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The University Teachers' Attitude towards Grey Literature: A Survey Led at the University Constantine 2.

Introduction

A new environment :Knowledge society.



Scientific research fed by a variety of information.



Information collected from various info resources.



Grey literature (G.L.)

is among the info resources that enrich scientific works.

Statement of the problem

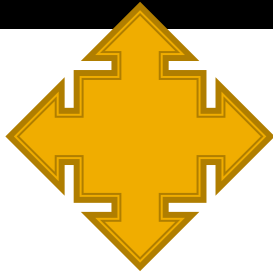
GL may help university teachers in enriching their scientific works.

Nevertheless, some of these researchers have a negative attitude towards this resource.

Are there *reasons* for such an attitude?



Hypothesis

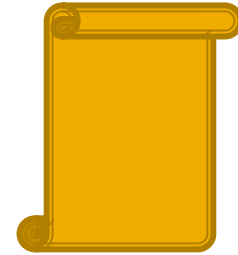


It is difficult for teachers to accept exploiting any instrument or resource without having benefitted from a *use* or a *training* previously.



Methodology

- A qualitative study.
- University Constantine 2.
- A survey.
- 50 university teachers as a sample.
- Adoption of the descriptive approach.
- The interview as an instrument for collecting data.



Significant results

1. 50 % of university teachers: unable to define G.L.
2. 100 % unable to give more than 3 examples of G.L. documents.
E. Goldman: « *The most violent element in society is ignorance* ».
3. 50 % assume « *Institutions produce G.L. documents, but they do not publish them* ». Thus, :
 - a. A limited use
 - b. A limited number of users.



Significant results



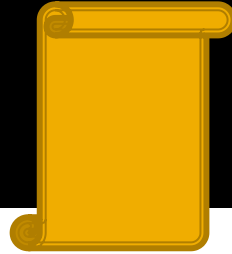
4. 50 % attest: «*Institutions that produce G.L. documents do not facilitate the access to them* ».
5. 70 % have difficulties to identify the location of G.L. (*unavailable in bookshops, libraries, bibliographic lists...*).
6. 65 % do not handle the electronic info. search.

Significant results

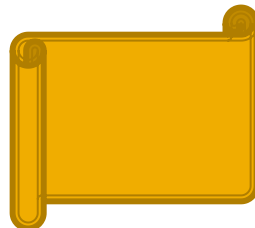


7. 80 % confront obstacles (*administrative, technical, personal...*).
8. 90 %: modest participation of the university in encouraging teachers in using G.L. (*no university digital repository (UDR): just a project*).
9. 80 % use « *rarely* », whereas 15 % « *never* » use GL documents in their research.
10. 75 % have no info about UDR in the country, whereas 25 % protest: « *No benefit* », « *copyright regulations* », « *lack of collaboration* ».

Global results



1. University teachers in Constantine have a negative attitude towards GL.
2. They feel frustrated when they are informed about the benefits of GL documents that they cannot use.
3. GL resource cannot be valorized unless it is accessible to the users.

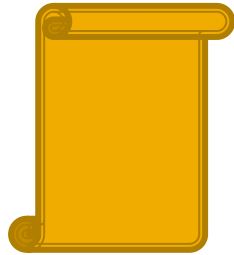


Suggestions

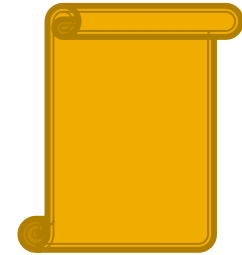


1. Universities should sensitize teachers about:
 - a. the importance of using GL as an info resource, and as an instrument for promoting scientific research.
 - b. the importance of establishing UDR for archiving teachers' scientific production.
2. Universities should organize various scientific activities about the topic of GL.
3. Universities should arrange training programs to develop teachers' skills in electronic info search.

Conclusion



Hypothesis confirmed:



No use

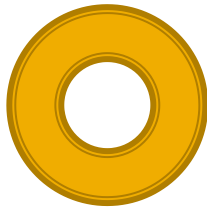
no training

J.P. Accart:

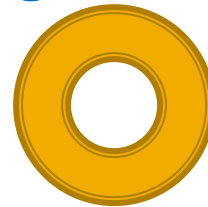
« *We cannot participate in the promotion of knowledge society only if we are able to use and to produce info & knowledge* ».

Conclusion

If university teachers use GL, that may develop their « *Open Access* » spirit, and they will accept *to share* and *exchange* info.



M. Fuller:



« *If you have knowledge,
let others light their candles at it* ».

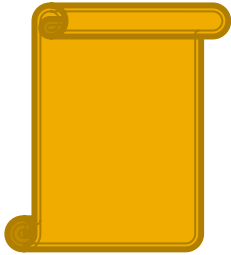
Conclusion



The access to **GL** makes teachers' scientific production more **fruitful**, more **valuable** and more **visible**; that can encourage them to be more productive.



Conclusion



M.F. Blanquet:
« The future belongs to those
who handle knowledge ».



GL is a part of that knowledge that researchers
should not neglect
If they intend to introduce
an *added-value* to their scientific production.

Conclusion

Teachers can be trained how to benefit from
GL documents.

S. Childers: « *Training should be viewed as a necessity,
not a luxury* »

Even babies accept to be trained because change is
not always strange.



**Thanks a lot for your attention and
your hospitality**

