



eLucidate

Vol. 10 Issue 2, June 2013

ISSN: 1742-5921

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eLucidate is published by UKeiG, the UK eInformation Group. Membership and newsletter subscriptions are handled by the UKeiG Administrator, Val Skelton, 4 Friendly Street Mews, London, SE8 4DU, tel: 020 8691 0246, e-mail: val.skelton@ukeig.org.uk

UKeiG is a Special Interest Group of CILIP: the Chartered Institute of Library and Information Professionals. CILIP Registered Office: 7 Ridgmount Street, London, WC1E 7AE, Registered Charity No. 313014

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Information Management

Martin White, Intranet Focus

Investing in intranets and search

For some time now I have been advocating the use of a risk-based approach to making a case for investment in intranets and search. Organisations have to declare business risks in their annual reports and have a duty to shareholders to monitor these risks and take all reasonable measures to reduce them. I have had some success making investment cases that could reduce the risk scores. In a presentation to the Enterprise Search Summit in New York last month I argued that important though a search strategy might be, it would only have a lasting value and impact if incorporated into an information management strategy. Based on a show of hands very few attendees had either a search strategy or an information management strategy based on an information life cycle model.

Over the last few years there has been a growing interest in information risk management. The main focus of information risk is on making sure that information is held securely, and is invariably based on ISO Standard 27001 http://en.wikipedia.org/wiki/ISO/IEC_27001. As a result, the requirements tend to be around breaches of security that lead to information that is vital to business operations not being available because it has been lost, has been stolen or has just strayed. There is an excellent report from

PwC, sponsored by Iron Mountain, which provides a good introduction to information risk-management strategies (see <http://www.continuitycentral.com/BeyondCyberThreats.pdf>).

However, in my opinion, there is a fourth scenario in which the information is there all the time but that for various reasons (such as a poor search implementation) it cannot be found, and *de facto* it is lost. In the PwC report there is a list of seven causes of information loss, but search failure is not listed.

Another report that makes for interesting reading is *A Business-Led Approach to Information Risk*, published in March 2013 by the Corporate Executive Board <http://www.executiveboard.com/exbd/executive-guidance/2013/q1/index.page>. For anyone looking for information on which to base a business plan for additional investment in information services, this report contains a wealth of survey information and analysis.

- Approximately three out of four executives report that more than one-half of their staff now use information to make decisions as a primary part of their job.

- 76% of employees report a significant increase in time spent working with data and information, which now occupies more than one-third of their time.
- 67% of employees are exchanging more information with colleagues to get their work done.
- 60% report exchanging information with 10 or more people on a day-to-day basis.

There is no doubt that information risk is on the Board agenda, helped by companies with an interest in information security management. Perhaps now is the time to talk to the managers responsible for assessing and reporting information risk and highlighting the scale of the problems that a lack of investment in intranets and search could be causing the organisation. I'm still recovering from a paper at the Enterprise Search Summit in which one global business mentioned that 25% of the zero-success queries listed in the search logs were the result of IT and HR repositories not being crawled and indexed. That is a lot of 'lost' information.

The language of information risk management, focused as it is on ISO27001 compliance, is still some way from the language that we as information professionals might use. However I think that there is an opportunity here for us to reach out to

the information risk management community, and to the managers with an interest in information management risk in our own organisations, and start a dialogue about how we are in fact trying to achieve the same outcomes.

Since early 2012 there has been a CILIP Information Management Advisory Group. This grew out of an informal group of information professionals who were increasingly concerned about the lack of commitment and action by CILIP to address information management issues. The Chair of the Group is Peter Griffiths, Anne Mauger is the CILIP contact and Guy Daines acts as the Secretary. Both Charles Oppenheim and I are among the current members of the Group. At Umbrella CILIP will be releasing a position paper on information management which has been drafted by the Group and later this year there will be a seminar to help CILIP prioritise the work that needs to be carried out to raise the profile of information management. The Group has also compiled a list of information management resources and this will be published on the CILIP web site in the near future. You might also want to watch out for a new book entitled *Total Information Risk Management: Maximizing the Value of Data and Information Assets* by Alexander Borek, Ajith Kumar Parlikad, Jela Webb and Phillip Woodall which will be published by Morgan Kaufmann later this year.

Martin White is Managing Director of Intranet Focus Ltd

Online

Joy Cadwallader, Aberystwyth University (Aberystwyth Online User Group)

Please send your submissions for the next edition to jrc@aber.ac.uk

Cardinal Newman

The John Rylands library at Manchester University [has announced](#) that they have been awarded the contract to digitise the archive of Cardinal Newman, the important and influential 19th-century religious thinker and prolific writer who converted to Roman Catholicism, and who was beatified by Pope Benedict XVI in 2010. The 200,000-document archive will be digitised in Manchester followed by relocation to the Birmingham Oratory with which Cardinal Newman was associated for much of his life. The National Institute for Newman Studies in the US is funding the £386,000 contract and managing the transformation of the archive into “a comprehensive digital library that will eventually include all of Newman’s published and unpublished works”.

DeepDyve

The US-based rent-an-article provider DeepDyve are offering free five-minute previews of the eight million journal articles from 3,000 journals available on their platform. Participating publishers include Elsevier, Wiley, Nature, Springer and IEEE. Their [press release](#) explains how the new “Freemium” service permits users to sign up and enjoy free five-minute previews of unlimited articles, however they are not permitted to view an article more than once on the same day and they cannot copy, print or download.

Manufacturing Pasts

A rich online resource mapping the changes in British industrial city life in the second half of the 20th century has become available for teaching and learning to anyone under a Creative Commons open licence ([CC BY-NC](#)), in a JISC-funded project using Leicester as an example. More than 1,700 photographs, maps, interviews, newspaper

articles and more have been selected from archives at the University of Leicester and the Leicestershire, Leicester and Rutland Record Office, by subject experts from the Centre for Urban History at the University of Leicester. Learning resources on the site, under the themes De-industrialization, Conservation and Regeneration, the Social Life of the Factory and the Factory and the Community, link through to the primary source materials.

MOOCs

The information press is full of stories about Massively Open Online Courses (MOOCs) and reflective pieces about the impact on libraries in the future. In March the British Library [announced](#) their partnership with the MOOC platform FutureLearn “offering participants of its online courses access to the Library’s unique digitised resources”. FutureLearn has partnerships with 18 UK higher-education institutions, including the Open University, with whom the first UK MOOC was launched last year. This [recent piece from Library Journal](#) includes thoughts on the public library’s role in the support of MOOCs. Finally, Gerry McKiernan, a librarian at Iowa State University, has begun this usefully-titled blog [MOOCs and Libraries](#).

Reference management

In April information giant Elsevier [announced](#) that they had acquired the popular online reference gathering and sharing service Mendeley as rumoured earlier in the year (Online, January 2013). Thomson Reuters have responded by launching [EndNote Basic](#), offering online store for 50,000 references, 2GB of file storage, reference screen capture and a small range of bibliographic styles and search connectors, for free. While some may find that it doesn’t match the sharing and academic networking strengths of Mendeley, those with access to Web of Knowledge will find they have more features including the benefit of ResearcherID links. The EndNote iPad app is available for \$0.99 until July 2013.

UNESCO

UNESCO are to make all their digital publications freely-available by [adopting an Open Access policy](#), the first member of the UN to do so. Already advocates and champions of Open Access, UNESCO’s new publications will be hosted on a multi-lingual OA repository and this initiative will encourage co-publishers to follow suit.

Open access

David Ball

Green versus Gold

Readers will I am sure be aware of the different manifestations of Open Access (OA) - Green and Gold - the future of which is now the subject of debate.

To be clear: Gold OA is delivered through journals, which may be completely OA or hybrid, where some articles are OA and others are available only to subscribers; Green OA is delivered through self-archiving - authors' deposit of manuscripts in repositories, which may be institutional or disciplinary.

The main characteristics of Green and Gold OA are as follows.

Green OA:

- Relies on a quite recent but well established infrastructure of repositories. Hence it is easy and cheap: each article only incurs a portion, very small in monetary terms, of the overhead costs of setting up and running repositories.
- Does not have the overheads of a peer-reviewed journal; however deposited articles may be, and most often have been, peer-reviewed for publication in subscription journals.

- Is compatible with subscription journal publishing; scholars are able to publish in subscription journals, for instance where these are of particularly high repute, and, through self-archiving, still make their articles OA, albeit after an embargo period.
- Depends on authors' obtaining rights from publishers to deposit and make articles available.
- Is hospitable to many other types of document, notably pre-prints (which provide the time-stamp noted at the start of this chapter), theses, and research datasets.

Gold OA:

- Offers articles, in both OA and hybrid journals, that are peer-reviewed for publication. It incurs the same costs for the editorial and peer review process as subscription journal publishing.
- Is always immediate, while Green OA is often subject to time embargoes imposed by subscription journal publishers.

- Provides access to the published version of an article, while Green OA generally provides access only to the author's final peer-reviewed manuscript, without the formatting or pagination of the published version. However by its nature it is confined to post-prints.
- Generally obtains rights and permissions direct from the rights-holder (usually the author).

In June 2012 the publication of the [Finch Report](#) (Working Group on Expanding Access to Published Research Findings) gave a great boost to Gold OA with the recommendation (p.7) that “a clear policy direction should be set towards support for publication in open access or hybrid journals, funded by APCs [article processing charges], as the main vehicle for the publication of research, especially when it is publicly funded”. This boost was given added force by the endorsement of the Government and the funding of APCs by the Research Councils in the UK.

Finch was interpreted by many as undervaluing Green OA, particularly in the recommendation (also p.7) that “the infrastructure of subject and institutional repositories should be developed so that they play a valuable role complementary to formal publishing, particularly in providing access to research data and to grey literature, and in digital preservation”.

There has been some rowing back from this position. For instance, the latest [consultation](#) by the Higher Education Funding Council for England (HEFCE) on the Research Excellence Framework exercise to be held in about 2020, while endorsing Finch in principle, states: “as the transition to full open access will occur over a period of time, we propose to accept material published via either gold or green routes as eligible, recognising that it is not appropriate to express any preference in the context of research assessment”.

One interpretation of Finch is that endorsing Gold over Green was the price of getting the publishers in the Working Group on board. It remains to be seen whether the pendulum will swing back towards Green OA. Certainly the economic case for Green during the period of transition to Gold has been demonstrated by Swan and Houghton (*Going for Gold? The costs and benefits of Gold Open Access for UK research institutions: Further economic modelling: Report to the UK Open Access Implementation Group*. London: UK Open Access Implementation Group, 2012. Available at: http://repository.jisc.ac.uk/610/2/Modelling_Gold_Open_Access_for_institutions_-_final_draft3.pdf).

This economic pressure on universities may be decisive.

David Ball, former Librarian of Bournemouth University, is a consultant specialising in aspects of higher education

Cloud Computing

Martin De Saulles

Cloud Computing Round-Up

The increasing importance of cloud computing to businesses was highlighted recently with a number of large deals. In early June, IBM spent \$2 billion buying SoftLayer, a US firm, which it will use to create a new Cloud Computing division. According to Bloomberg this will put IBM in competition with Amazon in the market for "public clouds" whereby organisations outsource much of their computing processing and storage requirements to third parties. At about the same time, Salesforce.com, a cloud provider of CRM services, announced a \$2.5 billion takeover of ExactTarget, a provider of digital marketing and social media services. While takeovers are relatively common in the technology sector, it is the amounts paid for relatively small and, in the case of ExactTarget, unprofitable companies that has caught the attention of analysts. The bets seem to be that future growth in the enterprise IT market will mainly come from cloud-computing services even if the picture of how fast and in exactly what ways the sector will evolve is still not clear.

One fact that is becoming clear is the declining importance of desktop computing to information providers. I know that most of us still use a laptop

or desktop for much of our work but a couple of presentations released over the last couple of weeks show how this is changing. Analyst and venture capitalist Mary Meeker launched her annual Internet trends report (<http://www.slideshare.net/kleinerperkins/kpcb-Internet-trends-2013>), which showed how more Chinese Internet users now access the web via a phone than a desktop. This is a global trend and has implications for anyone delivering information services over the Internet. My experience in digital marketing and spending time going through the web analytics for a number of organisations is a constant reminder that creating mobile-friendly websites is no longer a nice-to-have option but is becoming essential. This is particularly true if you have a significant number of younger users where the smart phone is often the main or sometimes only device used for Internet access. Enders Analysis consultant Benedict Evans's presentation, *Mobile is Eating the World*, (<http://www.slideshare.net/bge20/2013-05-bea>) drives this home with some simple but powerful statistics. While global corporate PC sales have stagnated and sales of consumer PCs are falling, there has been a massive growth in tablet sales which are now over 120 million units a year. As I've written in a previous column, these tablets have far less storage capacities than traditional PCs and users are trusting much of their content

storage to the cloud. The impact of this on the king of the PC software market, Microsoft, is staggering. Slide 10 of Benedict's presentation shows that Microsoft's share of connected device unit sales (i.e. the percentage of Internet-connected devices which run a Microsoft operating system) has fallen from 90% in early 2009 to about 25% in March 2013. Remember these are unit sales and not the installed base of which Microsoft will have a larger share due to legacy machines. However, it clearly shows how the popularity of iPhones, iPads and Android devices are having a significant impact on how we access and use the Internet.

Managing Tasks in the Cloud

In my last column I talked about the value of Insightly as a combined CRM and project management solution for independents and small businesses. However, for many people who just want a simple task manager it is overkill. In this case I can recommend Toodledo (www.toodledo.com) which, despite a silly name, offers a robust and efficient way to keep track of tasks. I've been using it for several years and despite trying a number of alternatives still find it the most effective. What I like most about Toodledo are the following:

- It works in the browser so can be used anywhere with a web connection;
- There are a number of mobile apps which integrate well with Toodledo. (I use Ultimate To Do List on my Android phone and tablet but I am aware of sev-

eral others including a native app for Apple devices);

- It allows you to forward emails to your account which will automatically create a task. Unlike some competitors, Toodledo will also accept any attachments that come with the email and add them to the task. I find this particularly useful as many tasks are the result of an email that requires me to take action. (This requires a Pro Plus subscription at \$29.95 per year);
- Tasks can be grouped in folders or by context and can have due dates and priority settings applied to them. You can then choose how Toodledo or a mobile app presents your tasks based on various filters.

If you find it difficult keeping on top of what you need to do, whether at work or home, I recommend giving it a try. The main discipline is making sure you get into the habit of checking it on a daily basis but the satisfaction of ticking tasks off helps with this. And on that note, I can now tick off my task, "Write eLucidate copy for Michael Upshall".

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Book Reviews

Diane Rasmussen Neal (ed.): *Social Media for Academics: A Practical Guide*

Reviewed by Jane Mansfield

Chandos Publishing Social Media Series No. 2, 2012. ISBN: 978 1 84334 681 4, 270pp

The book lives up to its subtitle (*A Practical Guide*). The first half, called *The Nuts and Bolts of Social Media*, contains chapters on blogging, social networking and academic communities, real-time teaching technologies, locating scholarly papers, tracking references, twitter, and mobile technologies. Each chapter provides guidance derived from experience and expertise in their subject areas. For instance, Carolyn Hank suggests that would-be bloggers check their university's guidelines for bloggers, and that writers incorporate a Creative Commons licence and a disclaimer on their blog page (pp. 9-10). These early chapters provide a wealth of knowledge, examples and tips. I found a mapping service that tracks scholarly users of Twitter across the world (p.24), reviews of academic networking sites (chapter 2), and comparisons of web-based writing tools (chapter 3). Maureen Henninger's chapter on Locating Scholarly papers is a must-read for anyone interested in bibliometrics and publishing.

The second half of the book, called *Putting Social Media into Practice*, is similarly well researched, and well written and provides knowledge, expertise and case study examples for using social media in teaching and for managing online presence. The chapters in this section cover: Incorporating Web-based engagement and participatory interaction into your courses, getting your work noticed online, managing online identity, social media for academic libraries and feedback from an online course in social media.

Methods of incorporating technology are discussed with the focus on engaging users, increasing participation and developing learning. Every chapter travels way beyond a superficial knowledge of new technologies. They provide in-depth appraisals of the choices available, and recognise that not all students will use online resources. There is also an acknowledgement that social identity, online security and interactions need careful management.

This is definitely a five-star book. Although it is a collection of edited chapters, submitted by ten different authors, each chapter tells us something

new and does not repeat information from the other chapters. This is a difficult task in edited works and credit must go to Rasmussen for her excellent editing skills.

The book was a pleasure to read and this short review cannot do it justice. The text is extremely informative and generous in its knowledge sharing and will be of value for those who wish to use social media for their teaching and research. While it is called *Social Media for Academics*, I would also recommend it for all librarians who

are interested in using social media to engage and develop their users.

Diane Rasmussen Neal has been using social media in her teaching since 2004. Her final words in this book highlight the point that you can incorporate social media into your courses without massive support from your IT team and without immense expenditure (p.255). Much of what is discussed in the text is also fairly easy to use.

Jane Mansfield (PhD, MA, MCILIP) is Researcher Training Officer at the University of Leeds

Peter Heron and Joseph R. Matthews (eds.): Reflecting on the Future of Academic and Public Libraries

Reviewed by Jane Mansfield

American Library Association 2013. ISBN: 9781856049481, 242pp

This book is a great resource for library managers and for students of librarianship. I think those who are concerned about the future of libraries may also find this text informative and possibly inspiring. The co-editors, Peter Heron and Joseph R. Matthews, present a series of forecasting tools, possible scenarios and discussions from academic and public library directors. There is an emphasis on forward planning and the use of scenarios. The use of scenario planning as a technique was new to me and I suspect that other tools that are presented in this text may be new to others.

The editors are a strong team and their backgrounds indicate the level of expertise present in this book. Peter Heron is a Professor at a Graduate Library School (Boston) and is the principal faculty member for the doctoral programme: Managerial Leadership in the Information Professions. Joseph R. Mathews is a consultant specialising in strategic planning, assessment and evaluation of library services.

Some of the statements in the book may initially appear to be startling or negative: 'let's face it: the library as a place is dead' for instance (p. 4). However, the main thrust of the book comes from these premises. The above quotation, which is taken from an EDUCAUSE conference, concludes with 'We need to move on to a new concept of what the Academic Library is'. The book presents

scenarios for public libraries as well and many of the issues facing libraries affect both sectors. These issues are summarised as: financial crisis, spatial crisis, use crisis, and accessibility crisis. Heron and Matthews examine trends that are specifically facing American libraries, but these are almost identical to those facing libraries in the UK or many other countries. Information technology is one of the major influences. E-books, cloud computing and Google mean that users are now more likely to search for (and find) things themselves.

Another statement presented in the book is: 'Acknowledge that the library's OPAC is not the place where individuals look for information - it is the last option, or not even recognised as an option' (p. 10). The authors offer SWOT analyses, along with TEMPLES analyses (Technology, Economy, Markets, Politics, Law, Ethics and Society) as part of the preliminary scoping for scenarios. There are environmental scans for public and academic libraries (p. 29, p. 35). There are also useful excerpts from research into the future of libraries, including forecasts from pundits such as Thomas Frey. Frey suggests that there are ten trends that will affect the future of the public library. One of these is that we are transitioning from a product-based economy to an experience-based economy. Books are moving from being a product to being an experience (p. 35).

The main focus of the book is to present tools for strategic planning, and this is where the scenarios come in. Hennon and Matthews describe how to build scenarios. They also provide examples of how scenarios have been devised and used. The detailed table outlining four scenarios from New South Wales State Library shows 30 different questions for each scenario. These questions begin with 'what is the value placed on the physical library' and the answer is different for each scenario. Other questions concern energy efficiency, viewpoints on expertise and information supply, pricing and so on (pp. 62-63).

This is a detailed work offering practical tools for library managers. I especially appreciated the way that the authors use real-world examples and the fact that the authors recruited library directors. The library directors work with and comment on the scenarios. Whilst the text is mostly written by USA academics and most of the examples come from outside the UK, I think that UK managers would feel that the research, ideas and tools presented are highly relevant and useful to their own workplace.

Jane Mansfield (PhD, MA, MCILIP) is Researcher Training Officer at the University of Leeds.

New and forthcoming books

The following books have recently been published and look relevant to members' interests. Please email the *Elucidate* editor if you are interested in reviewing one or more of them. If you notice a book or resource you feel would be of interest to UKeiG readers, let us know with a review or mention.

The Future of Scholarly Communication

Edited by **Deborah Shorley**, Imperial College London and **Michael Jubb**, Research Information Network

The editors draw together the informed commentary of internationally-renowned experts from all sectors and backgrounds to define the future of research communication.

Global thought-leaders define the future of research communication. Governments and societies globally agree that a vibrant and productive research community underpins a successful knowledge economy but the context, mechanisms and channels of research communication are in flux. As the pace of change quickens

there needs to be analysis of new trends and drivers, their implications and a future framework. *The Future of Scholarly Communication* draws together the informed commentary of internationally-renowned experts from all sectors and backgrounds to define the future of research communication.

Marketing Your Library's Electronic Resources

A how-to-do-it manual

Marie R. Kennedy and Cheryl LaGuardia

This essential guide to marketing libraries' e-resources shows librarians how to make sure their customers understand what is available to them online and allow them to use their e-resources fully.

Press Releases

Post-World War II manufacturing brought to life

1 May 2013

Manufacturing Pasts, a project led by the University of Leicester and funded by Jisc, today releases over 1,700 historical sources for learning and teaching. The resources tell the story of what life was like and how quickly it changed in British industrial cities during the second half of the



twentieth century.

Taking Leicester as a powerful example of these changes, the historical sources include photographs, maps, architectural drawings, oral history interviews, company publications and newspaper articles.

The related learning resources include videos, visual guides and selected historical sources. All the resources have been released under a Creative Commons open licence ([CC BY-NC](https://creativecommons.org/licenses/by-nc/4.0/)). This means that they can be re-used and adapted

by anyone, providing the creator of the work is acknowledged and the use is for non-commercial purposes.

Four major themes are used to illustrate the changing industrial city:

- Deindustrialization
- Conservation and Regeneration
- Social Life of the Factory
- The Factory and the Community

Simon Gunn, professor of urban history at the University of Leicester, comments: “Go into any major library and you will find lots of books on British industrial cities during the nineteenth century. But you will be hard pressed to find much on the 1930s onwards. Manufacturing Pasts fills that gap. Having these materials online has all sorts of other benefits as well, such as seeing connections between different kinds of historical sources that you might not otherwise notice - between maps and photographs, for example. Manufacturing Pasts is relevant to higher education students at all levels - supporting both dissertations and projects exploring one of the historical themes.”

Paola Marchionni, programme manager of digiti-

sation at Jisc says: “Manufacturing Pasts is a great example of partnership work that has brought together knowledge and expertise from historians, librarians, archivists and learning technologists in the creation of versatile digital resources. The team has done an excellent job in providing easy access to both primary historical material as well as contextual background through imaginative resources such as virtual tours, timelines, videos, and cleverly used PowerPoint presentations. This project has opened up material to a variety of users, from undergraduate and postgraduate students to colleges, local groups and historians, and has already attracted a good degree of public interest.”

As well as being used in teaching, these resources are also intended to appeal to historians generally.

Manufacturing Pasts featured at a conference on Leicester’s industrial past, present and future on 27 April organised by the University of Leicester and the Leicestershire Industrial History Society. It will be presented at the [Transformation of Urban Britain](#) conference which takes place at the University of Leicester from 9 - 10 July.

Selected resources from Manufacturing Pasts can also be viewed on the University of Leicester’s new [iTunes U site](#).

Manufacturing Pasts

Manufacturing Pasts was a collaborative project between the University of Leicester and the Record Office for Leicestershire, Leicester and Rutland. It was led by Ben Wynne, Head of Library Academic Liaison at the University of Leicester and managed by Tania Rowlett from the University’s Library, with academic leadership from Professor Simon Gunn and Dr. Rebecca Madgin of the University of Leicester’s Centre for Urban History. The learning resources were created by Terese Bird of the University’s Institute for Learning Innovation. Archival expertise was provided by Adam Goodwin at the Record Office.

The historical sources were selected from the Record Office and the Joan Skinner collection at the University of Leicester Library.

The UK contributes over 6,500 digitised museum objects to provide a boost for online learning

About 6,500 newly digitised objects from University College London and the University of Reading’s diverse museum collections are now openly accessible to students, teachers and the public at large, thanks to funding from Jisc.

The objects include rare Ancient Egyptian artefacts brought to life in twenty-first-century 3D; digital images of zoological specimens in glass jars, strange and beautiful anatomical prints, sixteenth-century portraits, and intriguing nineteenth-century

scientific gadgets. The digital artefacts encompass a range of disciplines from sciences to the arts.

In addition to the digitised objects, which can be freely viewed, downloaded and used on a Creative Commons licence, the two museums have also produced a range of Open Educational Resources (OER) such as videos and worksheets to support object-based learning. The interdisciplinary nature of these resources makes them particularly versatile for online learning and suitable for the growing number of initiatives such as Massively Open Online Courses (MOOCs).

Leonie Hannan, teaching fellow in object based learning at University College London says: "Teaching using museum objects is increasingly popular in universities, owing to the active and experiential nature of object-based learning. However, hands-on time with collections is always limited and the ability to provide access to our collections digitally overcomes barriers to independent student learning. By making these resources open access they will not only benefit our own teachers and learners, but also much wider audiences across the education sector. We are really fascinated to find out how others use these resources and we hope they can be adapted to meet a whole range of learning needs."

Paola Marchionni, programme manager at Jisc says: "This project shows how digitisation can help institutions enhance teaching and learning while at the same time benefit the wider public by making a huge range of resources openly available for everybody to use and enjoy. We're proud at Jisc to see how museum staff from the universities joined

forces with their academic colleagues as well as students in an exemplary partnership which has ensured the resources created respond to the needs of the teachers and learners."

The digitised objects, which will add to a bank of 150,000 already existing digital resources from the two museums, are available through [Culture Grid](#), the UK gateway to heritage resources. The OERs can be accessed through [JORUM](#), the online educational resource sharing site, using the search term OBL4HE.

New guide means citing films and audio in your content couldn't be easier

27 March 2013: In the era of YouTube, podcasts and vidcasts new pioneering [guidelines](#), launched today, will be crucial for students, researchers and academics when they cite moving image and sound sources, or provide advice on referencing them.

The British Universities Film & Video Council's ([BUFVC](#)) guidelines respond to the 2011 Jisc report, [Film and Sound in Higher and Further Education: A Progress Report with Ten Strategic Recommendations](#). The report found that despite the exponential increase in the use of audiovisual material in teaching, learning and research in higher and further education, existing guidelines for the referencing of moving image and sound are often insufficient as they are based on standards developed for the written word. This has the effect of discouraging the citing of moving

image and sound, as well as creating barriers in its discovery, use and re-use.

Professor John Ellis, professor of media arts, University of London, says: "Citation exists so that you can find the source of any quotation. The rules have long since been worked out for print sources. However, for moving image and sound, no-one quite knows what to do, so references are usually imprecise and sometimes left out completely. This guide now makes it possible for any writer (even a student) to lead their readers to the exact audiovisual source they are discussing. It might seem a simple problem to solve, until you realise that there are a multitude of different types of audiovisual source!"

The guidelines are practical, accessible and applicable to a wide range of different users across all disciplines. They encourage best practice in citing any kind of audiovisual item. They cover film; television programmes; radio programmes; audio recordings; DVD extras; clips; trailers; adverts; idents; non-broadcast, amateur and archive material; podcasts; vodcasts and games.

Professor Miles Taylor, director, Institute of Historical Research, University of London, says: "The difficulty of referencing such important sources has only been compounded by the increasing availability of much of this material online. The wonderful new guide produced by the BUFVC cuts through the uncertainty and complexity and will undoubtedly encourage historians and researchers in other disciplines to make greater use of audiovisual source materials - whether a

computer game, a television channel ident, a previously unaired radio programme or a Hollywood film. I strongly encourage journal editors in particular to add it to the guidance that they provide for authors."

To produce these guidelines, BUFVC established a working group of academics, researchers, journal editors and archivists, formed as part of the HEFCE-funded Shared Services project. Richard Ranft, head of sound and vision, The British Library, says: "From the beginning of the 20th century, sound and moving image media in all their various formats have captured the most significant moments in human creativity and endeavour. Yet even in the present century, there remains doubt over the validity of referencing sound and moving images, whether in academic publishing or the popular media, due in part to the absence of accepted citation guidelines. By establishing clear instructions that are on a par with traditional bibliographic citation styles, this new publication will help unlock the vast resource that is preserved in sound and moving image archives."

This is the first edition of the guidelines and it will be reviewed periodically to respond to advances in technology, the development of new media platforms and the needs of the user. The BUFVC welcomes comments and feedback via avcitation@bufvc.ac.uk, or join the discussion by tweeting [@bufvc](https://twitter.com/bufvc) #AVcitation.

About *eLucidate*

eLucidate is the journal of the UK Electronic Information Group. It is published four times each year, in February, April, September and November. Its aim is to keep members up to date with developments in the digital information environment, as they affect professionals. The magazine is provided free to UKeIG members.

Notes for contributors

eLucidate welcomes articles or ideas for articles in the areas covered by the magazine. We are always on the lookout for feature writers, reviewers both for books and for meetings, as well as respondents to articles. Sadly, we don't pay contributors, but contributors retain copyright of their articles and can republish their articles elsewhere.

If you are writing for *eLucidate*, please follow these simple guidelines:

About the members

Our membership comprises information professionals involved in the dissemination and/or delivery of digital content and services. Our membership base is two-thirds academic, one-third commercial, as well as some public libraries. A key benefit of the group is that meetings and forums provide "crossover" insight from one area to another: members see it as a way of keeping up to date in areas outside their core. Few other organisations provide this kind of cross-sectoral awareness. The focus of the group is the UK, in the sense that authentication concerns tend to be around JISC tools such as Athens and Shibboleth. But the issues of digital provision are of course global. The most popular training courses we run are on search tools – Google and others; e-books and how to deal with them. Other popular strands include Intranets, content management, bibliographic software, and e-books.

Technical level

Although members rate themselves highly for technical awareness, they are typically users rather than creators of technology. Articles should not assume understanding of technical terms without explanation.

Length of article

Feature articles should be in the region of 1500-2500 words. Each article should be prefaced by a short summary (around 50 words) that can be used when displaying on public search engines an outline of the article, and to display on the non-member section of the website.

What to write

A key aspect of UKeiG is that it provides insight from one area to another – members see it as a way of keeping up to date in areas outside their core expertise. Because the membership is quite disparate, ranging from pharmaceutical information professionals to public librarians, you should not assume readers are as familiar as you in the subject area.

The most valuable viewpoint you can give is that of an end user. UKeiG is not a place for theoretical debate, but a forum where peers can share their experiences and understanding. So, if it worked for you, tell others. If it didn't, tell others why not.

How to submit

Please e-mail your article to michael@consultmu.co.uk. Articles should be delivered in Word or in an ASCII format. Images are welcome – they may be in gif or jpeg formats.

Rights

By submitting an article to *eLucidate*, authors grant UKeiG the non-exclusive right to publish the material in any format in perpetuity. However, authors retain full rights in their content and remain the copyright owner.

About you

Please provide a 10-20-word biographical summary about yourself to appear at the end of the article.

Editorial process

Your article will be copy-edited for spelling and for sense. If there are major changes to the article we may return it to you for your comments and approval, but most articles require only light corrections before appearing in *eLucidate*, and do not need a further review by the author.

Brief for book reviews

Book reviews are typically 500-750 words. Because UKeiG is independent of any publisher, we are not obliged to have favourable reviews. If you think a book is poor, then by all means explain why. Members and non-members alike are welcome to suggest books for review or to submit reviews.