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Contents

The Open Access Surge

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This article follows the development of Open Access and adumbrates the importance of mandates from funders and others in increasing the number and proportion of Open Access materials. Two current supporting European FP7 projects, PASTEUR4OA and FOSTER, are discussed.

The Rise and Rise of Open Access

In 2011 a study by Mikael Laakso et al. (p.8) identified three earlier cycles in the development of Open Access (OA) publishing: the "Pioneering Years" (1993 to 1999), the "Innovation Years" (2000 to 2004), and the "Consolidation Years" (2005 to 2009).

The Pioneering Years were characterised by innovation by individuals or small groups of scholars, using simple technologies. There was rapid growth from, obviously, a small base: in 1993, it is estimated that 20 open access journals published 247 articles; by 2000, 741 journals are estimated to have published 35,519 articles. Many of these early journals did not survive.

The Innovation Years coincided with the wholesale movement of journal content to electronic delivery. In terms of OA they were characterised by burgeoning advocacy of OA and the development of economic models for Gold OA, notably article processing costs (APCs). BioMed Central and PLoS demonstrated the viability and high quality of Gold OA. There was significant growth of both titles and articles: by 2005, 2,837 journals published 90,720 articles, an increase of 155% on 2000.

The Consolidation Years saw the growth of infrastructure to support OA, such as open source publishing software, the DOAJ, and Creative Commons licences. Discovery was enhanced and enabled by Google and Google Scholar. Growth was not as spectacular, but still very strong: in 2009, 4,767 journals published 191,851 articles, an increase of 111% on 2005. One might add that the Consolidation Years also saw the adoption by funders of policies on deposit and public availability of the results of the research they fund. The first was the Wellcome Trust, followed by the National Institutes of Health and many others.

If Laakso's cycles run at 5-yearly intervals, we are standing near the start of a new leap forward. Recent developments support this assumption. In the UK we have seen the Finch Report (Working Group on Expanding Access to Published Research Findings), which:

- Emphasised the benefits of OA for all sectors, including health
- Gave an impetus to Gold OA
- Raised the profile of OA generally

We have also seen the introduction of the requirement of deposit on acceptance by the publisher of Green OA for articles to be considered in the next (ca. 2020) Research Excellence Framework.

The European Perspective

Widening the scope to Europe, we now also have the European Commission Recommendation of 17.7.2012 on access to and preservation of scientific information a policy that applies to the Horizon 2020 (H2020) €80 billion research funding programme and to research projects and programmes across all ERA (European Research Area) countries.

The main elements of the policy are:

- Open Access is mandatory for peer-reviewed publications
- The policy is a Green OA mandate (repositories): publish as normal in subscription-based journals; place author's copy in OA repository
- For Gold OA, the policy permits payments from grants for OA journal publication fees where they are levied
- The policy says nothing about OA for monographs, but there may be some attention to this issue as time goes on
- The policy is very definite about Open Research Data, announcing an Open Data pilot for the H2020 programme

The European Commission has recommended that Member States follow its example and make OA policy where they have not already done so, and that these policies should emulate the H2020 one. It is also funding two major FP7 projects in support of these aims: PASTEUR4OA and FOSTER.

It is worth noting that since the publication Finch Report the pendulum has swung back towards Green OA: the policies mentioned above accommodate Gold OA, by offering funding, and may betray support for Gold. It is however Green deposit that is required.

PASTEUR4OA

PASTEUR4OA (Open Access Policy Alignment Strategies for European Union Research), is a two-year project focusing on Open Access policy developments; so far main activities relating to policy include mapping policies and policy-related activities, and engaging with policymakers to provide them with information about the general policy picture and what makes a policy effective. Work in the first year included:

- Describing and enumerating the policy picture in Europe and around the world
- Rebuilding ROARMAP, the registry of OA policies, to include the development of a new, detailed classification scheme that describes policy elements
- Collecting data on the levels of Open Access material in institutional repositories around the world

- Measuring policy outcomes and analysing which elements of a policy contribute most to its effectiveness

The total number of policies globally is now (January 2015) 624; 55% of them are from Europe. Of these, approximately two-thirds are institutional policies and about 10% are funders' policies. Over half are mandatory, requiring some action rather than simply requesting it; nearly 60% of these mandatory policies are European.

Across all institutions, more than three-quarters of published articles are not deposited at all, 8% are Metadata-Only, 3% Restricted Access and 12% Open Access. The rates vary by discipline. Deposit of Open Access material was over four times higher (14%) for institutions with a mandatory policy than for those without (3%).
Statistical examination or the deposit rate in relation to different policy criteria showed:

- Positive correlations between Open Access and Restricted Access deposit rates and the following policy criteria: **Must deposit, Cannot waive deposit, Link to research evaluation, Cannot waive rights retention, Must make item Open Access**
- Significant correlation was found between Open Access deposit rates and **Must deposit** and **Cannot waive deposit**

As of January 2015, there are not yet enough OA policies to test whether other policy conditions would further contribute to mandate effectiveness. However the analysis provides a list of criteria around which policies should align to maximise OA:

- Must deposit (i.e. deposit is mandatory)
- Deposit cannot be waived
- Link deposit with research evaluation

FOSTER

FOSTER (Facilitate Open Science Training for European Research) is a 2-year project, carried out by 13 partners across 8 countries. The primary aim is to produce a Europe-wide training programme that will help researchers, postgraduate students, librarians and other stakeholders to incorporate Open Access approaches into their existing research methodologies.

Many researchers or other staff working at research institutions are not confident of the practical steps they may need to take to comply with the EC's recommendations, to deposit articles in a repository, or to train other members of their institutions to do the same. FOSTER is a project designed to equip young researchers, established scholars, librarians, library managers, and other stakeholders, with the skills to function effectively as the range of open access policies are refined and aligned across the EU. It can therefore be seen as sister-programme to PASTEUR4OA, which concentrates on maximising the effectiveness of the polices.

FOSTER is preparing online teaching materials and face-to-face training packages to help researchers comply with Open Access policies in line with the recommendations and

expectations of the Horizon 2020 framework. FOSTER will enable its stakeholders to contribute to the growing holdings of freely accessible research papers in Europe, to share and preserve their data productively, and will prepare them to engage with and develop new knowledge communities in the digital age. The main activities are:

- Identifying already existing content that can be reused in the context of the training activities and repackaging, reformatting it to be used within FOSTER, and develop/create/ enhance contents if/where they are needed
- Creation of the FOSTER Portal to support e-learning, blended learning, self-learning, dissemination of training materials/contents and Helpdesk
- Delivery of face-to-face training, especially training trainers/multipliers that can carry on further training and dissemination activities, within their institutions, countries or disciplinary communities

Conclusion

The initiatives discussed above, both national and transnational, concentrate on:

- Maximising the effectiveness of policies in terms of increasing the number and proportion of OA scholarly communications
- Harmonising policies where possible, in order to avoid the perceived burden of multiplicity of requirements
- Practical support for all involved in the stages of the research process.
- It seems clear that these initiatives have the potential to move OA forward, and signal another five years of development

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Could your Digital Profile Damage your Career? –

Digital Professionalism – the next phase of online literacy?

Bernadette John

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"Digital Professionalism is the competence or values expected of a professional when engaged in social and digital communication." In an online world where private personas are merging with professional and public, it is fast becoming an essential digital literacy for the contemporary workplace and a key skills set for organisations facing up to the challenges and transformational benefits that social media has to offer. Employees need training and support in how to create, protect and even spring clean their online profiles. No continuing professional development portfolio can afford to ignore it, argues Bernadette John. But, with ever evolving smart applications, platforms and functionality, and a 'Bring Your Own Device' (BYOD) culture in the workplace, it is a demanding challenge.

Bernadette John was the Digital Professionalism (DP) and Social Media Lead at King's College London until July 2014. She has over twenty-five years of experience in various professional roles from Midwife to Year Lead at a Medical School. Bernadette initiated the teaching of DP at King's College London's School of Medicine and was the driver for the adoption of this training across other disciplines including dentistry and law. She spearheaded the creation, evolution and evaluation of KINSHIP, King's trial internal social network and was the subject matter expert for the eLearning course on DP that was rolled out across Kings College London and to employees of the affiliated NHS Foundation Trusts: Guy's and St. Thomas', South London and Maudsley and King's College Hospital. This course is now compulsory for all undergraduate students at the Medical and Dental schools.

An early adopter, social media super user and accomplished blogger, Bernadette has worked extensively with prestigious brands, PR agencies and the private sector. Her satirical blog resulted in a column in The Telegraph in 2008, the blog was nominated as one of the Top 50 websites for parents by the Independent in 2008 and Bernadette was nominated as one of the Top 40 Bloggers Who Really Matter by The Times in 2010 – "the online writers, stars and commentators that everyone is talking about." She contributes on issues around social and digital communications at The Huffington Post and The Guardian.

Bernadette now consults and lectures internationally, providing pragmatic and accessible advice on social media crisis management for employees, employers and students. She is well versed in the detail of both the functionality of social media platforms and the guidelines published by the governing bodies of various professional groups.

"DP has become an essential skill, underpinning online literacy, and requiring technical fluency, regular training, relevant updates and clear policy and guidelines. It is no longer a level of behaviour an organisation can simply expect from its staff or students by parking a social media policy on an intranet or issuing a stern warning regarding what is said on social channels."

Our professional and private lives are converging. Sharing via social media has become so intuitive, so mainstream - providing us with access to feedback from friends and contacts instantaneously – that we seem to be becoming less and less self conscious, sharing more and more about ourselves in public, potentially impacting on our reputations and the reputations of the business we work for and those we associate with. DP is not just an issue concerning young people who use Facebook and Twitter, it relates to everybody who uses digital channels – from email to iMessage, from Google searches to LinkedIn, using images on PowerPoint slides for presentations, taking photos on a camera phone that are streamed to the cloud or shared on Instagram, online gaming, WhatsApp, even shopping on ecommerce sites, at home or at work.

Downloading free Apps for the instant gratification of the functionality and convenience they offer us is all very well, but how many of us have naively and thoughtlessly ticked on the terms and conditions acceptance without processing the fact that we have become the commodity not the customer, blissfully unaware that we are sharing our location, contacts and diaries? Do you know which of your Apps are permitted to send text messages or email from your device without notifying you? If you access your work email via your personal mobile, does this contravene any corporate email use policy?

The institutional risk is not only about what those in our organisation say and where they say it. The biggest problems I am seeing right now are less and less around what people actually say and share consciously about themselves and each other, but more to do with the consequences of private lives becoming public via functionality in plugins like Rapportive and platforms such as Tumblr accessing and making public, material that should be kept private.

For example, a student started an anonymous blog a couple of years ago where she described her battle with alcohol abuse and illicit substances. She didn't realise that because she'd registered the name of it using her Yahoo or Gmail email account, anybody else who registered with the blogging platform and had her email address in their contacts list, would be sign-posted to her blog, even a headhunter who was using the Rapportive email plugin. Yes, she had the right to free speech, but did she really want her work colleagues, clients or potential employers to be aware of her private issues?

Users are finding it increasingly difficult to mitigate for how current technology can accidentally expose their private lives. Did anyone at Facebook or LinkedIn spare a thought for how difficult it must be for anyone wishing to obscure their whereabouts (those in witness protection or fleeing domestic violence, for example), when these platforms began suggesting that we connect with the siblings and friends of those we wish to avoid?

Have any of us fully mitigated for the consequences of our digital communications and online behavior? Brands, careers and reputations can be damaged – or enhanced – by what appears about us as individuals, our professions and our employers online. This could even be by mistaken identity, misunderstanding, naivety or lack of familiarity with the functionality of the technology in our pockets. Once we have over shared, even by mistake, it may not be so simple take the information back. Yes, you have the right to use Apps like Tinder, but once your colleagues or students have realised you are out there, you are public property.

Employees and employers, one hand constantly on the BYOD mobile enabled device in their pocket, must be clear about their rights and expectations if costly employment tribunals are to be avoided. Should, for example, offensive personal tweets justify dismissal? Public and private sector employers from the NHS to the financial services, keen to protect their reputation and bottom line, have been faced with avoidable issues due to careless use of digital and social channels by their staff. Deutsche Bank recently read the riot act when Colin Fan warned traders to measure what they said online:

"Exercise good sense and sound judgement, think carefully about what you say and how you say it."

- Increasing numbers of clinicians are using their phones to take medical photos, despite the fact that such clinical images should be encrypted and kept securely as part of medical notes. Has anyone raised the issues around information governance with these clinicians? Images are now routinely streamed between devices and platforms via the cloud. Some clinical images are turning up in the public domain
- A postgraduate student realises that the once fashionable Bebo is re-launching and may still have photos of her experimentation with drugs and alcohol. She desperately wants to ensure the images go away as they no longer accurately represent who she is today, before she returns to work in a country with far more conservative expectations of women
- A senior member of staff has his photo screen grabbed from his webcam when he is on an adult website and attempts are made to blackmail him with the threat of exposing his private life to his family, clients and employer

These are the issues I deal with every day of the week, raised with me by the staff and students I teach and mentor across universities and wider across financial institutions, health trusts and law firms across the UK and Europe. A level of digital fluency is essential is we are to protect sensitive data and the reputations of our clients and employers. But there is more to DP than engaging a filter regarding what we share and locking down our privacy settings! It provides staff and students with a tangible edge in the workplace. Shouldn't organisations help their staff actively develop and improve their online personas, making them masters of their own digital fate?

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Bernadette has acted as subject matter expert on a new eLearning course, for Virtual College, a company with over 1.5 million e-learners on its system. This product is generic and available in a number of formats for integration with a range of VLEs and relevant to any industry. Entitled "Managing your Professional Digital Profile" the course aims to assist learners in establishing the skills required of a professional when using digital social communication tools, to realise the benefits, manage the risks and provide the skills to monitor and maintain your digital profile. Email richards@virtual-college.co.uk for further information.

Jisc Collections are currently assessing the level of interest across the education sector, with a view to licensing a new eLearning course on the issues of Digital Professionalism for the education sector. Email caroline.mackay@jisc.ac.uk for further information.

Web & Social Media Analytics

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What are people searching for?

If you've never used Google Trends before, I recommend you give it a go. It allows you to see the relative popularity of search terms going back to the beginning of 2004. You can segment this by geography and compare different search words/phrases against each other. While this can be fun (you can plot the rise and fall in popularity of celebrities), it does have some practical uses. Marketers use it to track the use of specific words and phrases to help them focus on relevant keywords in their online promotions and to monitor the popularity of brands. Enter the word “CILIP” and you will see an interesting graph plotting a decline in the usage of the word in Google. Of course you need to be careful about interpreting results, as there may be reasons for these changes other than the popularity of the organisation itself. Type in “Facebook” and you will see a decline over the last few years of its popularity as a search term. Based on this it might be assumed that the social network was declining in popularity but a more likely explanation is that as most people now use the service as an app on their smartphone, they are less likely to search for the website on Google. I have been using Google Trends recently as part of a research project on the so-called "internet of things". I wanted to know how general Internet users are referring to this area of technology and plotted it against other, more established terms for similar technologies including "pervasive computing" and "ubiquitous computing". The results were interesting and showed a general decline in the relative frequency of use of the latter two terms and a dramatic rise in searches for "internet of things".

While Google Trends is useful for tracking the relative frequency of search terms over time, it does not give absolute numbers for how many times specific words and phrases are searched for. To find out how many searches are being made for a particular search term you need to use the Google Adwords Keyword Planner tool. This is a tool designed for companies promoting their products and services via the Adwords service. These are the small classified-type ads you see alongside Google search results. However, you do not need to actually run advertising campaigns to use the Keyword Planner; a normal Google account will suffice. I find it very useful when working with small businesses to help them understand the words their potential customers use when searching for companies like them on the Internet. I often find that the words people inside an industry think their customers use to describe their services are different to the reality. The Keyword Planner helps them focus on targeting relevant keywords and phrases on their websites rather than chasing words that nobody is actually typing into Google. However, the tool has uses beyond the designing of commercial websites. Used in conjunction with Google Trends it allows anyone offering services, commercial or not, to better understand how their users perceive them.

Facing up to Twitter Reach

Following my comments in the last column about Twitter Analytics, Ned Potter, Academic Liaison Librarian at the University of York, has posted on his blog, a short piece about the service being extended to the mobile app. For anyone who uses Twitter in a professional context this is a great development as it allows engagement to be monitored wherever you are. As Ned says and I pointed out last time, when you start doing this you may be surprised at how few of your followers actually see your tweets and how a lot fewer actually retweet or click on embedded links. Ned estimates that, on average, each of his tweets is seen by 11% of his followers. This seems about right although it can vary significantly depending on the content of the tweet and whether it is retweeted by other users. So what does this mean for anyone who uses Twitter to promote their or their employer's services? My advice is to use Twitter Analytics and track the impact your posts are having. Get a feel for which types of tweets (embedded images and URLs, for example) are engaged with and refine your approach based on that. Ultimately, as I have told several business users recently, if you're not generating engagement after doing this then perhaps your efforts would be better spent elsewhere.

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How to Automate Wikipedia

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Nowadays, Wikipedia is so ubiquitous that when you use the Web, you don't even have to look for it – Wikipedia comes to you. It is well known that Google search is deliberately adjusted to ensure that hits from Wikipedia are shown high up in search results, in fact so high that SEO experts wonder how it is achieved. (See, for example "Why Wikipedia is top on Google: the SEO truth no-one wants to hear.") But not so well known is the process that goes on in the background to create Wikipedia content. You may think that this work is largely manual, and there are indeed tens of thousands of enthusiastic and committed volunteers who maintain and compile Wikipedia entries, but there is also an increasing amount of automation providing ways in which the process can be speeded up, and, as you might expect, some disagreement over the best route that automation should take.

Given the scale of Wikipedia, it's not surprising there have been attempts to speed up the process of creating the world's largest encyclopaedia. One short cut was simply to cannibalise older encyclopaedias, for example to cut and paste from the latest available edition of Encyclopaedia Britannica that is in the public domain – that is, the 11th edition, published 1911. Many of Wikipedia's entries for older biographies contain content from this work. The work of transferring content was done entirely manually, as far as I know. In the last few years, much work has been done to try to improve Wikipedia's links to and from other reference resources. This comprises both enabling external resources to link with the relevant Wikipedia entry, as well as automatically delivering Wikipedia content to third parties.

Why do links matter? The problem is that of disambiguation – there are many "John Smith" entries in Wikipedia, certainly more than 125 in the English-language edition alone, and it would be very helpful to make sure which John Smith is which. Wikipedia helpfully classifies all its John Smiths by activity (such as "politician", "criminal" or "writer"), but even that doesn't solve the problem of linking.

One of the visions of the Semantic Web is to be able to link the right John Smith – as simple as that. The vision of Tim Berners-Lee seems to strike a chord in some people's minds, and they immediately embark on a campaign to fix the ambiguous entry problem.

However willing the volunteers, there is a limit to their appetite for low-level linking, and behind the scenes, much work is being done to attempt to automate the linking of Wikipedia content to other resources.

Probably the best-known example of providing content outwards is DBpedia. This is an initiative that came not from the Wikipedia founders themselves, but from universities in Germany (Berlin and Leipzig). Its goal was (and is) quite simply to create out of Wikipedia,

a resource created largely manually, a machine-readable resource. Using automated tools, for example, it's not difficult to write a script that extracts a fact such as "Buenos Aires has a population of 2.89 million" from Wikipedia and to make it available for other devices to use, without any human intervention. The magic is of course that the link is dynamic, rather than static – DBpedia is re-extracted from Wikipedia every 24 hours or so, which means that when the population figures for Buenos Aires are updated, DBpedia would output this change within 24 hours.

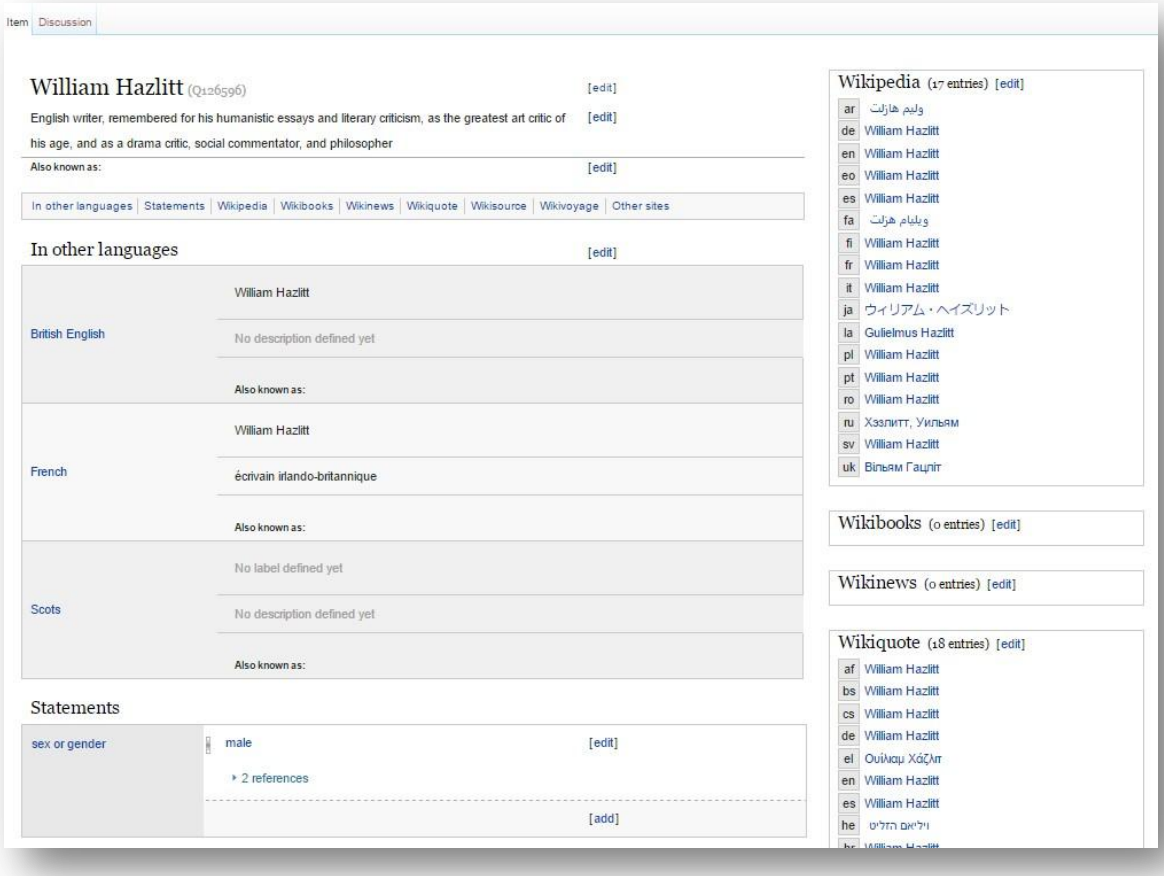
The best way to see DBpedia is to see an example of it being used in practice. There are good (and well-documented) examples of this at the BBC websites for music and for natural history. For example, the page for Paul McCartney in the BBC music site includes the start of the Wikipedia biography. But cleverer than that is the use of linked data to join articles on musicians with facts and figures about them. This work was summarised in an article as long ago as 2009. (Kobilarov, George, et al, "Media Meets Semantic Web – How the BBC Uses DBpedia and Linked Data to Make Connections ", in The Semantic Web: Research and Applications (Lecture Notes in Computer Science, vol 5554, 2009, pp 723–737.)

Remarkably, DBpedia turns out not to be the only initiative in this area – there is now a parallel, or possibly competing resource, from the Wikipedia team themselves, an initiative called Wikidata (not really surprising that there is a "wiki" in the title – I get confused at the proliferation of "wiki" initiatives and projects). Why create an alternative system? What's wrong with DBpedia, when in 2009 it was seen as the answer? When I asked this question at a recent Wikimedia Meetup, one curious answer I received was that "DBpedia wasn't created by us – it's not part of our community." It's intriguing that anyone could feel themselves part of Wikipedia, but this is clearly a very powerful motivation for Wikipedia (and Wikidata) editors and (to use their preferred term) collaborators.

Wikidata was set up to address what they perceive to be one of the biggest limitations of DBpedia: the fact that Wikipedia is created by humans, and in a very non-structured way. In fact, extracting anything from Wikipedia apart from facts and dates is very difficult. Instead, Wikidata switched from a dissatisfaction with DBpedia, by starting completely afresh. Well, almost afresh - Wikidata uses Wikipedia data, but the team state the data is derived from, but not using directly, Wikipedia content, even though the same team in many cases compiles and edits both products. The term "team" is used very loosely, because Wikipedia is compiled by a very loose collection of freelancers, each doing as much or as little on the project as they would like. There is currently very little co-operation between each of the national Wikipedia products. This approach leads to some unexpected consequences, as will be described later.

The Wikidata project started in 2012. Funded by external donations, it is an initiative created by volunteers. It describes itself as creating a "free knowledge base about the world that can be read and edited by humans and machines alike". That definition is not very enlightening. The goal is to do what DBpedia does, which is to provide a machine-readable link so that computers can pull information from a Wikipedia-type resource automatically and dynamically.

While DBpedia is not readable by humans, Wikidata is, after a fashion. You can look subjects up in Wikidata, just as you can on Wikipedia. What you are shown is rather more elementary, since it is compiled entirely automatically. It makes some sense, but it is more of a checklist than a full encyclopaedia entry. Take a typical biographical entry, that for William Hazlitt, the English writer:



Wikidata example entry: William Hazlitt

What is shown on the screen is the result of or the opportunity for a considerable amount of linking. Firstly, the Wikidata software has attempted to unite the various entries from the different language editions of Wikipedia (on the right) and has done the same for Wikiquotes and for the other wiki publications. Unfortunately, you can't take for granted that the "William Hazlitt" you write about in the English edition is the same William Hazlitt who exists in the other language editions of Wikipedia. Hence the list on the right-hand side of the screen. Wikipedia editors can click on individual articles in the other editions to confirm that the two William Hazlitts are indeed the same man. This is where a tool called "The Reasonator" comes in: it is a clever tool that provides some automation of the work of linking Wikipedia entries with other sources, by lining them all alongside each other; all the compiler has to do is to accept (or reject) the machine-proposed link.

Using The Reasonator, and human comparison, Wikidata creates a set of "statements" about the entry that have been validated. In the case above, the statement that William Hazlitt is male has two references.

The problem that Wikidata tries to tackle is the problem of authority. How do we know on what authority Wikipedia states a fact? Even a simple fact such as "William Hazlitt was a male"? Well, the authority given by Wikidata (and some might claim this is a rather circular authority) is Wikipedia itself. There are references to Hazlitt being male in two editions of Wikipedia, the Swedish and Italian versions (although not, apparently, the English edition). You could ask what authority they have, but that would be a topic for another article.

As a result of all this linking, a "category" of William Hazlitt is created, which links all the various media created by the different editions of Wikipedia relating to Hazlitt. In other words, the Wikidata team are doing an ORCID-style disambiguation for everyone in Wikipedia.

In this way Wikidata is one enormous linking engine, seeking to disambiguate references. The same process of disambiguation is being done with other reference sources as well. For example, Charles Matthews, one of the Wikidata contributors, described to me at a Wikidata Meetup in Cambridge how he had linked every biography in the Oxford Dictionary of National Biography to the relevant Wikipedia entries via Wikidata. Thus, William Hazlitt is listed in Wikidata as having link number "101012805" to the ODNB.

While any human could read this, the intention is of course to provide an automated link.

What will be the outcome of this? I'm sure we will all benefit from the work being done to improve links and to make Wikipedia a slicker tool. But whether it resolves the fundamental problem of knowledge organisation, familiar to every librarian, is another matter. Essentially, anything created by humans is usually difficult for machines to process correctly without errors, but what a machine creates is not usually very readable (or interesting) for a human. So far Wikidata is, well, just a lot of links.

Michael Upshall has been providing consultancy for publishers on digital content and delivery since 2002. He managed the team that produced the UK's first online encyclopaedia, The Hutchinson Encyclopaedia, in 1999. He writes a blog about reference and encyclopaedia publishing.

Internet Librarian International 2014 Review

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Internet Librarian International, the innovation and technology conference for information professionals, took place at Olympia, London on 21st-22nd October 2014, with workshops on 20th October.

In recent years Internet Librarian International (ILI) has been a runaway success, moving to the Olympia Conference Centre to accommodate its rapid growth. This trend continued in 2014 with the conference attracting even greater attention, sparked by the demise of Online Information.

The conference focus remains on connecting people and knowledge with the help of technology, and with that in mind the 2014 theme was 'Positive Change: Creating Real Impact'. The conference featured six tracks running over two days including New Blueprints for Libraries; Technology Innovation and Impact; Content Innovation; and Search and Discovery, and the informal, participatory 'X Track' space was introduced for the first time. Delegates could also participate in pre-conference workshops, and a visit to the British Library.

It is impossible to capture the flavour of the entire event in a relatively brief review. In this article, therefore, I will focus on the keynotes, which set the tone for the event, and on the conference coverage of 3D printers and gamification in libraries, which proved to be a major theme.

The opening keynote speaker Michael Edson set the scene. As Smithsonian thought leader and digital strategist, Edson is at the forefront of digital transformation in the cultural sector. He has worked on numerous award-winning projects and has been involved in practically every aspect of technology and New Media for museums.

In his keynote, Edson compared the Internet to the unseen 'dark matter' which makes up 90% of the mass of the universe. The internet's dark matter has an enormous mass or force which often can't traditionally be seen or detected by organisations. This dark matter, according to Edson, is "open, social, peer-to-peer, and read-write – and it's the future of museums, libraries, archives, and memory/knowledge/heritage institutions of all kinds". In Edson's view, without this material, "we're only using a small part of what the Internet can do to help us achieve our missions".

By way of example, Edson cited John and Hank Green, the 'vlogbrothers', who in seven years used YouTube to create an educational and content community with over 2 million subscribers and which has generated almost 500 million views. As Edson pointed out, most

of the ILI audience had probably never heard of the Green brothers; they represent "a kind of internet production that is difficult for institutions to think of as legitimate, sufficiently respectable, educational, scholarly or erudite." However, we should expect to see thousands of projects like this as the Internet continues to expand, platforms become easier to use, and citizens become more confident.

"Our choice," argued Edson "will be whether to ignore or discourage these people, compete with them, or dedicate ourselves to ensuring their lifelong success." Galleries, libraries, archives and museums can play a huge role in the story of how Earth's citizens will lead their lives, and participate in (and make) culture, provided that these institutions begin to work in "areas of the Internet that are less familiar to us and more familiar to the public."

The keynote address on Day 2 was given by Rachel Neaman, the newly appointed CEO of Go ON UK, the digital inclusion charity founded by Martha Lane Fox. This was one of Neaman's first public-speaking events in her new role – she joined Go ON UK from the Department of Health, where she was responsible for developing digital strategy, policy, and guidance on transforming public services, as well as assisted digital and digital inclusion.

Neaman explained that Go ON UK places digital literacy alongside reading, writing and maths as the fourth pillar of basic literacy and its mission is to empower everyone in the UK to reach their digital potential. She acknowledged the empowering nature of technology but she also highlighted the digital 'have-nots' – over 4 million people in the UK – with low digital skills. Increasingly, digital skills are required for everyday activities such as managing money, interacting with government services, and applying for jobs. Libraries are already providing access to lifelong learning and, she argued, to spearhead digital inclusion initiatives.

As always, ILI had a keen focus on how libraries and information professionals are transforming themselves and their services to ensure that they are future ready, with the emphasis on case studies. 'Maker spaces' which offer library patrons the chance to engage with new technologies such as 3D printing were a key topic for the conference, and a 3D printer was on hand in the 'X Track' area for delegates to try out in order to get a sense of the practical potential of the technology in a library setting.

Heather Moorefield-Lang from the *University of South Carolina has gathered case study narratives from a range of libraries which have implemented 3D printing technology, and explored the findings in her presentation.*

Moorefield-Lang pointed out that the use of 3D technology in libraries was very recent – most libraries she interviewed had had printers for less than two years. She highlighted the challenges that libraries must overcome: managing demand for what is often a very popular service; understanding the technical requirements of model making; dealing with shared resources, staffing and funding; and managing the noise generated by the machines. Staff training is also important, and must often utilise informal resources such

as YouTube videos. Everyone must be prepared to experiment in sometimes informal and unfamiliar ways.

Writing in Information Today Europe eNews, Moorefield-Lang expanded on this point: "since the technology is so new there are very few places to go for professional development or staff training. Librarians and library staff have to work with these technologies and spaces with a sense of adventure, as well as with little fear for failure. 3D printers are not the most intuitive technology and sometimes there can be a learning curve. Maker spaces as well can be messy and noisy and these services may not be for everyone…On the other hand these library services have delivered wonderful opportunities for exploration, project building, collaboration, and artistic creativity." (http://www.infotoday.eu/Articles/Editorial/Featured-Articles/3D-printers-in-the-real-world-98093.aspx)

To reinforce this, Maureen Hood described how Dundee Library and Information Services have been using 3D printing as a therapeutic tool for those with additional needs. The creative process of moving from idea to 3D object generated a great sense of achievement for users, and there were also practical applications for example making accessibility aids or equipment for the library.

Gamification in a library context was once again a popular theme at ILI. Kay Munro from the University of Glasgow and Ciaran Talbot of the University of Manchester shared how they working on a joint project to explore ways of growing customer engagement using the Librarygame web app. Students can earn points and badges for borrowing and returning books, writing book reviews and the like, and the game works in a familiar social-media like context. Initial feedback was encouraging: Glasgow has involved 41% of first-year undergraduates and 27% of postgrads in the game.

For 2015, ILI will once again take place at London's Olympia on 20-21 October and the conference theme will be 'Dynamic Disruption'. UKeIG members will be entitled to claim a 25% discount on fees for the main conference. Discounts are also available for multiple delegates from the same organisation.

Further information
Internet Librarian International 2015
The Innovation Conference
21 & 22 October 2015, Workshops on 20 October 2014
More information: www.internet-librarian.com
E: info@internet-librarian.com

Information Management & the Migration Opportunity

Martin White, Managing Director, Intranet Focus Ltd

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At some time in the career of every intranet and web manager a project will require content to be migrated from one application to another. At present many of these projects involve a migration from SharePoint SP2010 to SharePoint SP2013, but there are also CMS migrations into SharePoint and collaboration migrations into Google Drive. The bad news about migration projects is that they are extremely difficult to manage, and the good news is that they require a high degree of commitment to good information management strategy that will be of considerable future benefit to the organisation.

The bad news first

It is impossible to forecast how long a migration project will take and what resources are required. Full stop! The reason for this situation is that managers have no idea how much content resides in the application, especially in situations where the CMS has just been upgraded without a requirement to migrate content. There are three categories of content to be considered:

- Content that is redundant, obsolete or trivial (ROT) and can be removed from the active system even if (for no good reason at all) it is retained on a server
- Content that needs to be migrated to the new application and meets requirements for content quality
- Content that needs to be migrated but because it fails to meet the content quality standards additional work needs to be carried out
- Content that does not exist at present but needs to be written for the new application. A good example would be new landing pages

I'll come back to the topic of content quality in the good news section. For now I'd like to focus on the 'needs' issue. Who is going to make the decision? This immediately gets us into the requirement to estimate the scale of the content migration. It is very difficult to write rules that say things like:

- All content older than 2010 can be deleted
- Any project files that have not been accessed for three years can be discarded
- Anything that refers to applications that are not current (e.g. the employee self-service portal) can be discarded

Very quickly the people involved in making the selection will make cogent reasons for keeping some or even all of the content in these and other categories.

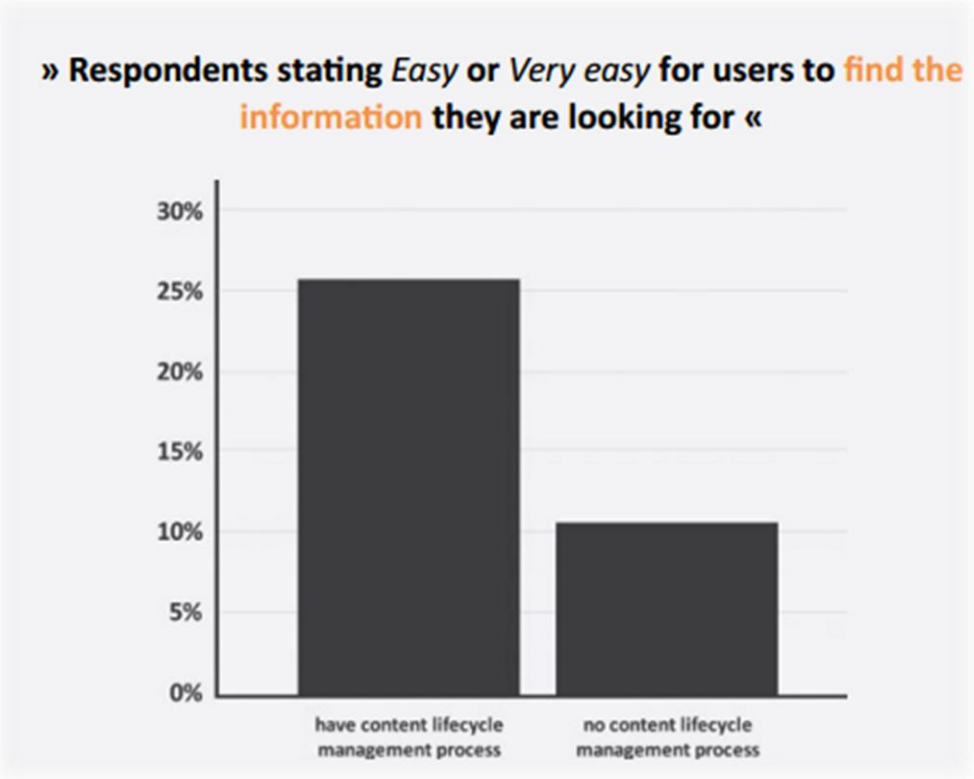
Now, because it is so difficult to write a set of rules, using migration-support software can only at best be a partial solution. These software applications can be of use in doing some bulk migration of well-defined content (all news items) so long as the meta-tags are consistent and the content is going into some well-defined buckets in the new application. Do not believe any one in IT that says that the process is easily handled by Software X. Ask them if they were the project lead when they used it in the past. If they were the lead then ask how far the final date of migration was away from the planned date. If they were not, ignore any forecast. In the end the migration team are going to have to touch every single item of content, even if very briefly. A good rule of thumb is that each content item is going to take 15 minutes to migrate, from the time of the initial assessment through to the high-quality version of the content being available on the new site.

The element that is always under-estimated is the time that people will need to spend reviewing and rewriting. Their managers may have a problem accepting that some of their best team members are going to spend quite a substantial amount of time on the process. If that time cannot be allocated at the optimum period then the entire project schedule could be impacted.

Another issue to cover is that the internal links will need to be reviewed link-by-link as the architecture may well have changed and so will the URL structure. This is often overlooked, especially by designers who have the notion that the way that people will navigate across an intranet or web site in practice will be just the same as they have done so in the wireframe tests. This notion excludes the way in which search complements the information architecture and links provide a blend of short cuts and expertise – if you are looking at this document then you may also want to look at these documents.

The good news

There is no better justification for setting out content quality guidelines based on an information management strategy than a migration project. By having guidelines related to content quality, including metadata quality, the process of review will be speeded up, the performance of the new application will be better in every dimension (especially search) and the process of any future migration (and there will be one) will be a great deal easier.



This is a chart from the Findwise 2014 Enterprise Findability survey and it shows that in organisations where there was a content lifecycle management process search performance improved by around 150%. That is a very convincing ROI for the work involved in enhancing content quality. For me the six main elements of a content quality strategy are the following:

- Corporate support for an information management policy, an information strategy, and for the training and support of content authors. Content creation and curation must not be seen as a hobby that people do in their spare time
- Titles that summarise the core content of an item. These ease both browsing and search performance
- A date when the content was published and a date when it will be reviewed to assess whether it is still fit for purpose
- The name of the person responsible for the content, and who therefore can be contacted by staff with a query about its validity. When this person leaves the organisation, or moves on to a new position, it has to be the duty of their manager to not only find a replacement but also ensure that the name of this person is added to all the appropriate content items
- The role and responsibilities of an employee for content authoring and curation have to be included in their job description and discussed at performance reviews
- Consistent metadata has to be applied. In my view it is better to have consistent metadata than to have a very complex schema on (say) corporate documents but nothing comparable for other content

There is quite a lot of work to do in establishing these five elements, so it is important to start as soon as is possible and not leave it until the start of the technical elements of a migration project.

Resources

The definitive guide on content migration comes from David Hobbs, a migration consultant based in Washington DC. He has published a very good handbook on the subject.

Some other resources on content audits and migration include:

- http://www.cmswire.com/cms/information-management/6-key-considerations-in-content-migration-022685.php
- http://www.4syllables.com.au/resources/templates-checklists/content-audits/
- http://maadmob.com.au/resources/content_inventory
- http://www.content-insight.com/resources/content-inventory-and-audit-articles/what-content-inventory/
- http://www.cmswire.com/cms/information-management/plan-for-migration-success-with-search-028046.php
- http://bainsight.com/gallery-categories/white-papers-gallery/improving-search-fast-using-a-search-first-migration-strategy-to-sharepont-2013

Book Review: Ebooks in Education: Realising the Vision

Woodward, Hazel (ed.)
London: Ubiquity Press.
ISBN: 978-1-90918-837-2

Available as open access in several formats as well as in print.
DOI: http://dx.doi.org/10.5334/bal

Reviewed by Chris Armstrong, Consultant, lisqual@cix.co.uk
www.i-a-l.co.uk/resource_ebook2015.html

The upbeat title promises much, and this is taken up by Madeleine Atkins of HEFCE in the Foreword, although more realistically she notes that "This publication by Jisc Collections describes very lucidly the current state of ... a transition". So unfortunately, this rather slight volume does not deliver a completely convincing vision of the future through its "really eye-opening examples, [where] we see how ebooks have been incorporated successfully into educational practice, improving the learning experience for students, particularly students with disabilities and distance learners. We see exciting partnerships with research institutes, the development and promotion of an ebook app, the creation of an open living book, and new collaborations with ebook publishers and vendors to provide access to e-textbooks to students." If, as she continues "[s]uch success stories reflect well on ebooks more generally, showing us that they are reaching the level of maturity needed for widespread adoption," readers would do well to note the that this is reaching maturity and realising the vision - we are not quite there yet! At first sight, some of the chapters (eight essays if, as the publisher does, you include the Foreword, and seven case studies) are surprisingly short: half of them are less than four pages in length and three only just make it to over two pages.

I read and reviewed the online version in which the 94 pages include 12 blank pages (including one unexplained facing pair) and some very patchy text flow round images which leads to several other empty half pages. I can only assume that the print version, which is advertised on Amazon as having significantly more pages (actually 53% more), must use a much larger font than the rather small screen font.

But, to the content...

Ebooks as strategic priorities for university managers is a good place for the book to begin. However, the Jisc were given evidence some years ago by the Jisc ebooks Observatory that student use of e-textbooks and ebooks was ineffectual - by dipping for information nuggets rather than through study and reading, to the extent that some academics refused to push students towards the e-versions - so it is good to read in David Scott's look at the Further Education sector that negative staff attitudes are lessening and that ebooks are being used as a "teaching tool, either in class sessions with an electronic whiteboard or building their use into online learning activities or assessments" ... although perhaps it is not totally true to say as does Christine Fyfe in her strategic priorities essay that ebooks offer "the exciting possibility of enhancing the student experience – what it is like to be a

student – and producing better educated students" [my emphasis]. Her two other strategic drivers - to drive innovation in learning, teaching and research; and to help to use space and human resources more effectively and efficiently - are less contentious and highlight an issue not often mentioned, namely the seamless coherence which ebooks offer course design.

From the Open University, we read of the value of ebooks for distance learners, but also of some frequently asked questions about access - why do students have to go to so many different places to access ebooks and why do they all look and feel different. The authors suggest that many of the same challenges faced by distance learners will "be increasingly relevant to the sector as a whole, as online learning moves from margin to mainstream" and the theme appears again in the following essay where a “dirty dozen pain points” relating to ebooks are given. In one of the longer essays, Suzanne Enright looked at the learning and teaching perspective but, in passing, noted the importance of advocacy to promote digital resources in addition to their "integrated management and discovery of the digital collection ... through the Ex Libris suite, with its Primo service" and the fact that "aggregators such as CourseSmart and VitalSource prefer conversations directly with academic colleagues to promote a 1 to 1 student textbook model" - something of a challenge to the library model!

There is an essay on ebooks and accessibility - interestingly co-authored by Jisc's recently dismantled TechDis - which includes a checklist for publishers, and another on the mobile user experience with a five-point mobile manifesto for ebooks. The final essay, 'Ebooks acquisition as a shared service' by John Tuck starts unpromisingly with a reference to Sullivan's 2011 Academic library autopsy report, 2050 but goes on to look at E-BASS25 (Ebooks Acquisition as a shared service in M25) and its examination of patron driven acquisition (PDA) and evidence-based selection (EBS) models.

And for those willing to learn from the experiences of their peers, there are the case studies: a ten-year success story from the University of Portsmouth; the success of PDA at the University of Sussex; the beginnings of open access publishing programme at the University of St Andrews; Coleg Sir Gâr's (SW Wales) development of a Library App to bring the library closers to its users; Harvard University's open access guru Peter Suber describing the development process of a non-enhanced open access ebook; Plymouth University's successful ebook programme; and Coventry University's pilot project for e-textbooks. By my reckoning, this amounts to about 27 years' worth of experience!

Finally, it might seem a pity - given her long association with university libraries, university presses and ebooks - that there is nothing visible of the editor within the text. I confess to starting this review a little disenchanted with the book, mostly due to apparently skimpy chapters and poor formatting, but there is a lot of value within these chapters - some of which I have highlighted - and I think that editor Hazel Woodward has selected wisely and wisely left the result to speak for itself.

Professor Atkins also writes in the Foreword, "As students’ demands change, a transition to the print book’s successor, the ebook, therefore seems both necessary and inevitable" - but I find myself increasingly asking - if publishers cannot do the job properly (and this

book is a case in point with its headings at the foot of pages and its poor formatting) should transition be both inevitable and necessary? There are - self-evidently - "significant challenges that ebooks have yet to overcome, most chiefly around functionality, curation and access" (one author even wrote that there" are continuing and even increasing concerns about the processes involved in the management and delivery of ebooks, relating both to library functions and to the end-user experience") and only a very few ebooks meet the oft-stated student requirements, highlighted by the ebooks Observatory project over five years ago, of providing title-specific (useful but expensive) rather than platform-generic (rarely used but cheap to offer) added-value functionality. Something also pointed up here in Suzanne Enright's essay when she quoted a second year medical student at Warwick Medical School who, at the 2013 UKSG Conference, "(politely) took publishers and librarians to task for simply not moving fast enough to give him what he wants"! She ends her essay, "The big question is how and when we can all reimagine content so that the norm for ebooks is that they have become true 'natively digital' in origin, with imaginative built-in interactivity features and multimedia elements, including video and 3D objects, to enhance the learning experience, rather than being a more or less faithful electronic version of a traditional print textbook with all the drawbacks inherent in that." If there is one message to come out of this slim volume it is that more needs to be done - and done quickly - if ebooks are to truly succeed in fields other than fiction.

Book Review: Exploring Digital Libraries: Foundations, Practice, Prospects

Calhoun, Karen
London: Facet Publishing 2014.
ISBN 978-1-85604-820-0

Reviewed by Margaret Katny, BBC Archives margaret.katny@bbc.co.uk

The digital library emerged in the 1990s and changed the way we think about information. Twenty-five years on, the concept of networked information is both fairly new and firmly bedded in. The aim of this book is to shed light on the current stage in the development of libraries – a multidisciplinary digital library in the context of the social web.

The field of digital librarianship has produced a large body of research literature and practice, which the author summarises in her work. This is evident in the references section, which is over 50 pages long despite the fact that it contains only references to works cited in the book. But the book is more than a record of the evolution of digital libraries. It looks towards the future and the intended audience is the generation that will carry forward the evolution of the digital library.

The book is divided into two parts. The first part explores the foundations and practice of digital libraries. The author places the beginning of digital libraries in 1991 but acknowledges that digital information has emerged as a result of the revolution of computing and telecommunications in the 1960s. The first ten years of digital libraries (1991 to 2001) were characterised by the changes in scholarly communication, the beginnings of open access and digitisation. The following ten years (2002 to 2012) were defined by challenges accompanying the digital library evolution. Some of the more important ones were interoperability, as more and more content moved online, and engagement with communities. Intellectual property rights have been, and still are, a challenge to digital libraries as many countries' legal frameworks are well behind the digital developments.

Digital libraries and the development of the web are explored in the context of collection building. The book charts the evolution of the traditional library based around collections residing in fixed locations, with librarians serving members of the public by providing access to collections. Not surprisingly, early digital repositories were modelled on traditional libraries. Digital repositories continue to grow and change, particularly in the light of the open access movement, development of new systems and software and the semantic web. It is good to see an acknowledgement that many digital libraries are in fact hybrid libraries containing a mixture of digital, digitised and non-digital content.

The second part of the book focuses on the social and community roles of digital libraries. The author says this function of digital libraries has been considerably less researched and attempts to stimulate discussion about digital libraries' contribution to democratic

society. The book examines the roles and social value of digital libraries and explores the factors behind the success or otherwise of digital libraries in their communities. It delves into the positive influence that open access can have on scholarship as well as the social value of digital libraries. Finally, it scrutinises the way the digital libraries respond to and engage with the social web. The nature of the social web is perceived as fast changing and chaotic which makes it difficult for digital libraries to utilise social platforms. The objective is to make digital collections easy to find and use while competing for the attention of online users. Some of the approaches to achieve this may be to facilitate mobile access to digital libraries, utilise semantic web, linked data and crowdsourcing.

It is an interesting book bringing together many topics with which LIS professionals are likely to be familiar. It will appeal to students, researchers and professionals keen to further their professional development. It is, however, primarily a scholarly work, which may have limited application in the busy practitioners' work life.

The Impact of Intranets on Employee Engagement

Dion Lindsay

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In one of my previous columns I explored how to engage employees as contributors and users of the intranet. Increasingly discussions with non-information managers in organisations show they are more interested in using the potential of intranets to engage staff with each other and with the ethos of the organisation.

This is important in the day-to-day life of an organisation, when intranet tools can enhance the collaboration experience and excite staff to find ways of making the mission of their organisation a reality in face-to-face as well as virtual environments. But it becomes even more transformative when the organisation's strategy is for change, and change managers hope to use the intranet as a lever for that change.

This angle on intranets is one that suppliers are taking increasingly seriously, although with my cynical hat on I wonder if they will all soon be willy-nilly promising features that will ensure engagement, in the way some of them did with collaboration! With justification to an extent of course: 4th generation intranets are very suited to collaboration, and equally, once employees are using intranets there are already many features in modern intranets to help them engage with each other and the ethos of the organisation.

It's clear that staff engagement in organisations can be eroded by change and uncertainty: trust can drop off as people see their roles changed, structural redundancies occurring and a bewildering change in leadership signals as the organisation tries to redefine itself in real time.

A 2013 Gallup report on the global workplace suggests that lack of employee engagement costs the UK economy £53 - £72 billion per year. There is no suggestion of course that intranet-inspired improvements in engagement can recoup such vast figures but they give a clear indication of the environment in which a contribution can be made. The slide deck from an excellent presentation by Stephan Schillerwein at last year's Congress Intranet gives many more interesting figures than I have the space to repeat here.

Intranet benefits

So what are the benefits of intranets that can be used to encourage employees to "get with" the mission of their organisations, act as valuable team members and contribute in the committed and creative ways that are necessary for the modern economy to thrive?

Communication

For those without frequent meetings to attend or who are nervous about speaking in front of their peers, discussion forums and the comment fields in blogs provide a safe (ish)

environment in which their voices can be heard, and their sense of powerlessness reduced. The boost to self-esteem of having a comment responded to, in the more controlled digital environment can result in a very much increased sense of belonging in the real organisation.

Celebration

Real time, or near real time, decentralised editing of intranets can provide a news channel for work successes that doesn't have to have the heavy branding of central departments which tended to predominate in the early days of intranets. It can be an inclusive influence, providing an easy flow of encouraging stories and celebrations which can inspire employees to feel part of the common effort without the need to be a branded "company man/woman"

Problem sharing

Just as intranets can encourage the sharing of successes, they can enable and normalise the sharing of problems, replacing a "succeed or fail" environment with one of "experiment, share and learn" which is more conducive to creativity and thinking outside the box. This in turn helps to break down the silos in the workplace that can do so much to stifle innovation and stultify the more inquisitive minds, which can feel discouraged and disengaged in anything resembling a "command and control" environment.

Gamification

Facilities on your intranet, which encourage employees to treat work more playfully, with associated competitive and accelerated learning behaviours, can increase a feeling of regard for the organisation and engagement with its goals and activities. If I was writing this in 2010 I would replace "can" with "surely does", but recent reports including one by Gartner in 2014 cast doubt on the idea that gamification always works. Indeed Gartner predicted that by the end of 2014 80 percent of all gamification investments would fall short of the returns predicted for them. Whether this was because of inflated optimism in the early days, or a miscalculation of the applicability of gamification in particular circumstances it is hard to say, but it is still a useful arrow in the quiver of those tasked with increasing engagement.

Flexible working

It is well understood how intranets, along with mobile technology and social media make it much easier for employees to effectively work away from the physical office. Despite the doubts of many traditional managers in the 1990s, staff can generally be trusted to be as committed to delivery against objectives at home as they are in open plan office environments. Here's what Wayne Clarke of Best Companies says about flexible working:

"We did some specific work looking at the effect of flexible benefits on employee engagement. We looked at everything from health club memberships to profit-related pay to crèche schemes for kids. The only benefit we found that seemed to affect engagement scores was flexible working… if you have a flexible working culture, it means you've probably got a culture of trust… a culture where your managers get on and believe that people can work under their own steam".

A final word on a germane topic that has been mentioned before in these columns and seems relevant to intranets' role in successful employee encouragement. Intranets as distinct features of the digital landscape at work seem to be becoming less visible: I have seen many instances of employees doubting their organisation runs an intranet while they are actually using it! This is explained mostly by the growth of the digital workplace, coupled with the increased fluency with which employees use and adapt to digital facilities. This increasing ease makes it more possible for staff to treat digital features as just "part of the way we do things" and to adopt and flourish in the collaborative benefits they offer – and this in turn helps build engagement in anything those facilities, including the intranet, exemplify.

Online Resource Update

Joy Cadwallader, Aberystwyth University (Aberystwyth Online User Group).

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

Early English Books Online / Text Creation Partnership

"… more than 25,000 manually transcribed texts from the first 200 years of the printed book (1473-1700)", are now freely available to view online as part of a fantastic project begun in 1999. An international partnership comprising the University of Michigan Library, the University of Oxford's Bodleian Libraries, ProQuest, CLIR, Jisc and more than 160 partner libraries has made this herculean effort possible and the transcriptions of these often rare and fragile texts located in prestigious libraries worldwide are now fully searchable at http://quod.lib.umich.edu/e/eebogroup/ The University of Michigan's press release refers to gems by Chaucer, Homer and Isaac Newton, and to the wonders of the "less famous texts" such books on gardening, cookery, religious tracts, witchcraft, sword-fighting etc. Facsimile images of the books are available via subscription databases: EEBO (ProQuest) and as part of Jisc Historical Texts.

"We are opening up these fantastic books to people who wouldn't normally be able to access them. I'm fascinated to see what people will do with them," said Michael Popham, Head of Digital Collections at the Bodleian Libraries. Members of the public, teachers and researchers around the world can now have access to thousands of transcriptions of English texts published during the first two centuries of printing in England. "Searching a record on a library catalogue only takes you so far," Popham said. "Now you can search across all 25,000 texts and get results in seconds. It opens up the data for very scholarly uses, for example historical linguists analysing poetry from a specific period, or for members of the public who want to research their family history, their home town or even look up recipes from 400 years ago. The records are available to anybody with a curiosity for history and literature or early English life."

"The Bodleian Libraries has been heavily committed for the past 15 years to this extraordinary effort to make texts from this seminal period of history digitally available to members of the public and scholars worldwide," said Richard Ovenden, Bodley's Librarian. "We hope this open resource will provide innumerable avenues for new digital forms of scholarly discovery and research." Taken together, the entire corpus opens up new research possibilities, particularly in such fields as digital humanities, corpus linguistics and text mining. It also creates opportunities for individuals to create new projects based on the transcriptions. As open data, the files are freely available for individuals to download, manipulate and repurpose or to republish as their own special editions.

Lorraine Estelle, executive director digital resources and divisional CEO of Jisc Collections, said: "Jisc is proud of the financial support it has provided to the Text Creation Partnership over a number of years. We look forward to the open access transcriptions

being used to support new research efforts across the digital humanities, beyond even those that have been made possible by the availability of Early English Books Online. The release of this material is not only a boost to the availability of research data, but a welcome contribution to Jisc's work in support of open access across the disciplines."

Folger Shakespeare Library / Adam Matthew

As part of a theatre-related collection planned for publication in Autumn 2016, Adam Matthew are to digitise the world's largest collection of prompt books including twelve "Smock Alley" prompt books from the seventeenth century Dublin theatre. Located in the Folger Shakespeare Library in Washington DC, the books are copies of the plays annotated by/for the prompter or stage manager. The collection also includes rehearsal copies and souvenir editions, and theatrical ephemera such as costume and set designs and selected playbills will also be digitised as part of the project.

The Independent / Cengage Learning

The Independent, the last national quality daily paper to launch in the UK before the Internet changed everything, is the latest newspaper title to partner with a traditional information resource company for digital preservation and online subscription. The Independent Digital Archive, which went live in the Gale NewsVault in January, comprises all issues from number 1 in 1986 to the end of 2012. Site licenses to academic, public and government libraries are available by subscription or one-off purchase.

National Archives / Findmypast

Marking Holocaust Memorial Day, the 70th anniversary of the liberation of Auschwitz Birkenau, Findmypast have released digitised documents from the National Archives about the Kindertransport programme to save Jewish children from being sent to Nazi death camps following Kristallnacht in 1938. The collection includes 41 browseable documents include reports and correspondence from UK government offices and ministries, and an online form including a *Browse Birth / origin place* menu revealing details of children from both from Germany and as far away as Poland, Austria and the Ukraine. The Findmypast blog announcing the document release includes links to the collection, photographs and excerpts of contemporary eyewitness accounts.

NATO

NATO Archives have declassified and disclosed a range documents relating to the June 1989 Polish elections following a request by the Polish delegation to NATO in 2014 to commemorate their 25th anniversary. The documents, selected in partnership with the Archives of the Polish Ministry of Foreign Affairs and spanning 1987-1991, include reports from embassies in Europe and the US describing the changing political situation from their respective viewpoints, and the North Atlantic Council's record of Lech Walesa's 1991 NATO visit as the newly-elected president of Poland. The documents can be downloaded in a zip file from the NATO press release.

Reed Elsevier

What's in a name? Well quite a lot to Reed Elsevier apparently, who changed their name to RELX Group plc as part of a corporate restructure in February. That is all.

Society of Chief Librarians and partners

"The Society of Chief Librarians is working to create a unified digital platform for public library resources [in the UK] aimed at increasing use of libraries by existing and potential customers". Quite an announcement! Partners include the British Library, the Reading Agency, the Combined Regions, Collections Trust, OCLC and Library 21 with the first phase of the project funded by Arts Council England. BiblioCommons, a Canadian company, have been selected by public tender to, "research consumer and library sector needs and create a vision and roadmap", by the end of March. The press release cites the timeliness of the project in view of the Independent Report on Public Libraries chaired by William Sieghart, and highlights that the project will develop access for library customers to the Universal Offers for Public Libraries as identified by the SCL

About eLucidate

eLucidate is the journal of the UK Electronic Information Group. It is usually published four times each year, in March, June, September and December. Its aim is to keep members up to date with developments in the digital information environment, as they affect professionals. The journal is provided free to UKeiG members.

Notes for contributors
eLucidate welcomes articles or ideas for articles in the areas covered by the journal. UKeiG is 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 business. Few other organisations provide this kind of cross-sectoral awareness. The focus of the group is the UK electronic information sector, but 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 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 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 practical 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 articles to gary.horrocks@gmail.com Articles should be delivered in Word 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 to 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.