aspects of blogging by measurement, experiment and anecdotal evidence. Patterns in interpersonal relationships and activity emerge over time. What is expressed in blogs, and what bloggers get out of it, is revealed by survey. An author who began blogging way back in 1999 describes the phases of change in online communities wrought by the development of easy to use blogging software. How semantic metadata could add a knowledge management layer to blogs is explored through the creation of a prototype semantic blogging demonstrator. And old concerns about the effect of filtering one's information intake are reawakened in the light of new functions used in blogspace – could it be that RSS abuse could make *you* really simple? The issue is an essential addition to the literature about this revolutionary phenomenon. – [*JR]

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# Book Review

**Maxine Melling (ed) *Supporting e-learning: a guide for library and information managers.* London: Facet Publishing, 2005   ISBN 1 85604 535 8 192pp  £39.95**

E-learning in this book relates to higher and further education – e-education, if you like – rather than to the corporate world, where the development of IT and

management skills by e-learning is more like e-training. As the subtitle indicates the focus is on management aspects, so chapters discuss the development of Managed Learning Environments (MLEs) and the place of library resources therein; the development of learning technologies and their effects on organisational structures, but with only minor consideration of libraries; the high level strategies needed in the process of developing an e-learning environment; and support for new media based on experience at Columbia University.

Some more practical content is in Peter Stubley's thoughts on information literacy in an electronic learning context, including some of the activity he'd been involved with at Sheffield University, though it doesn't really reflect the widespread incorporation of information skills material into Virtual Learning Environments (VLEs). The chapter on collection management by Frances Hall and Jill Lambert is the nearest to the interests of UKeiG, with an overview of the main concepts:  electronic journals, e-books, serials management, archival access to resources, OpenURL resolvers, licencing, promotion, etc, though without any close relation to e-learning.

Indeed my main concern about the book is a lack of connection between libraries and e-learning in any detail. So, though the need for technical integration of resources into a VLE or MLE is recognised – and the need to solve various, but unspecified, technical issues is noted – there is not much on the practicalities. Where should this integration be – within modules to present resources at the point of need or merely in a library area?  Only passing mention is given to the metasearching portals increasingly being adopted by university libraries, yet having such search boxes in a VLE is valuable. What

sort of content should be included? Should you load resources into the VLE or merely link to them? What is the place of digitised material and how do we control the use of such material that academic staff may include? Authentication is touched upon in a couple of places, but I expected more on the solutions needed when students can be trying to access resources from anywhere in the world. It would also have been of interest to learn how library staff are helping academic staff to use electronic resources and confront the problems of access, copyright, stable URLs and the like – what sort of staff development is being provided? Another area of practical importance not dealt with is how to support students needing help with electronic resources when the demand is round the clock and from different time zones. LSE's Follow the Sun helpdesk (http://www.lse.ac.uk/itservices/help/Helpdesk/FollowTheSun.htm) is an isolated example of a solution, though it is limited in that it doesn't operate at weekends. And what of technologies like IM, chat, VoIP and co-browsing, in this context?

I suppose I was expecting much more in the way of real examples of what is being done by libraries to support e-learning, but then this is a management book, so it takes a more theoretical and higher level approach. Thus, I find it disappointing. Its not especially coherent in its treatment of the subject which I find also detracts from its value.

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## Press Releases

**Oxford Journals launches Oxford Open – a new open access initiative**
4 May 2005

Oxford Journals, a division of Oxford University Press (OUP), has announced its latest Open Access (OA) project, Oxford Open. Commencing July 2005, it will offer an optional author-pays model to authors of accepted papers in a range of Oxford Journals titles. Oxford Journals has also amended its post-prints policy to be compliant with the latest National Institutes of Health (NIH) Public Access Policy. Both of these announcements further support Oxford Journals' central remit, as a leading not-for-profit publisher, to bring the highest quality research to the widest possible audience.

Oxford Open will give published authors in participating Oxford Journals titles the option to pay for research articles to be freely available online immediately on publication. The open access charge for each article will be £1,500 or $2,800, with authors being given the option to pay this amount once their manuscript has been peer-reviewed and accepted for publication. Discounted author charges of £800 or $1,500 will be available to authors from institutions that maintain a current online subscription. Authors from developing countries will also be eligible for discounted rates. The online subscription prices of participating journals will be adjusted for 2007 and subsequent years, according to how much content was paid for by authors and thus freely available online during the previous year.

Oxford Open is a further addition to the current Oxford Journals OA experiments, with a variety of models being tested. These include *Journal of Experimental Botany, eCAM,* and