Presence of the Iranian Library and the Information Science Departments in *ResearchGate*

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ABSTRACT

Current research intends to survey on the participation of the Iranian Library and the Information Science departments in *ResearchGate* as academic social networks. In this article, activities of Iranian faculty members of the Library and the Information Science departments, using special indicators of *ResearchGate* - RGScore, Impact Points, Publications, Citations and Reads were analysed. Findings indicated that 36 Iranian faculty members of the Library and the Information Science Departments from 14 Universities and Institutions are active in *ResearchGate*. Moreover, the findings revealed that the Library and the Information Science Department of Kharazmi University, Islamic Azad University, Iran Medical Sciences University, Islamic World Science Citation Center and Tehran University were top Iranian active LIS departments on *ResearchGate* based on RG Score and Impact Points indicators. Total 654 documents were shared in *ResearchGate* by Iranian faculty members of the Library and the Information Science departments in *ResearchGate* and articles, conference papers and books had the most representation in this section. Iranian faculty members H. Jamali and A.R. Noruzi have the best performance in *ResearchGate* based on indicators such as Publications, Citations and Reads.

Keywords: Academic social networks, *ResearchGate*, Iranian faculty members, library and information science, altmetrics

1. INTRODUCTION

A significant percentage of web users are using social networks. During last ten years, a new paradigm of internet communication has been created that is called Social media. This kind of media has facilitated interaction among users and consequently there is a new platform for collaboration. In web-based social networks, users can share together public or special information. Social networks such as Facebook, Twitter, and special networks such as Linkedin, Mendeley, and *ResearchGate* are accessible to public. Social networks offer various capabilities for scholars to do research activities. Creating a virtual scientific ring of scholars facilitate academic communication among them[1]. Academics need to express their intentions in terms of how, when, and what shows up when somebody makes use of a search engine for searching their name or area of research. Building a web presence can make a difference for our visibility to a desired audience and create opportunities for new projects and collaborations[2]. Therefore, current research intends to survey participation of Iranian faculty members of the Library and Information Science departments using *ResearchGate* as academic Social network.

2. LITERATURE REVIEW

Collaboration of the researchers at national and international level is seen as an important contribution to the science. Some papers are related to the scientific collaboration. For example, Han[3] found that most of

Chinese academic librarians use web 2.0 tools at primary level in their services.

Asnafi[4], *et al.* indicated that most of the scholars of the three and main important universities in Ahvaz - Ahvaz JundiShapur, Shahid Chamran and Islamic Azad are active in *ResearchGate* and share their works with others scholars. Furthermore, they also revealed that scholars of Ahvaz Azad University, Science and Research Unit, had the highest presence and action on *ResearchGate*. Scholars need to adapt themselves to the new technologies and information ground. Establishing some workshops for scholars and faculty members in order to become familiar with academic social networks and their usage can increase their scientific status. In the recent years, scholars are using new tools for research and scientific collaboration. In fact, since Web 2.0 has been raised, process of scientific interactions has been facilitated. *Mendeley*, *ResearchGate*, *Academia* and others are online tools for creating professional networks. They are developed as a social networking site for scholars around the world.

Mohammadi & Thellwall[5] found that *Mendeley* readership data could be used to help to capture knowledge transfer across scientific disciplines, especially for people who read, but do not author articles, as well as giving impact evidence at an earlier stage than that is possible with citation counts. MacMillan[6] indicated that Mendeley enables higher level information literacy by helping users focus on locating and organising information and spend less time on citation details. Mendeley's social

networking features are compatible with emerging work practices, facilitating collaboration among researchers through group's functions and open sharing of information through groups and publication lists.

Madhusudhan[7] explored how research scholars of University of Delhi integrated Social Networking Sites (SNS) into their daily communication for research work. Findings indicated that additionally, most respondents preferred the SNS *Facebook* and *ResearchGate* for academic purposes. Collaborative and peer-to-peer learning were common benefits from SNSs while others expressed concern regarding cyber-bullying and privacy. Finally, a majority of respondents said using SNSs' is a waste of time.

Sarrafzadeh[8], *et al*. investigated on the status of Web 2.0 in Iran's LIS education. They found that LIS academics in Iran had a good level of familiarity with some Web 2.0 tools such as *blog*, *Wiki*, *YouTube* and *Facebook*. However, their familiarity with some other Web 2.0 tools such as *RSS feeds*, *Twitter*, *Flickr*, *Delicious, and Podcast* was limited. Blogs, Discussion groups, Chat tools, File sharing tools, *Wikis* and SMS, *Video sharing tools* and Forum were used respectively by LIS academics in their teaching. Internet filtering was identified as the most inhibiting barrier to the use of Web 2.0 tools. Lack of access to high speed internet and lack of training were the other identified barriers. The authors suggested that to reap the benefits of Web 2.0, LIS academics need to find alternative non filtered Web 2.0 tools to employ in their teaching and research. The importance of collaborations across geographical, institutional and/ or disciplinary boundaries has been widely recognised in research communities, yet there exist a range of obstacles to such collaborations.The importance of collaborations across geographical, institutional and/or disciplinary boundaries has been widely recognised in research communities, yet there exist a range of obstacles to such collaborations. In a study, Sun Oh & Jeng[9] found that online social networking, especially ASNS, may foster multi-disciplinary collaborations by providing a platform for researchers from diverse backgrounds to find one another and cooperate on issues of common interests. Study of Nicolas & Rowlands[10] showed that social media were used for collaborative authoring, conferencing, and scheduling meetings. They reported that impact of these media existed in all phases of research. They beleived that social media have become important complementary channels for disseminating and discovering research. Thellwall & Kousha[11] stated that *ResearchGate* is a social network site for academics to create their own profiles, list their publications and interact with each other. It provides a new way for scholars to disseminate their publications and hence potentially changes the dynamics of informal scholarly communication. *ResearchGate* view counts and download counts for individual articles may also prove to be useful indicators of article impact in the future. Malal[12] in his research found that most

ResearchGate members believe that in this social media scholars can interact together. This is the best channel for knowldedge sharing.

Holmberg[13] investigated on Online attention of Universities in Finland. He suggested that *ResearchGate* score from *ResearchGate* and *Google Trends* score for relative search volume correlate well with both productivity of the universities and university rankings, some of the other social media sites do not reflect the institutional characteristics as well. The new social media metrics that is called *Altmetrics* can provide indicators for the societal impact of research. Presence and Visibility of scholars can be measured in Social media using *Altmetrics*.

3. OBJECTIVES

The objectives of the present study are:

(a) Determination of the Iranian Library and the Information Science departments activity in *ResearchGate* based on RG score and Impact points indicators

(b) Determination of the activity for Iranian faculty members of the Library and Information Science departments activity in *ResearchGate* based on citations and publications indicators

(c) Correlation between count of Iranian faculty members of Library and Information Science Departments downloads and views for shared documents on *ResearchGate* and their citations in *Scopus*.

So present article target to answer the following research questions:

(a) How is the performance of Iranian Library and Information Science Departments in ResearchGate based on RG Score and Impact Points indicators?

(b) How is the performance of Iranian faculty member of Library and Information Science Departments in *ResearchGate* based on indicators like: Citations, Publications and Reads?

(c) What is the format of shared document by Iranian faculty member of Library and Information Science Departments in *ResearchGate*?

(d) Is there any correlation between downloads and views for shared documents by Iranian facuty members Library and Information Science Departments in *ResearchGate* and their citations in Scopus?

4. RESEARCH METHODOLOGY

This is an applied research which made use of Scientometrics and Altmetrics approaches. Moreover, *ResearchGate* as an academic social network has been used. *ResearchGate* was founded in May 2008. In this article, activities of Iranian faculty members of Library and Information Science departments, using special indicators of *ResearchGate* such as RG Score, Impact Points, Publications, Citations and Reads were analysed. In October 2015 the full name of Iranian faculty members of Library and Information Science Departments in

ResearchGate was searched and extracted for this study. Scholars that had not uploaded any publications or they do not have an RG score in *ResearchGate* were eliminated. For analysing the data, Descriptive statistics and Pearson Correlation Coefficient were used. Moreover, for present work Excel and SPSS softwares were used.

4. FINDINGS

Table 1 indicates that 14 members of the Iranian Library and Information Science Departments are active in *ResearchGate*. Findings reveals that the Library and Information Science Department of Kharazmi University, Islamic Azad University, Iran Medical Sciences University, Islamic World Science Citation Center and Tehran University based on RG Score and Impact Points indicators are in top 5 ranking.

Table 1. Ranking of the iranian library and information science departments in ResearchGate

S. No.	University/Institution	RG Score	Impact points
1.	Kharazmi	15.17	35.58
2.	Islamic Azad	7.28	12.89
3.	Iran Medical Sciences	7.06	3.70
4.	ISC	6.02	8.10
5.	Tehran	4.58	2.60
6.	Shahid Beheshti	4.31	1.19
7.	Payame Noor	3.62	0.69
8.	Isfahan Medical Sciences	3.90	0.40
9.	Ferdowsi	3.30	1.24
10.	Irandoc	1.67	0.69
11.	Yazd	2.90	1.29
12.	Shahid Chamran	1.34	0.41
13.	Semnan	0.63	0.25
14.	Shahid Madani	0.58	0.26

Table 2 indicates performance of the Iranian faculty member of the Library and Information Science departments in *ResearchGate*. 36 people of the Iranian faculty member of Library and Information Science Departments were active on *ResearchGate*. Top 5 people in Publications indicator were: H. Jamali (102), A.R. Isfandyarimoghadam (73), A.R. Noruzi (43), A.R. Asnafi (36) and R. Fattahi (28) shared documents. Based on Citations indicator in *ResearchGate*, H. Jamali (886), A.R. Noruzi (298), Y. Mansourian (139), A. Gazni (93) and A.R. Isfandyarimoghadam (88) citations were highly cited Iranian librarians in *ResearchGate*. Whereas, in documents written by H. Jamali, A.R. Asnafi, R. Fattahi, M. Sedighi and Sh. Sedghi showed highly read by users.

Figure 1 reveals that 654 documents were shared on *ResearchGate* by Iranian faculty members of Library and Information Science departments on *ResearchGate*. It can be observed that articles, conference papers and books have been shared more than other documents.

Table 2. Performance of the Iranian faculty members on *ResearchGate*

S. No.	People	Publications	Citations	Read
1.	H. Jamali	102	886	8833
2.	A.R. Isfandyarimoghadam	73	88	628
3.	A.R. Noruzi	43	298	506
4.	A.R. Asnafi	36	06	800
5.	R. Fattahi	28	61	931
6.	SH. Sedghi	26	20	669
7.	R. Alijani	26	09	34
8.	R. Noori	22	06	315
9.	Y. Mansourian	17	139	253
10.	M. Parirokh	17	24	529
11.	A. Hazeri	15	40	96
12.	SH. Arastoopoor	14	08	348
13.	M.A. Erfanmanesh	14	25	237
14.	H. Ashrafirizi	14	13	310
15.	A.A. Khaseh	10	07	102
16.	A.H. Farajpahlou	10	19	256
17.	G.H. Fadaei	09	03	147
18.	F. Babolhavaeji	08	10	48
19.	A. Gazni	08	93	366
20.	R. Ghane	08	05	87
21.	M. Zeinolabedini	08	0	138
22.	M. Tavakolizadeh Ravari	08	0	32
23.	L. Shahrzadi	07	04	121
24.	M. Zerehsaz	06	0	50
25.	L. Nemati Anaraki	06	05	72
26.	F. Sohili	06	03	62
27.	L. Khalili	06	02	111
28.	R. Pournaghi	05	0	23
29.	M. Sedighi	04	02	669
30.	A.Sharif	02	06	90
31.	B. Sheibani	02	0	18
32.	S. Fahimifar	01	01	05
33.	H. Keshavarz	06	03	70
34.	R. Marefat	01	0	05
35.	Z. Abbasi	11	0	702
36.	Z. Kazempour	7	0	0
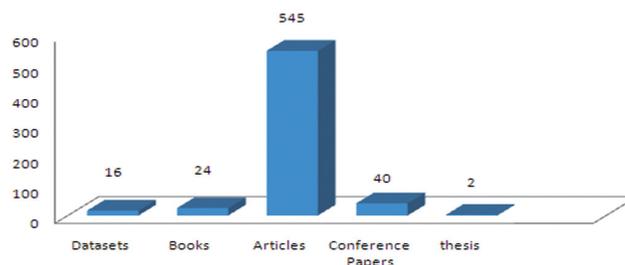
Figure 1. Sharing of documents on *ResearchGate* by Iranian faculty members.

Results of Pearson Correlation test in Table 3 indicate that there is a positive significant statistical relation between cited documents in Scopus and their Reads in *ResearchGate*. This means that when citation to indexed documents in Scopus increase, their Reads in *ResearchGate* will go up or increase.

Table 3. Correlations between cited documents in *Scopus* and their Reads in *ResearchGate*

		Read	*Scopus*
Read	Pearson correlation	1	0.961**
	Sig. (2-tailed)		0
	N	36	0.36
Scopus	Pearson correlation	0.961**	1
	Sig. (2-tailed)	0	
	N	0.36	36

**Correlation is significant at the 0.01 level

5. CONCLUSIONS

Jamali[14] states that virtual environments that are Web 2.0 based, increase production and distribution of information. Academic and Scientific Social Media have created a special setting for international collaboration. Findings indicated that 36 Iranian faculty members of Library and Information Science Departments from 14 Universities and Institutions are active on *ResearchGate*. Current research study revealed that the Library and Information Science departments of Kharazmi University, Islamic Azad University, Iran Medical Sciences University, Islamic World Science Citation Center and Tehran University −based on RG Score and Impact Points indicators −were top Iranian active LIS departments in *ResearchGate*. Total 654 documents were shared in *ResearchGate* by the Iranian faculty members of Library and Information Science departments. In *ResearchGate* the articles, conference papers and books had the most representation in this section. H. Jamali and A.R. Noruzi have the best performance in *ResearchGate* based on indicators such as Publications, Citations and Reads. Present research article revealed that most of the Iranian librarians, academics and scholars of the Library and Information Science are not aware of academic social networks such as *ResearchGate* and they do not use these networks. Sarrafzadeh & Alavi [15] in their research found that LIS academics in Iran had good level of familiarity with some Web 2.0 tools such as Blog, Wiki, YouTube and *Facebook*. However, their familiarity with some other Web 2.0 tools such as RSS, feeds, Twitter, Flickr, Delicious and podcast was limited. Blog, Discussion groups, Chattools, File sharing tools, Wikis, SMS, Video sharing tools and Forum were used respectively by LIS academics in their teaching. Online Social networking, especially SNS, may foster multi-disciplinary collaborations by providing a platform for researchers from diverse backgrounds to find one another and cooperate on issues of common interests. Using academic social networks information as a seeking way for scholars has been changed. They are not limited to libraries, educational settings and search engines. It seems that scientific social networks have changed the procedures of scholars. These networks have accelerated the process of sharing knowledge. It should be noted that in the new era of research and education, Science social networking websites such as Academia, *ResearchGate*, and *Mendeley* have essential role in the development of education and research. Millions users around the world use these networks and easily can access their needed information. They are not limited to space of libraries or search engines and their information seeking channels have been changed. So scholars should adapt themselves with new Information context. Interaction of Humanity Sciences scholars with the web setting to do researchor to communicate with other researchers can lead to emergence of new ideas. Presence of Isfahan University of Medical Sciences researchers in the scientific social network adds to the visibility of their publications. Finally, it is suggested to study on the presence of Isfahan University of Medical Sciences scholars in *Google Scholar*, Academia and *Mendeley*.

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