



eLucidate

Vol. 10 Issue 4, December 2013

ISSN: 1742-5921

Statements and opinions expressed in this newsletter are those of the various authors and should not be taken as being endorsed by CILIP or UKeiG.

This issue of *eLucidate* is edited by Michael Upshall, Oxford, tel: 01865 453410, michael@consultmu.co.uk

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

Contents

Web 2.0: Facebook graph search	3
Information Management	7
Intranets.....	10
Online.....	15
Open Access: Open Textbooks: The Final Frontier?.....	18
Cloud Computing	23
Book Review: Digital Dieting	26
Book Review: Building Online Communities	29
New and forthcoming books	32
Press Releases	34
About <i>eLucidate</i>	35

Web 2.0: Facebook graph search

Phil Bradley

Facebook has been rolling out an improvement to their search capability and I wanted to spend a column looking at that, and the implications that it has for all of us, not just for information professionals. While it has some positives, there are also a worrying number of disadvantages, particularly to people who don't lock their accounts down tightly.

The context

I firmly believe that Facebook doesn't want to be part of the Internet, it wants to BE the Internet for the vast majority of people. Its membership numbers about 1.25 billion people, which is about the size of the whole of the internet in 2004. You can look at individual company pages in the same way that you can look at websites (and in fact companies like Pepsi and Coke get more views on their Facebook pages than they do on their traditional sites), millions of photographs are uploaded daily, we share thoughts and ideas, we play games and we communicate using the Facebook interface. Most importantly, we are the fodder that pays the wages; we look at the advertisements and click on them, and that's what makes Facebook their money. So the longer we stay on Facebook, the less likely we are to click on adverts elsewhere - such as on Google.

Facebook Graph Search

Consequently, if we're searching on Facebook, that's where we stay, which is why this search option is such a big deal for the company, and why they've been rolling it out across the world. You will know if you have it already since you'll see that there is a different Facebook logo in the extreme top left of the blue band (just an 'f' rather than the name), the search box will have 'search for people, places and things' and friend request, chat and notification logos will have shifted across to the right hand side of the bar. Finally, if you click into the search box Facebook will prompt you to search for People you may know, Music my friends like, Photos I have liked and so on. If you're not seeing this, it's not been made available to you yet, but you can still get it. Click on the cog wheel (top right) and choose Account Settings. Under 'general account settings' change the language from English (UK) to English (US) and that should do the trick. If it doesn't work all I can suggest is patience - you should get it in the coming days or weeks.

What you can search for

Let's start with some simple, helpful searches. 'Photos that I have liked' is pretty obvious, but you can now refine this search to photographs of particular people, specific locations, particular dates, people who have commented on images, others who have also liked the same images, or photographs by specific people. Consequently, it's now possible to see connections that previously were almost impossible to work out, in the click of a button.

We can start combining different elements though - I can now run a search on friends of my friends who live nearby and like a particular musician. It would theoretically be possible to work this out by going through lists of my friends to see where they live, but that's never going to happen. In fact, I can search for just about anything, and Facebook will tell me which of my friends have liked that particular page, which also tells me some useful stuff.

If you're responsible for a library Facebook page, there are some interesting possibilities here. You can start by finding pages named Essex for example. This

then gives you the possibility of liking those pages, introducing their readers to your page and so on. We can narrow the search to pages named Essex that are books - useful for a display or for further linking possibilities. Next we can narrow to images, locations, time periods and so on. Alternatively, a search for 'Events Essex' pulls up content that might be useful if someone is searching for something to do over a holiday. It's just as easy to find libraries in the next county, to see how they are using Facebook, who their friends are and so on. Also importantly, if you have liked specific pages, that may give people a little more reassurance - if you like it, then the quality and authority is going to be first rate. You're going to be seen as an expert, so it's worth keeping that in mind when wandering around the Web, because any page that you happen to like may well turn up in a search.

Worrying implications

Now, this is all fine and dandy and can be really useful; absolutely no doubt about it. It's going to mean that if I want to find a good restaurant in Birmingham, I'm going to be able to get that information directly from my friends, rather than relying on a Google algorithm that I'm not sure I can trust. However, I can also find out a lot of information about complete strangers - if they have made it publically available, and that is an important point. There are still large numbers of people who don't lock their accounts down, so it's important to understand the implications so that you're in a good place to advise any library member who asks you.

To put a particularly nasty stalking hat on for a moment - I can run a search on female members of Facebook, who are of a particular age and who live nearby. I could then limit that to pages that they have liked such as 'Getting drunk'. It's then easy to look at individual accounts, find any nightclub pages they've liked, see their friends and interests, which is useful for gaining an introduction to them. I'm sure that you can see where I'm going with this, and I think it's particularly worrying. A further example - it's possible to find a list of men in relationships with other men in particular countries that take a dim view of same-sex relationships, and it's far too easy to identify such people - it's certainly making it very easy to repressive regimes to do exactly that.

To take a business approach; I could run a search on elderly people who live near me who like gardening, and use this information to target garden-related advertising towards them.

I also have doubts about the validity and accuracy of the information that Facebook is giving me. I did several searches that should have returned a lot of results, and I got very few. I was also able to search for 'people who like racism' and who work for a particular company - one of these in particular had absolutely no indication as to her political interests at all in her account, so I wonder why Facebook made that association. Also, in order to comment on some pages it's been necessary to like the page to be able to pass a negative comment; Facebook may take that mean that you actively 'like' racism, when the exact opposite is the case!

Summary

As with everything, Facebook Graph Search can be used for good or ill, and all points in between. If you don't have it yet, I'd strongly suggest getting it to try out, and see what information you can find. I also think that it's really important to review your settings to make sure that people can only find out what you want them to see, and to limit the incorrect assumptions they may possibly make. Also very importantly, this is only the first iteration of Facebook Graph Search - it's only going to get more powerful and potentially intrusive in the future.

Information Management

Martin White

The CILIP Information Management Summit

In my September column I mentioned that there was going to be a [CILIP IM Summit](#) at the end of October. This took place at CILIP HQ on 31 October and was a great success. The Summit was really a workshop, set up as a component of the work of the IM Advisory Board. It was largely put together by Sandra Ward, with some assistance from me, and excellent support from Annie Mauger, Guy Daines and Jason Russell from CILIP. Around 50 people turned up to hear Professor Clive Holtham (CASS Business School) as the keynote speaker, followed by a dozen short and very well-presented papers on all aspects of information management. The delegates sat at tables, carefully arranged so that there was a mix of interests (academic, business, charity, public sector etc.) at each table, with a table leader who had been well briefed in advance. During a long lunch break, the groups discussed a range of issues, mainly centred around the potential role of CILIP in furthering the IM cause. A feedback session after lunch was very lively and came up with a lot of great ideas. Further presentations and then a wrap-up by me and then Annie brought the workshop to a close.

At the workshop we invited delegates to let us know if they would like to continue the support of the work of the Board and around 20 wished to do so. This was very encouraging. On 2 December there was an Open Board meeting, at which around 10 of the 20 were able to attend. The purpose of the meeting was to start to prioritise the work of the Board for 2014. This was accomplished by asking attendees to write suggestions on Post-It notes and stick them on a set of flip-chart pages. The exercise worked well, and the makings of a good action

plan for 2014 emerged quite clearly. In the near future, the most visible first steps will be a list of IM resources on the website. The Board then moved into a closed session to decide how to take things forward.

At this stage it looks as though there will be a two-level governance structure. The Advisory Board, reporting to Council, will manage the overall programme of work with the support of Guy Daines and Jaqueline May from CILIP. Then there will be a wider group of people who will be able to contribute on specific topics from time to time, and also act as the eyes and ears of the Board in identifying development in good (and bad!) practice in IM that needs to be incorporated into the work plan for 2014. CILIP will be starting to prepare a five-year plan for 2015 onwards during the course of the year, and it is clear to me that IM will be an important component of the CILIP offering to members in the future.

From a UKeiG perspective there are two opportunities. The first is for individual members with an interest in IM and would like to contribute to the work of the Board to make contact with Guy Daines (Guy.Daines@cilip.org.uk). The second opportunity is for UKeiG to take on some element of the work in supporting CILIP's initiatives in IM, perhaps in offering training courses or running IM-focused meetings. Again Guy is the key contact so that there is coordination across CILIP, as there are other groups with similar interests. It is not yet clear who will be chairing the Advisory Group in 2014, but the really good news is that both Karen McFarlane and David Stewart, two advocates for IM and KM, are now on Council. I am standing down from my role as co-chair as I think that the Board needs practitioners in IM and not consultants though I still hope to be involved from the sidelines.

I am very encouraged by the momentum that has now been generated within CILIP, and it is interesting to see that many of those who are willing to participate in the work have not previously been active within CILIP as they felt that IM was low on the list of priorities.

Peter Griffiths, who died on 13 November, would have been delighted with the progress that has been made since he was the catalyst from the development of the Board and chaired from its inception until illness meant that he had to stand down at the beginning of 2013. Peter made an enormous contribution to CILIP in

so many ways, including as President, but it could well be that his greatest achievement will be seen in the future will be his work on getting CILIP, and indeed the profession, more focused on the importance of effective information management.

In signing off this column I would like to take the opportunity to thank Michael Upshall for his enthusiastic and professional editorship of *eLucidate*. As the past editor of *Inform* I know just how much work this takes, and Michael has been brilliant at making sure I kept reasonably close to deadlines. It was been a pleasure working with him and UKeIG are very fortunate that Michael has set the standard for CILIP B&G newsletters. Excellent work Michael. Thank you. Enjoy your “retirement”.

Martin White is Managing Director of Intranet Focus Ltd

Intranets

Dion Lindsay

The fourth generation of intranets

Doing the rounds of my usual clients in the not-for-profit sector, it is clear that this autumn managers who are not information professionals are beginning to see intranets less as products in themselves, and more as features of the collaborative way of working in which many are putting their faith as the future of effective, productive organisational work. It is easy to speculate, as I have heard some do, that intranets are on their way out, to be replaced by collaboration platforms and enterprise social networks.

For those information professionals whose work comprises in part managing the content of intranets, however, there is no serious cause for worry - on the contrary, their efforts can be given more prominence than ever. What I believe we are experiencing is a new generation of intranets, which has at least three predecessors.

In the mid-1990s, intranets fulfilled the role of repositories of authoritative, stable information sources, providing an increase in efficiency for departments that had been delivering policies and procedures to the workforce's desks in the form of written documents. This generation eased the problems of consistency and timeliness by providing a single electronic source, from which all staff could draw.

By the turn of the millennium, many intranets had an added function of communicating news, and acting as a managed (though often competitive) environment for teams to publicise their value to the goals and aspirations of

the organisation. This era saw the standardisation of the three column intranet - with home pages offering a rapidly changing column of news items, sandwiched between a navigation column outlining the contents of the site, and links to other resources in the organisation's digital landscape.

By the mid-2000s, just before the recession slowed up the radical development of in-house communication and knowledge sharing products, Web 2.0 features had become a mainstay, providing access to the technology for and displaying some of the results of user collaboration. These were often based on in house communities of practice, consisting of discussions among and between teams. These produced an often erratic delivery of ideas, tools and guidance to support the rapidly changing work patterns.

This new generation in turn features access to in-house social media discussions and their highlights, with advanced information-sourcing tools and business processing support.

It is in this area where the modern intranet combines with collaboration environments (of which Huddle, tibbr and Yammer are the most common examples), and where the expertise of the information professional has fresh value, primarily in the indexing, meta-analysis and governance of the emerging information.

These new features have been much in evidence in the programmes and releases from this season's three major intranet conferences I previewed in the Intranet column of the autumn issue of *Elucidate*. In the rest of this column I provide links and summaries of their most outstanding outcomes - they are all very much worth a look, and demonstrate just how social media are making modern conferences environments in which even those unable to attend in person can feel a part: a boon to those readers whose organisations are not (yet?) able to finance attendance.

Outcomes from autumn intranet conferences

Interact Intranet Conference, London, 24-25 September

A long and highly informative summary was posted as a blog by Interact Intranet on 2 October at <http://tinyurl.com/nfdph9e>. It provides a very generous summary of all the streams from the conference, and many embedded videos and slide decks from the conference.

The Twitter thread at #iic13 was exciting to follow - and is still available to all those with Twitter access. Choose your favourites from the 26 tweets from participants during the conference. Here are my top three:

[@DigitalJonathan 25 Sep](#) Opinion: The problem is when organisational culture and structure doesn't allow full exploitation of collaborative tech. [#iic13](#)

[@kellya_freeman 25 Sep](#) Collaboration isn't something you buy and turn on. You have to work at it to get adoption. A process not an event! [#iic13](#)

[@DigitalJonathan 25 Sep](#) Opinion: Deleting content is a real shame. It's your searchable organisational history that we can always learn from. Archive please [#iic13](#)

Nordic Intranet Summit, Stockholm, 21-22 October 2013

A summary of the conference exists at <http://tinyurl.com/pz5ajng>. Don't be put off by the predominantly Swedish language of the report: Google Translate is well suited to providing translations.

61 interesting tweets were posted during the conference. My favourites (with Google Translate-assisted translations in square brackets):

[Sina Keshavarzi @sinakes 21 Oct](#) Intressant liknelse mellan intranät och gammaldags anslagstavla [#norintra #intranät](#) pic.twitter.com/D2lfsYJVTm [Interesting analogy between intranet and old fashioned bulletin]

[brorsan @brorsan 22 Oct](#) Yammer network visualized measuring collaboration: find the critical glue [#norintra](#)
[pic.Twitter.com/zWfVUA0r7x](http://pic.twitter.com/zWfVUA0r7x)

[Åsa Andersson @asacharlotta 21 Oct](#) Mobilt intra. Inte intra på mobilen. Bra Jaan [@orvet #norintra](#) [Mobile intranet. Not intranet on mobile]

J Boye's Web and Intranet Conference: Turn experience into advantage, Arhus 5-7 November 2013

Janus Boye has provided a great set of videos from the conference at <http://aarhus13.jboye.com/video/>. My favourite tweets from #jboye13?

Mobile content CREATION <http://aarhus13.jboye.com/news/get-ready-for-mobile-content-creation/>

[Janus Boye @janusboye 17m](#) Slides: The art and science of selecting the right CMS [http://www.slideshare.net/JanusBoye/the-art-and-science-of-selecting-the-right-cms ... #jboye13](http://www.slideshare.net/JanusBoye/the-art-and-science-of-selecting-the-right-cms...#jboye13)

All told, a fascinating and useful set of information from the three conferences - all illustrating that we are in the 4th generation of intranets, with promise for a strong future for the tool, and a continuing role for intranet professionals.

Best wishes for the festive season!

Dion Lindsay is Managing Director of Dion Lindsay Consulting Ltd

Online

Joy Cadwallader, Aberystwyth University (Aberystwyth Online User Group). Please send your submissions for the next edition to jrc@aber.ac.uk

British Library

Listen to British scientists from the 1940s onwards talking about their work via a new, freely-available British Library online sound archive [launched](#) on November 28th. Featuring over one thousand hours of sound recordings of interviews with scientists and engineers gathered by the [Oral History of British Science](#) programme, [Voices of Science](#) has been created in association with the Science Museum, with support from the Arcadia Fund and others, including individual donors. Content includes selected audio and video clips, images, biographies and links to the full interview recordings and transcripts. I'm looking forward to listening to Geoff Tootill talking about when he worked with Alan Turing in Manchester.

Open Access

The Open Access Scholarly Publishers Association (OASPA) has taken action against three of its members following a sting by John Bohannon of Science Magazine who [authored and submitted a flawed paper](#) to open-access journals. The OASPA has cited, "a lack of sufficient rigour in editorial processes", in their [blog](#) as their reason for ending the memberships of Hikari and Dove Medical Press

for at least 12 months and putting the membership of SAGE under review for six months. The Directory of Open Access Journals (DOAJ) have also [responded](#) to the sting, robustly defending their position and that of the OASPA, “who work hard to establish best practice among open-access publishers”.

Web of Knowledge/Google Scholar

On November 8th [Against the Grain](#) reported on a new reciprocal linking agreement between Thomson Reuters’ Web of Knowledge and Google Scholar, due to roll out to all academic institutions by January 2014. Comments posted to the same article from November 20th, and much traffic on Twitter, alleged that Summon (ProQuest), Primo Central (Ex Libris), and EBSCO Discovery customers were receiving word that Web of Science content would no longer be indexed in those discovery services. Then on November 22nd Infodocket posted a Thomson Reuters [letter](#) to Web of Science customers confirming continuation of the service: “We have been in the process of evaluating our relationships with the three major discovery service providers [EBSCO/ProQuest/Ex-Libris] and have decided to continue the indexing of Web of Science in them”. The original article in *Against the Grain* had already noted that similar services such as Elsevier’s Scopus and NIH’s PubMed Central could also engage in reciprocal linking agreements with Google Scholar, and that Google Scholar, “has now existed for ten years without a visible business model”. Meanwhile, with an [announcement](#) on November 19th, Google Scholar launched their new “My library” tool which enables saving citations. The sequence of events has raised a lot of talking points about possible future developments to Google Scholar and what impact they could have on discovery services and their customers.

World War I

An important new online archive was [launched](#) by Welsh Government AM Huw Lewis, minister for education and skills and Business, in Merthyr Tydfil on November 28th. The project to create [Cymru 1914: The Welsh Experience of the First World War](#) has been made possible through JISC funding, led by the National

Library of Wales and partnered by five Welsh universities and BBC Cymru Wales, The People's Collection Wales and ARCW archives and local records offices. "The library and its Welsh partners are providing a really valuable, openly accessible, resource that can search collections of newspapers, images, sound and archival material both in English and Welsh" (Paola Marchionni, JISC). One of collections revealed is the wartime correspondence of Ifor Leslie Evans, a young man detained while travelling in Germany at the beginning of the World War I and who subsequently spent most of the war in a German prison camp. He learnt Welsh from a fellow inmate and many years later, in 1934, he became Principal at Aberystwyth University.

The [National Archives](#) have also announced a five-year programme of rolling online releases of digitised records, events and educational resources on their [First World War](#) portal.

Open Access: Open Textbooks: The Final Frontier?

David Ball

The economics of the textbook market have acted as a powerful brake on the appearance of e-textbooks: no wonder then that *open* textbooks are something of a rarity.

It has been estimated that 70-90% of publishers' revenue from textbooks in the UK comes direct from students, with the rest of spending being by libraries. These figures may be an exaggeration of the position, and do not reflect the full market, since they ignore the second-hand trade. However it is obvious that publishers would never make textbooks available to libraries under the same business model as scholarly monographs. It is also obvious that academic libraries would never be able, or willing, to make up the shortfall in publishers' income, or even be able to compensate for the trend towards lower overall spending by students on textbooks under the new UK regime of £9000 annual fees.

Publishers' attitudes are influenced by the world's biggest textbook market, the USA. A recent (2013) economic analysis by James V. Koch (*Turning the page: An economic analysis of the market for textbooks: Current conditions, new developments and policy options*; available at: http://jamesvkoch.com/Recent_Consulting_Reports.html) shows that the US textbook market is huge: 18.6 million full-time college students each spend on average \$600 to \$1200 each year. Despite this size, Koch identifies increasing price sensitivity amongst students, in part arising from the ability offered by the web to compare prices more easily than in the past, and to find alternative sources.

Turning to the author, there is a marked difference between producing scholarly articles or monographs and producing textbooks. Academic authors of the first two are generally paid either nothing for their product (articles) or a small royalty on a print-run of maybe 250 copies (monographs). Textbooks have a different level of reward, because of the numbers in which they are sold and the potential for a swift succession of editions. Apart from content, the key to maximising reward is adoption by other HEIs: once the textbook is adopted the sales to students (and libraries) follow. Philip Kotler's *Marketing management: Analysis, planning, and control*, first published in 1963, reached its 14th edition in 2011 and is "the world's most widely adopted textbook in graduate schools of business" (https://en.wikipedia.org/wiki/Philip_Kotler).

E-textbooks are a live current issue in the USA.

Looking first at general academic library publishing, one initiative aimed at building capacity is the Library Publishing Coalition (http://educopia.org/lpc/index.php/Main_Page#Library_Publishing_Coalition_Project), comprising over 50 academic libraries, in collaboration with the Educopia Institute. The project is running for two years (January 2013 to December 2014) and has amongst its aims education and training, and the production and dissemination of documentation.

It has already produced the *Library Publishing Directory*, which provides a snapshot of the publishing activities of 115 academic and research libraries, including information about the number and types of publications they produce, the services they offer authors, how they are staffed and funded. Collectively, these libraries publish 391 faculty-driven journals, 174 student-driven journals, 937 monographs, at least 8,746 conference papers and proceedings, and nearly 100,000 each of electronic dissertations and theses and technical/research reports. However only a small minority of 12 libraries publish textbooks, and these are generally only in single figures for each institution. A further four plan to publish textbooks.

Seeking to redress this imbalance, a second initiative is the State University New York's (SUNY) programme, supported by internal SUNY Innovative Instruction

Technology Grants, to produce 15 textbooks this autumn. The initiative aims to publish:

high-quality, cost-effective course resources by engaging faculty as authors and peer-reviewers, and libraries as publishing infrastructure ... providing an editorial framework and service to authors, students and faculty, and establishing a community of practice among libraries (*LIS News*, available at: <http://lisnews.org/node/42460/>).

The first pilot involves six institutions; a second pilot will follow next year and add more textbooks and participating libraries.

Subjects include anthropology, business, computer science, education, English, geological sciences, mathematics, music education, physics, as well as generic study skills texts, with titles such as: *A User's Guide to Planet Earth*, *Discrete Mathematics with Computer Science Applications*, *Native Peoples of North America* (for a full list see <http://opensuny.org/omp/index.php/SUNYOpenTextbooks/catalog/book/1>).

The textbooks are to be made available as open educational resources (www.opensuny.org).

A third initiative is the legislation introduced by two US Senators in November 2013, the *Affordable College Textbook Act*, which aims to expand the use of open educational resources (OER) to more colleges in more states, and provide a framework for sharing educational materials and best practice. The main elements are:

- *Grants for colleges*. The bill directs the Department of Education to create a competitive grant program for higher education institutions (or groups of higher education institutions) to establish pilot programs that use open educational resources to reduce textbook costs for students.
- *Pilot programmes*. Pilot programme activities can include any combination of the following: professional development for faculty and staff, development or improvement of educational materials,

creation of informational resources, or efficacy research. Grant funds can also go toward partnerships with other entities to fulfil these activities.

- *Open educational resources.* Any educational materials developed or improved through the grants will be posted online and licensed to allow everyone - including the general public and other colleges, students and faculty - to use the materials freely. The bill specifies that the licence will be the [Creative Commons Attribution License](#), or an equivalent, which grants full use rights with author attribution as the only condition.
- *Sharing outcomes.* Grantees are required to submit a report evaluating the impact their respective pilot programs and to submit a plan for disseminating this information to other institutions. (<http://www.sparc.arl.org/advocacy/national/act>)

Key outcomes are: cost savings for all students involved; high quality materials made generally available; supporting innovation and development of best practice that can be shared with other institutions.

It remains to be seen of course if the bill becomes law, and the effect it will have. However, its existence is an indication of the seriousness with which the textbook problem is regarded in the US.

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

Cloud Computing

Martin De Saulles

Cloud Computing in the News

Research from three major consulting firms makes up the key news items for this issue's column:

- Gartner predicts that more than half of global IT expenditure will be on cloud computing services and infrastructure by 2016, with nearly half of large enterprises deploying hybrid cloud solutions (combining in-house private and external public cloud services) by 2017 (<http://www.gartner.com/newsroom/id/2613015>);
- McKinsey list cloud computing as one of the key 12 technologies that will disrupt working practices over the coming decade. They point out that the economics of cloud computing are a key driver of adoption, with the management of in-house servers costing enterprises three times as much as outsourced ones (http://www.mckinsey.com/insights/business_technology/disruptive_technologies);
- KPMG's survey of over 650 senior executives from 16 countries supports the McKinsey research, and finds that cost saving is the single largest factor driving cloud adoption

<http://www.kpmg.com/global/en/issuesandinsights/articlespublications/cloud-service-providers-survey/Pages/default.aspx>).

I suspect that if and when the cost savings have been realised, the focus of users will switch to using their cloud services to help with innovation and product/service development. Whether this will happen on the scale predicted by enthusiastic consultants remains to be seen. I wonder whether the 1987 comments of the economist, Robert Solow, will again be pertinent when he said of the massive investments in IT by US organisations during the 1970s and 80s, "*You see the computer age everywhere but in the productivity statistics.*"

Keep in Sync

While I use Evernote (see my September 2013 column) for keeping track of ideas and files related to work and home life, I also still have a lot of electronic files that I like to keep in a more traditional folder system on my PC. Many of these are PowerPoint and Word files I need for lectures and course outlines. Syncing these between my work and home PCs was originally done with memory sticks and then a remote access server managed by my employer. However, for the last several years I have used SugarSync, which seamlessly mirrors my folders across both devices. I've tried other solutions, such as Dropbox and Box, but SugarSync has been the most reliable. As well as keeping files synched on the two PCs it also allows me access to them via any web browser, which has got me out of trouble on several occasions when giving talks at other institutions. Using SugarSync requires the installation of their software on each of the machine you wish to sync. Once the software is installed you can specify which folders or files you wish to sync. The initial uploading of those files to the SugarSync cloud may take a while depending on the speed of your connection and the size of the files but once done, only incremental changes to files are uploaded. My experience is that the software runs quietly in the background and is not a noticeable drain on my PC. SugarSync is free if you have less than 5GB of files to sync, and paid-for packages start at \$7.49 a month for 60 GB. I think I must be on a legacy

package as I pay \$3.49 a month for 30GB and the company don't seem to list that tariff any more. The 60GB package is \$75 if you pay for a year in advance. It may not seem particularly cheap, but it is competitive with Dropbox and offers similar functionality, in that you can make specific files publicly shareable, which is useful to avoid emailing out large attachments. You can use your account across multiple computers, and the company also offers business packages for larger enterprises with multiple users. I cannot comment on the business packages, but from a personal-use perspective it is a great way to be able to access files from any PC as well as having the security of knowing you have off-site backup.

Martin De Saulles (www.mdesaulles.net) is Principal Lecturer in information management at the University of Brighton

Book Review: Digital Dieting

Reviewed by Margaret Katny

Brabazon, Tara. *Digital Dieting: From Information Obesity to Intellectual Fitness*. Ashgate, 2013 333pp ISBN: 978 1 47240 9379 Price: £35.00

Tara Brabazon's new book is the last volume of a trilogy dealing with online learning. It follows "Digital Hemlock", which dealt with consequences of administrators (often failed teachers or academics) running online education for economic gain rather than to benefit learning. The second of the series, "The University of Google", mapped the costs of deskilling information literacy and the decline in the profile of librarians.

"Digital Dieting" brings together these subjects and places them in the learning landscape that has developed in the last decade. This landscape is described as a cultural shift from searching for information (on Google, of course) to over-sharing where recording and sharing individual, daily details takes precedence over reading and scholarship in the traditional sense.

Tara Brabazon questions the standards of teaching and learning at universities and argues for quality control to digital environments.

The book includes numerous examples of communications from students demonstrating their deskilling (searching rather than researching) and self-focus

and lack of respect for any knowledge beyond the self (sharing rather than searching). The image of the student that emerges from this book is that of a self-centred, highly dependent, somewhat manipulative individual with a short attention span, who is unable and unwilling to engage in reading or thinking, and who treats academic staff as shop assistants who must serve his or her interests quickly. The book is indeed dedicated to a young man fitting the above description so that he may “recognize the privilege of learning and the joys of scholarship”. At the other end of the scale, the book also contains splendid examples of students undergoing digital detox and developing their literacy skills.

This aim of this book is to present a series of models to “organise and improve our engagement with the on- and off-line moment”. The readers are asked to consider digital dieting to manage information obesity, and to select less information of higher quality by using media literacy skills. The book suggests several methods of achieving digital media literacy, turning social media into educational media and exploiting the iPad effect for its academic applications.

Tara Brabazon writes passionately and with commitment. Her book carries emotional energy that stems from her extensive experience of teaching and the conviction that the students deserve the best education that can be given to them.

The book is supported by relevant bibliographies and a thorough index.

It is a very engaging read for all information professionals with interest in information literacy.

Margaret Katny works for the BBC Information & Archives

Book Review: Building Online Communities

Reviewed by Michael Upshall

Millington, R., 2012. *Buzzing communities: how to build bigger, better, and more active online communities*. FeverBee.

Ng, D., 2011. *Online community management for dummies*. Wiley

Online communities are fundamentally different to other websites. While most websites these days give you a feeling of conscious design, even if the execution of the design may have been well-organised or muddled, many online communities have an independent feel to them; they appear to work without the heavy hand of a controlling designer's vision to guide each step of users' journeys. Although a community may be elaborately and very carefully designed, the users of such a community may not notice exactly what it is that makes the community site work. It just works, they will say when asked. It's quite revealing that a website (<http://www.thebiggestboards.com>) that measures all the communities on the Web by number of members and number of posts has predictable subjects in the top ten: war-gaming sites and websites for users of individual car models like the Ford Fiesta. Users of these sites are not the kind to worry too much about site design and usability. Perhaps, in other words, some communities work best without a self-conscious "designed" feel to the site.

If this implies that online communities are born rather than made, you might imagine that creating an online community would be impossible to teach from a book. Managing a community site, like designing it, can't be done too overtly. The best sites just work. Of course, the more carefully designed and managed

the website, the more it “just works” - but it doesn’t draw attention to its design.

Despite all this, books are published in a steady stream claiming to teach how to build and to manage an online community, and these books are not lacking in assertiveness as to what makes a community successful. The two books examined here are typical: both of them claim that after reading them, you will have the magic ability to create and maintain a community.

Unfortunately, like so many how-to books, both of these titles descend rather too readily to platitudes. There is no question of the good will and earnestness of both authors - Deborah Ng from her CV clearly has oodles of experience of building and of managing communities, while Richard Millington has an authoritative tone that sounds as if he has been in all the situations he describes. Yet, however well-meaning the advice, the recommendations are about as helpful as books that tell a teacher how to teach. Millington’s suggestions include, for example, that you should build the simplest possible sign-up process, and who could deny that? As for creating content, “Try to avoid the content sounding like a corporate press release.” It would be more useful to give examples of good and bad content that explains what she means.

Millington’s book is by far the more detailed of the two, and in addition he has a clear theme for his book: that analytics is the key to developing a successful community. For Millington, collecting data is more important than simply responding to voiced opinions - a few annoying individuals who post a lot of comments may use up too much of the community manager’s valuable time. Millington then goes on to give very specific guidance on how community managers should allocate their working week.

However, as is the case with many how-to guides, the author is better at exhortation than in providing examples. Like many would-be teachers, Millington believes that simply telling the reader a principle will magically instil that maxim into the reader’s mind. Without examples, principles remain empty words, particularly when they are somewhat cryptic, as for example the recommendation to “ensure social density is consistently high without being too high”. It’s difficult enough to encourage feedback and posts from your users

without asking yourself if the social density (whatever this may be) is at the correct level. Actually, to be fair to the author, social density is a perfectly intelligible concept: it represents the level of activity in a given area. You don't, for example, want your community spending all its time talking about football if the community is designed to cover all sports equally. However, the author's instructions for how to fix such a situation are non-existent, and in any case I suspect the best communities talk about what the users want to talk about, not what the manager wants them to talk about.

Rather more insidiously, *Buzzing Communities* attempts (albeit for the best of reasons) to list in bullet points how a community manager can become liked by the users, with recommendations such as "Show genuine interest in other people ... Make the other person feel important, and do it sincerely". Anyone who needs instructing in these matters is unlikely to learn it from a book like this, and appearing genuine is not usually instilled by telling someone to look genuine. Of course community managers need to be liked, but trying to appear liked runs the risk of users questioning the community manager's sincerity. I start to question the sincerity of the author when he recommends praise as a way of getting users to participate in a community site. "Praise, always a great way to begin a conversation, can be as simple as "I like your shoes." At this point I have to remind myself that successful sincere communities can exist, like Ravelry (www.ravelry.com), a marvellous community for knitters, without manipulative community managers. Next time somebody says they like your shoes, beware. They may be an online community manager and they don't really care about your shoes at all.

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.

[Mastering Digital Librarianship: Strategy, networking and discovery in academic libraries](#)

Alison Mackenzie and Lindsey Martin, editors. Facet Publishing. ISBN: 978-1-85604-943-6

This book examines the changing roles of the librarian and how working within a rich digital environment has impacted on the ability of professionals to develop the appropriate 'know how', skills, knowledge and behaviours required in order to operate effectively.

[Access and Identity Management for Libraries: Controlling access to online information](#)

Masha Garibyan, Simon McLeish and John Paschoud. Facet Publishing. ISBN: 978-1-85604-588-9

Written by experts in the field, this practical book is the first to explain the principles behind access management, the available technologies and how they work.

[Archives and Recordkeeping: Theory into practice](#)

Caroline Brown, editor. Facet Publishing. ISBN: 978-1-85604-825-5. This ground-breaking text simplifies and demystifies archival and recordkeeping

theory and its role in modern day practice. The book's great strength is in articulating the core principles and issues that shape the discipline and the impact and relevance they have for the 21st century professional.

[Delivering Research Data Management Services: Fundamentals of good practice](#)

Graham Pryor, Sarah Jones and Angus Whyte, editors. Facet Publishing. ISBN: 978-1-85604-933-7

This guide will lead researchers, institutions and policy makers through the processes needed to set up and run effective institutional research data management services.

Defining Digital Humanities

edited By Melissa Terras, Julianne Nyhan and Edward Vanhoutte. Ashgate Publishing. Dec 2013.

This reader brings together the essential readings that have emerged in Digital Humanities. It provides a historical overview of how the term 'Humanities Computing' developed into the term 'Digital Humanities', and highlights core readings which explore the meaning, scope, and implementation of the field. To contextualize and frame each included reading, the editors and authors provide a commentary on the original piece. There is also an annotated bibliography of other material not included in the text to provide an essential list of reading in the discipline.

Press Releases

JISC offers over 130,000 free media items free to FE

3 October 2013: JISC is now offering further education (FE) providers a free subscription to JISC MediaHub. It enables direct access to over 130,000 images, films and audio files, licensed for educational use, as well as providing a single index to more than one million additional items available in various public collections.

JISC MediaHub allows cross-searching and exploration of TV news, documentary films, still images and classical music. To gain access to these resources FE providers simply need to sign up to the service through [JISC Collections](#).

Emily Armstrong, libraries & e-learning manager from Hull College, says: "I find JISC MediaHub to be very useful both as a resource for students to study the videos and images, and for them to use to illustrate their assignments. For myself and our teacher education students it allows us to create appealing paper and electronic teaching materials, explain complex ideas more simply and engage visual learners."

Scott Gibbens, service representative at JISC Collections, says: "We are delighted to offer JISC MediaHub free to FE users. We hope this will help users to see the value they can gain from multimedia content and encourage them to share best- practice examples. The service is already popular with over 171 FE colleges subscribed. I see it as a source that can allow teachers to use and develop a variety of teaching styles."

Details of all the collections included are at [JISC Mediahub](#).

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; ebooks and how to deal with them. Other popular strands include Intranets, content management, bibliographic software, and ebooks.

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 600-1000 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.