

Current Awareness

Column editor: Clare Sinclair

Do you feel news from the world of information passes you by? That you can't keep up with the rapidly-changing e-publishing sector? Don't worry – we have solved the problem for you. This column is created by a team of information specialists based both in the US and the UK. They check a range of leading periodicals to make sure you are kept informed about the latest developments of relevance from them. Subjects covered include e-publishing, information access and retrieval, electronic publishing, preservation and virtual libraries.

Education

Gruca, Anna N. **E-Learning in Academic Libraries** *New Review of Information Networking* 15(1) (2010), 16-28 – Anna begins by defining e-learning as 'web-based education that is teaching and learning online'. This is a useful start as e-learning has so many different meanings and the definition sets the scene for the rest of her article. She then moves on to look at different models of e-learning, before looking at various groups that benefit from e-learning in a library context. She rightly identifies that a good place for librarians to start with e-learning is by engaging in some themselves before taking the new mode of learning to their customers. Anna considers the advantages of e-learning in libraries, and rounds off her article with a useful overview of developments in Poland. I would have been interested to see some more direct evidence supporting some of the statements made in the article, but well worth the read for someone starting out in e-learning and I enjoyed reading about developments in Poland. [ATB]

Soehner, Catherine, Steeves, Catherine, and Jennifer Ward. **E-Science and Data Support Services: A Study of ARL Member Institutions** Washington, DC: Association of Research Libraries, 2010. http://www.arl.org/bm~doc/escience_report2010.pdf – This report presents results from an August 2009 survey of 57 of 123 ARL member libraries (46% response rate). Overall, respondents' institutions were making significant progress in supporting e-science: 21 respondents reported that infrastructure or support services were in place, 23 were planning e-science support, and only 13 did not support e-science. E-science was defined 'broadly not

only as big computational science, but also team science and networked science. It includes all scientific domains, as well as biomedicine and social sciences that share research approaches with the sciences'. Four e-science strategies were identified: 1. institution-wide or centralized response, 2. unit-by-unit or decentralized approach, 3. hybrid of both decentralized and centralized efforts, and 4. multi-institutional collaborations. About 73% of respondents said that the library played a role in e-science support, and 45% said that there were designated units for data curation and research data support at their institution. The report also includes six case studies based on interviews (Purdue University; the University of California, San Diego; Cornell University; Johns Hopkins University; the University of Illinois at Chicago; and the Massachusetts Institute of Technology), a bibliography, and e-science-related position descriptions. [CB]*

E-publishing

Duncan, Ross. **Ebooks and Beyond: The Challenge for Public Libraries** Australasian Public Libraries and Information Services (APLIS) 23(2)(01 June 2010): 44-55. <http://www.auslib.com.au/periodicals.htm> – There is a wealth of current information about the rise of ebooks, ebook devices and ebook publishing, and while this paper presents a succinct overview of the global trends, it balances them nicely with results from a local survey of public libraries users. Sunshine Coast Libraries noticed a lack of contextual data about user perceptions and expectations of e-audiobooks, ebooks and other virtual services. An online survey of library members was conducted 'to ascertain existing behaviours and expectations'. The results of the local survey mirror international trends. The survey questions, conclusions and suggested improvements for future surveys all provide a good base for other public libraries to gather data, examine the needs of their communities, and build arguments for the development and delivery of ebook services. [WC]*

Legal issues

British Library. **Driving UK Research. Is Copyright a Help or a Hindrance? A Perspective from the Research Community.** <http://lists.webjunction.org/currentcites/2010/cc10.21.7.html> London: British Library, July 2010. <http://www.bl.uk/ip/pdf/drivingukresearch.pdf> – In this brief report, fourteen researchers explain how the current copyright system inhibits their research. Many propose solutions. Dame Lynne Brindley's preface says it best: '[t]here is a supreme irony that just as technology is allowing greater access to books and other creative works than ever before for education and research, new restrictions threaten to lock away digital content in a way we

would never countenance for printed material. Let's not wake up in five years' time and realise we have unwittingly lost a fundamental building block for innovation, education and research in the UK ... We need to redefine copyright in the digital age and find a balance to benefit creators, educators, researchers, the creative industries – and the knowledge economy'.

[PH]*

Butler, Brandon. **Urban Copyright Legends**. *ARL: Research Library Issues* (270)(June 2010), 16-20. <http://www.arl.org/bm~doc/rli-270-copyright.pdf> – Nice run-down of copyright misconceptions so widespread (hence the term, 'urban copyright legends') that even librarians are likely to repeat them. The point of the piece is how important exceptions like fair use are to copyright. They provide a 'safety valve' as the author puts it, 'that prevents copyright from being an oppressive monopoly'. [IRK]*

Mobile technologies

Aldrich, Alan W. **Universities and Libraries Move to the Mobile Web** *EDUCAUSE Quarterly* 33(2)(May/June 2010)
<http://www.educause.edu/EDUCAUSE+Quarterly/EDUCAUSEQuarterlyMagazineVolum/UniversitiesandLibrariesMoveto/206531> – This article reports on a study of the mobile websites of large research universities and their libraries in the U.S. and Canada and compares what was found with what the literature suggests that mobile web users desire. When the author conducted the study in late January/early February 2010, only 29 of the 111 ARL libraries had a library mobile website, suggesting that mobile computing is not yet a "given" for libraries, even though the Pew Internet and American Life Project reports significant growth in the use of the web on mobile devices, particularly for 18-29 year olds. Although the literature on library mobile websites is limited, this article is a great summary of what we already know and provides the building blocks to start what I suspect will soon be a core part of any library's digital presence. [SG]*

Walsh, Andrew. **QR Codes – Using Mobile Phones to Deliver Library Instruction and Help at the Point of Need** *JIL: Journal of Information Literacy* 4(1)(June 2010): 55-65.
(<http://ojs.lboro.ac.uk/ojs/index.php/JIL/article/view/LLC-V4-I1-2010-1>) – In this article, the author reports on the experimental use of QR codes at the University of Huddersfield in the UK. QR, or quick response, codes are 2D barcodes that can be read using a smartphone equipped with a camera and a free software download. The codes can contain a variety of

information: text, a link to open a webpage, a phone number or contact information to be added to the user's phone book. A variety of different uses for QR codes in the library were tested to see what uses students might find the most helpful. Dummy books featuring QR codes linking to ebooks were shelved next to their print companions; QR codes were posted near printers and photocopiers, containing code that loaded the telephone number for IT support and an instructional video about using the library's printing system. The codes proved more popular when placed at a doorway and linking to a video tour of that floor of the library, and when placed in the library catalogue, providing a link back to the record that the user could open on their mobile device and take into the stacks. Overall the use of the codes was found to be disappointing. This is due to several reasons, including users' unfamiliarity with them (despite an awareness campaign) and students' attitudes that they will not adopt something new until they see a practical use for it. [AC]*

Virtual libraries

Innocenti, Perla et al. **Towards a Digital Library Policy and Quality Interoperability Framework: the DL.org Project.** *New Review of Information Networking* 15(1) (2010): 29-53 – If digital libraries are ever to meet their full potential and allow users to seamlessly browse content from many different sources using a single environment, the concept of interoperability is a key concern. This article examines the idea of a policy and quality interoperability framework taking into consideration the preliminary outcomes and recommendations of the Policy and Quality Working Groups that are part of the EU co-funded project 'Digital Library Interoperability, Best Practices and Modeling Foundations' (DL.org). Both policy and quality in respect of digital libraries are discussed within the context of the findings of the DL.org working groups and other relevant research on these areas. Key findings, suggestions for improvement to the model and an outline of the next steps that the working groups will take are summarised at the end of the article. [NW]

Metz, Rosalyn. **Cloud Computing Explained.** *EDUCAUSE Quarterly* 33(2)(2010) <http://www.educause.edu/EDUCAUSE+Quarterly/EDUCAUSEQuarterlyMagazineVolum/CloudComputingExplained/206526> – What is cloud computing? In this article, Metz provides a concise answer to this question using the National Institute of Standards and Technology (NIST) definition and illustrating her points with embedded digital videos. In the NIST definition, cloud computing has five characteristics (broad network access, measured service, on-demand self-service, rapid elasticity, and resource pooling), three service models (cloud infrastructure as a service, cloud platform as a service, and cloud software as a service), and four deployment models (community cloud, hybrid cloud, private cloud, and public cloud). This article is part of a [special issue on cloud computing](#). [CB]*

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