes a viernes)
ESCUELA POLITÉCNICA (Ávila)	8:30-21:00 (martes a viernes)	8:30-21:00 (lunes a viernes) y 9:00-21:00 (sábado y domingo)	8:30-21:00 (lunes a viernes) y 9:00-21:00 (sábado y domingo)	8:30-21:00 (lunes a viernes)	9:00-14:00 (lunes a viernes)	9:00-14:00 (lunes a viernes)	9:00-14:00 (lunes a viernes)
RESTO DE BIBLIOTECAS	8:30-21:00 (martes a viernes)	8:30-21:00 (lunes a viernes)	8:30-21:00 (lunes a viernes)	8:30-21:00 (lunes a viernes; lunes 13 cerrado Salamanca por festivo)	9:00-14:00 (lunes a viernes)	9:00-14:00 (lunes a viernes)	9:00-14:00 (lunes a viernes)

Puedes añadir los horarios especiales a tu calendario de Google (Horarios Bibliotecas USAL) desde <https://bibliotecas.usal.es/horarios>

Información actualizada en:
<http://bibliotecas.usal.es>



Consulta y descarga de los horarios:



Descarga nuestra app iOS y Android:



Las Bibliotecas de la Universidad de Salamanca estamos en **redes sociales**: [@bibliotecasusal](#) [bibliotecasusal](#) y [blog: http://diarium.usal.es/bibliotecas](http://diarium.usal.es/bibliotecas)

Ejemplos



Recursos



Foto: Oscar García. La Gaceta

Ejemplos

+ libros,
entre los libros



encontrarás
libros electrónicos
en las estanterías

te explicamos
cómo descargarlos
y leerlos



Tienes + libros en cielo.usal.es
CIELO es el portal de libros electrónicos en español

y muchos + libros electrónicos en <http://bibliotecas.usal.es/librosform>

Conexión



buscador integrado
USAL WorldCat



Ejemplos



todo, en uno

buscador integrado de recursos bibliotecarios



<http://usal.on.worldcat.org>

<http://bibliotecas.usal.es/buscador>



ARTÍCULOS • LIBROS • REVISTAS • RECURSOS DE INFORMACIÓN

directo al texto
completo

en papel y en línea,
artículos y sumarios

tesis doctorales, recursos multimedia,
índices A-Z, filtros, búsqueda avanzada

Comunidad
Espacios
Recursos
Conexión
Acción
biblioteca



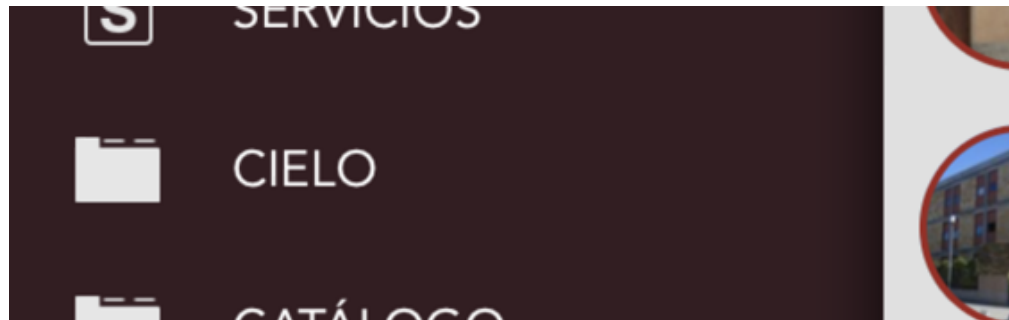
BIBLIOTECAS
<http://bibliotecas.usal.es/cerca>



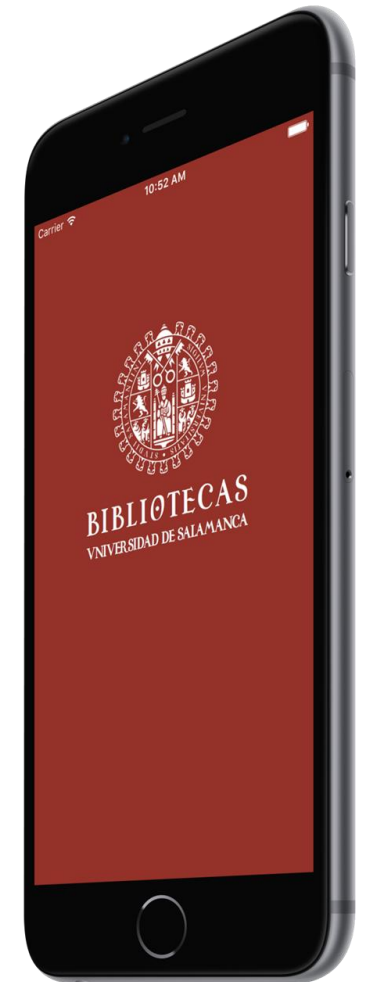
Conexión

BiblioUSAL 3.0

 **buscador integrado**
USAL WorldCat



Ejemplos



biblioteca
CERCA

Acción



Ejemplos



La biblioteca universitaria: tres miradas y una fórmula

evolución



Evolución de los
servicios bibliotecarios

$$(r \times e)^p + d = s$$



evolución



$$(r \times e)^p + d = s$$



Recursos de información

evolución



Recursos

$$(r_{xe})^p + d = s$$

contenidos multiformato,
propios, suscritos o en abierto



evolución



- Formación de colecciones de múltiples tipologías y formatos
- Propiedad permanente + propiedad temporal + acceso abierto
- La biblioteca como localizadora de recursos de información
- Enfoque hacia los recursos electrónicos con contenido completo

$$(r \times e)^p + d = s$$



Espacios para el usuario

evolución



Espacios

$$(r \times e)^p + d = s$$

espacios presenciales, dispositivos,
conexiones, zonas de trabajo en grupo



evolución



- Las salas de la biblioteca se orientan hacia su uso presencial
- Dotación de equipamiento tecnológico e infraestructura de redes
- El espacio para el usuario se prioriza ante la colección física
- Las bibliotecas como espacio de creación, trabajo y socialización

$$(r \times e)^p + d = s$$



Plataformas de consulta

evolución



Plataformas

$$(rxe)^p + d = s$$

catálogos, webs, bases de datos, herramientas de descubrimiento, repositorios, redes sociales



evolución



- El catálogo deja de ser un simple localizador de recursos
- Los recursos se integran en una plataforma de consulta simultánea
- Los espacios web se conciben como puntos de servicio
- La biblioteca ofrece contenidos propios de la institución en repositorios
- Los medios sociales son canales de atención al usuario
- La información se adapta a la consulta mediante dispositivos móviles

$$(r \times e)^p + d = s$$

difusión de los recursos

evolución



difusión

$$(r_{xe})^p + d = s$$

formación, apoyo a la comunidad, información,
elaboración de tutoriales, cooperación educativa



evolución



- La alfabetización informacional es un eje esencial de la biblioteca
- La atención al usuario se ajusta a necesidades personalizadas
- La información se recibe y envía por múltiples medios
- La biblioteca es productora de recursos de orientación
- La biblioteca colabora en programas de formación institucionales

$$(r \times e)^p + d = s$$

Servicios bibliotecarios

evolución



contenidos
multiformato
propios,
suscritos
o en abierto

catálogos, webs, bases de datos,
herramientas de descubrimiento,
repositorios, redes sociales

$$(r \times e)^p + d = \text{Servicios}$$

espacios presenciales,
dispositivos, conexiones,
zonas de trabajo en grupo

formación, apoyo a la
comunidad, información,
tutoriales, aprendizaje

$$(r \times e)^p + d = s$$

No hay fórmulas que pronostiquen la evolución, sino profesionales conscientes de la necesidad de transformar los servicios para adaptarlos a las demandas de los usuarios.



José A. Merlo Vega @merlovega · 11 de mar. de 2013

El futuro de la [#biblioteca](#) dependerá de su capacidad para adaptar el valor de su pasado a las necesidades y posibilidades del presente.



evolución



3º ENCONTRO DAS
bibliotecas
de ensino superior

Porto | 2016
2 e 3 de junho



La biblioteca universitaria: tres miradas y una fórmula

muchas gracias



José Antonio Merlo Vega
@merlovega



VNIVERSIDAD
D SALAMANCA
CAMPUS DE EXCELENCIA INTERNACIONAL

