



# eLucidate

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## Editor's Note

Issue 3 of eLucidate for 2015 opens with the Google top team's founding assertion that they were never going to be a 'conventional company', nor had any intention of becoming one. Karen Blakeman offers her take on the all-singing, all-dancing, all-embracing Alphabet, pondering over the impact it may or may not have on the quality of search technologies going forwards. She follows up with practical outcomes from recent UKeIG workshops, articulating recommended Google search tips, but also jettisoning the omnipresent search tool for a moment to consider alternative research resources and techniques. If you want to kick the Google habit, your rehab starts here 😊

UKeIG prides itself on the support we give to continuing professional development and are delighted to publish an article co-written by the winner of our Early Career Award for 2015. It is a fascinating overview of the opportunities and challenges facing information professionals in schools. How are they grappling with curricula changes and the transition to and interface with higher education and the workplace? In this issue we also publish two complementary reports from July's CILIP conference in Liverpool written by the successful recipients of our CILIP conference bursary ward. Lots of food for thought here. My highlight is the assertion (and potential exam question for future information professionals): 'We shouldn't be worrying about competition from Google, or Apple, or Amazon - they are advertising companies, not information services.' Discuss...

This issue also features a web and social media contribution from Martin De Saulles focusing on Twitter analytics with a useful resource that utilises the benchmark of 'social authority' to enable you to pan for gold when it comes to seeking out valuable contacts. By identifying high quality people to follow you will, in turn, transform the quality of your tweets overnight.

Emily Stannard updates us on the recent amendments to copyright legislation and highlights some fascinating challenges to the digital community around new exceptions, including the copying of large volumes of content for text and data analysis and making content available on 'dedicated workstations.'

Information management guru Martin White offers some insight into the cognitive barriers that impact on search; personal behaviours that can override even the most intuitive of interfaces. Most interesting for me was the ongoing conflict between relevance and effort; those occasions when barriers to access to the full text compel a researcher to abandon the resource.

This and more await you in issue 3.

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# Alphabet Soup

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‘Alphabet Soup’ *noun: a confusing or confused mixture of things*

A is for Alphabet

B is for Boston Dynamics

C is for Calico

D is for Deep Mind

E is for Express

F is for Fiber

G is for ...

In August 2015, when news hit social networks that Google was to become a wholly owned subsidiary of a new holding company Alphabet Inc. many of us wondered if this was an April Fools resurrected from earlier in the year. But no, checking the official blog announcement “G is for Google” - dated 10<sup>th</sup> August - confirmed that it was genuine.

Eleven years earlier Google gurus Larry Page and Sergey Brin had proclaimed: “Google is not a conventional company. We do not intend to become one.” They now take charge of the new company with Sundar Pichai becoming CEO of the new Google, which will include search, maps, YouTube, Android, ads and apps.

On the Google blog Larry Page mentioned some of the other subsidiaries that will be formed:

*“What is Alphabet? Alphabet is mostly a collection of companies. The largest of which, of course, is Google. This newer Google is a bit slimmed down, with the companies that are pretty far afield of our main Internet products contained in Alphabet instead. What do we mean by far afield? Good examples are our health efforts: Life Sciences (that works on the glucose-sensing contact lens), and Calico (focused on longevity). Fundamentally, we believe this allows us more management scale, as we can run things independently that aren’t very related.”*

No doubt there will be many more but at present a list compiled by [Marketing Land](#) includes:

- [Calico](#) (harnessing technology to understand the biology that controls lifespan and in doing so live longer and healthier lives)

- [Fiber](#) (high speed internet)
- [Google](#) (search, maps, YouTube, Android, ads, apps)
- Google Ventures (venture capital business)
- Google Capital (investment fund)
- [Google X](#) (self-driving cars, Google Glass, internet by balloon, moon shots)
- Google Life Sciences (diabetes technology with blood sugar sensing contact lenses)
- Nest (smoke alarms, home cameras, thermostats & connected home devices)

The move is intended to provide clarity and transparency as to how revenue is generated and spent across the different interests of Google. At present, the new Google (search, maps, YouTube, Android, ads and apps) generates 90% of the company's revenue some of which is used to support other projects and new services. The divisions will be separated out in Alphabet's financials in early 2016 but how much detail will be provided is a question that actively is being debated by market commentators. We shall just have to wait and see on that one.

Peter Henning, Professor of Law at Wayne State University Law School, was quoted in the [Guardian](#) as saying:

*"It's a very complex structure - they're setting it up for something else down the road. It is form over substance, but you have to have the form in place before you can do the substance. It gives them a lot of flexibility for financing and for spin-offs."*

Henning goes on to suggest that it makes it easier for Google to isolate less-profitable businesses that could issue their own stocks or eventually be sold.

What effect is all of this going to have on search? Industry commentators have concentrated on the impact on existing and future investment and either ignore search or merely say that it will be business as usual. In one sense they are right. Google will continue to ensure that their main moneymaking machine - search and ads - continues to generate enough revenue to keep the markets happy. For those of us who are serious in-depth researchers, though, there is bound to be trouble ahead. We know from experience that Google disposes of search features, commands and services that are little used or fail to generate sufficient income. It is even back peddling on Google+ with Google+ links and reviews being dropped from search results, as has the requirement to have a Google+ account to use products such as YouTube. It may not be for the chop just yet because it does look as though Google is trying to find another use for it, for example [Google+ Collections](#), enabling people to organise and share themed posts and information with colleagues, followers and friends.

As well as making search "simpler" Google now tries to provide quick answers and facts that obviate the need to look any further. These might include, for example, a straightforward answer to a currency conversion request (displayed at the top of the page), or a summary of information on a town or university (shown to the right of results gathered from multiple sources.) The origin of the information may be given or it may not, so verifying the "facts" can be difficult. And, yes, Google does get it wrong with alarming frequency. Why does Google bother with it? I have no doubt that the official explanation

would be along the lines of “improving the user experience”. For many users it works and the results are “good enough”. I’m meeting up with friends in Oxford, say, and want to know what we could do while there (apart from sitting in the pub!). All I have to do is type in “Oxford” and Google immediately shows me places of interest and upcoming events. I have no idea where the information has come from but the average user probably won’t care. As a researcher, however, I am concerned that the information is incomplete, in some cases inaccurate, and it looks as though some entries are “sponsored” or paid for. I am beginning to see more infiltration of ads into search results and it makes sense for Google to take this approach. Many of us are now using ad blockers so Google has to find another way to slip advertising in under the radar in order to maintain revenue. It does mean, though, that as researchers we really do have to keep our wits about us when assessing the relevance and accuracy of results.

To investors Alphabet/Google is a neatly organised collection of companies and projects. For researchers it is more like an unappetising, pre-prepared hotchpotch of a soup, the recipe of which is secret. We have no control over the ingredients or where they have come from, and have to spend hours separating out the good bits.

More than ever as researchers, we need to keep up with what Google is doing. What search options are still available to us and how can we use what remains more effectively? How is Google manipulating and processing results? Or perhaps we should consider chucking this confused mixture of things into the garbage and investigate the alternatives? There are plenty out there. It is worth spending time to find out what they are, and when and how to use them.

# Crossing the Road Without the Lollipop Lady: Some thoughts on safely navigating information traffic in a school library

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**Summary** - *Reflecting on the use of e-resources in schools, this article outlines some of the challenges and opportunities schools face when engaging with the digital world. We look at how we have used e-resources within this setting and conclude by considering some new opportunities to explore in the coming year.*

*The following thoughts on using digital resources in schools arose from a discussion reflecting on Amy's first year in her new post as Librarian at Wimbledon High School. Throughout the discussion we considered what has worked well, the challenges we are currently facing and looked ahead to possible new opportunities and developments. Having previously worked together, we then thought about our current different working contexts and changes over the last year, which reinforced the importance of adapting our service to the specifics of each organisation.*

## **Context and Challenges**

Working with digital resources in a school setting presents a particular portfolio of challenges and opportunities. We both work in independent girls' schools with students who are bright and keen to succeed and we have shaped our work with e-resources to reflect their particular information needs.

As in many sectors of librarianship, our job is no longer to simply provide access to information, as staff and students can do much of this by themselves, and indeed, it is our job to empower them to do so. As a service, we understand our role to be one of 'adding value' to information for the end user, for example by bookmarking relevant websites, embedding resources into VLE pages and offering advice on how to keep track of research and referencing it accurately.

In our work, we try to keep abreast of developments in educational IT and look beyond the school environment to ensure that we are casting our net wide and then pulling in the right 'catch' for our users. The work that we do in this area is underpinned by understanding how the library fits into the wider life of the school and recognising whole

school priorities, as defined by our school development plans. The process of choosing, collating, promoting and using e-resources is an ongoing one that requires regular evaluation to ensure we are using the best tool for the job and that we remain up-to-date in a rapidly changing landscape.

Although it is important to begin embedding digital skills early, much of the work we have undertaken in this area is with older students (aged 16-18). In our particular schools, we predominantly prepare students for the demands of higher education and so much of the work we do here reflects that of colleagues based in universities.

Our students are 'in-betweeners', both in terms of their age and also, in terms of their information needs. They are high achieving, intellectually curious and academically able, but have not yet developed high-level research skills, nor have they gained the experience or depth of subject knowledge to critically engage with the online world without an element of guidance.

Therefore, the age and skill-set of our readers can make working with online resources in a school setting difficult, not least because there is a deep rooted paradox that we feel simultaneously overwhelmed by the quantity of information available and yet at the same time by the paucity of high-quality, level-appropriate resources on offer. Providers are increasing their online portfolio offerings to schools, but they are of course nowhere near the levels available in Higher Education. The lack of specialist staff in a school and the constant pulls on time (reading for pleasure, pastoral work, teaching), alongside differing school priorities can also mean that e-resources are simply not top of the list, or if they are, there's not always the confidence and/or expertise to ensure they can be integrated effectively.

In addition, working with children means that social media presents its own particular challenges, especially on the pastoral front. With a recent BBC Learning Poll reporting that '72% of 14-16 year olds had experienced or witnessed online bullying' and 'nearly one in 10' signing up to 'websites or services not meant for their age group' (BBC, 2015), it is unsurprising that educators have reservations engaging with this media as an information source. Moreover, in a time-pressured environment, digital media comes under close scrutiny to demonstrate that it can provide a real benefit to teaching and learning and not merely a distraction. And yet, social media can be a powerful engagement tool for reluctant learners and provides real-time, on-the-ground information about important political and social topics. Therefore, from the library's point of view, we are trying to find the appropriate balance, where the benefits of using these resources for academic study and knowledge sharing outweigh the negatives, often associated with wellbeing and pastoral concerns.

Our teaching colleagues are also an important audience and indispensable allies in promoting take-up from students and we are continually thinking of ways to engage with them. We have found that running small training sessions for staff and working closely with them on projects to encourage a 'cascade' model of dissemination has been effective in promoting library resources. As solo librarians, or working in very small teams, it is



particularly important to create a sustainable approach to e-resources and having teachers who can promote the library's work to students is vital to its ongoing success.

However, for teachers there is always a balance to be struck between innovation and the status quo. In a busy and demanding working environment, it can be difficult to find the time and space to reflect and be open to new innovations when current practice works and indeed, reinventing the wheel for no reason isn't to be encouraged. However, part of the 'value added' service we can deliver is to highlight new resources to teachers and encourage them to experiment with new digital tools. Throughout the school year we have looked for various openings and opportunities and found these to be most effective when we work within the natural rhythms of the academic calendar to pick out those moments when people are most open to change:

- At times of the year when exam classes have left and teachers are looking ahead to the next year
- When there are changes to syllabi and curriculum e.g. a department may change exam board, or at times of more wholesale change, such as the new A-level curriculum to start in September 2015
- During periods of staff turnover, be that when new members of staff join a department and bring their own ideas, or are simply looking to build up their network and so may be more receptive to working with the library. Likewise, as a new librarian you can harness your enthusiasm and newness for the job to forge teams

### Examples of our work with e-resources

So how have we engaged with e-resources in our own schools and what have been the outcomes?

- Fostering links with other sectors

Although based in schools, we are often looking for opportunities to work with other organisations, be that through their online platforms, or face-to-face events. Being interested in 'bridging the gap' between school and HE, in July 2014 we organised a staff shadowing placement with the library team at Queen Mary University. This insight into Higher Education illustrated how much crossover there is between school and university in this area. By watching sessions run by library staff for EPQ (Extended Project Qualification) students, we were able to integrate some of the teaching practices, such as free-writing and search techniques into our own research sessions.

Alongside these school visits, increasingly organisations are also reaching out to schools via online platforms. Online Guides, such as those prepared for students taking the EPQ, by the [Wellcome Collection](#) and many universities, including [Birmingham](#), [Southampton](#) and [Manchester](#), are excellent accompaniments to our research sessions and can be used independently by students for their own follow-up.

We have also promoted educational websites created by the GLAM (Galleries, Libraries Archives and Museums) sector, such as [The National Archives](#). This website has been a

particularly useful source of information to students embarking on independent research for their History Coursework. Combining huge digital libraries, academic comment and image galleries organised by time period and topic, all free-to-access, this website offers students reliable and well-maintained primary and secondary sources.

- Experimenting with social media

As already discussed, social media remains a very big and real elephant in many (class)rooms and each school adopts its own approach towards how and when it should be used. At Wimbledon High School, using Twitter is encouraged and many departments (including the library, *@Library\_WHS*) have their own Twitter streams. These are embedded into the VLE and school newsletters so parents, teachers and students can share content. This works well as a way of promoting events in the library and is a useful tool for keeping up-to-date with information, but the conversational aspect of the tool has failed to take off, largely because school accounts cannot follow individual student accounts and school-to-student contact on social media is discouraged.

- Promoting audio-visual material

The way in which we seek and consume information has changed significantly in recent years and this has been reflected in the type of information students are accessing. When running research sessions now, we highlight audio-visual material such as lectures, podcasts, [TED Talks](#) (Technology, Entertainment, Design: inspirational presentations that encourage the dissemination of knowledge and ideas) and T.V. programmes and encourage students to show a breadth and variety of resources in their research.

In addition, with changes in pedagogy such as the use of the [‘flipped classroom’](#) becoming more widespread, this sort of content is more naturally being integrated into lessons and homework. Teachers know that the students in their class have access to huge amounts of information and they cannot control what resources they choose to look at in order to prepare for a class. So to borrow an American phrase, an educator has been transformed from a ‘sage on the stage’ to a ‘guide on the side’. The widespread adoption of VLEs also means that sharing and accessing this content is now far easier, with the option of embedding frames within a page and the ability to easily edit multimedia content.

- Expansion of subscription resource portfolios

Ensuring that online resources are used sufficiently to justify the high subscription fees has long been a challenge in a school environment, where students tend to start their research with familiar free-online resources rather than subscription sites. When promoting these resources, we have found that endorsement by teachers is crucial for high take-up amongst students. Over the last couple of years, we have also observed that online collections of ‘known’ resources, such as the e-book collection for *Cambridge Companions* and *The Very Short Introduction* series, have been most popular. Similarly, for journals, popular and well-known magazines such as *New Scientist* have been the most heavily used of our online collection. Students are familiar with these brands, can identify the covers, have looked at the ‘hard-copy’ resources and this seems to give them the confidence to

navigate them online, with a certainty that these sources will deliver the reliable information they need.

### Looking ahead and next steps

So what next? Over the next academic year, reacting to school priorities and changes in the digital landscape we would like to build on our work in the following areas:

- Preparing students for the world of work

As we outlined above, much of our work with online resources has been targeted at sixth formers preparing for university. Increasingly however, we are also considering how to equip students for the world of work and in particular, looking at how to develop transferrable skills needed for employment. With the prediction that, 'some will go straight into employment aged 18 and that will cease to be an unacceptable choice for the very brightest girls' (Farr, 2015), we are keen to foster relationships with employers and explore mutually beneficial opportunities to work together. In particular, we are aware that certain organisations (e.g. NHS) might find it difficult to accept school students for face-to-face work experience placements (due to safeguarding, insurance or health and safety issues) but could produce videos or have online platforms that share information about the jobs on offer. This may become more popular as organisations reach out directly to school leavers as the traditional university model is challenged and students opt to join the workplace at 18.

- Facilitating access to a wide range of appropriate resources in a sustainable way

Increasingly aware of how easy it is to find information, over the coming year we will work on ensuring our online offering is easy to access and highlights the most appropriate resources for staff and students. Aware of pressures on our own time, we are keen to explore ways to disseminate information online and to create additional follow-up material so that students have a permanent point of reference, which they can use when researching independently. With the new A-level curriculum starting in September 2015, it will be a good opportunity to reengage with staff and students and to evaluate our information provision.

### Concluding thoughts

By reflecting on our current practice and looking ahead to new opportunities, it is very apparent that the lollipop lady remains as important as ever. Her role is not simply to help students cross the digital road, but rather to educate, enthuse and empower them, so that they can navigate the increasingly busy online streets independently. By doing this, our school students will be well equipped to embark on the next stage of their journey, be that at university, or increasingly in the workplace.

### Bibliography

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## Web & Social Media Metrics: Who Should You Follow on Twitter?

Martin De Saulles, Principal Lecturer in Digital Marketing, University of Brighton

### [Information Matters](#)

*With over 300 million active Twitter users, how do you decide who to follow?*

If you only want to keep up with friends and pursue the odd celebrity then it's not a problem. However, if you want to use Twitter for professional purposes it can be difficult to find accounts worth following. The chances are that whatever you're interested in, there will be someone or an organisation posting tweets of interest.

This short article will take you through some very simple steps that will help you sift through the rubbish to find the gold. I've used a real example based on how I identified a small selection of Twitter accounts to follow based on my professional interest in the "Internet of Things" (IoT). See [my article in the last edition of eLucidate](#) if you don't know what the Internet of Things is.

I've been interested in the IoT for about a year as it fits well into my research and teaching around the innovation sector. Because of this, I need to keep up-to-date with this rapidly changing area by following relevant news sites, blogs and social media. A Google Alerts RSS feed for the phrase "Internet of Things" coupled with other RSS feeds from the trade press and specialist blogs, all managed from my [Feedly](#) account gives me a good overview of what is happening in the IoT world. However, this does not cover Twitter posts from IoT experts and organisations.

A recent search of Twitter profiles that contain the phrase, "Internet of Things" revealed 2,611 accounts. This is far too many to follow so the trick is to find the most influential accounts based on how many of their posts are retweeted by others.

This is where [Followerwonk](#) comes in handy as it allows you to easily search Twitter profiles and then sort the results by different criteria. The most useful measure is Social Authority, which is an indicator of the extent to which other users share that user's posts. Simply taking the number of followers or tweets is often not a good indicator of authority, as it takes no account of quality. Just as inbound links to a website are a good indicator of the authority of that site, so retweets are also a good signal.

Figure 1 shows the results of searching for the phrase “internet of things” and a sort based on Social Authority.

Subscribe now for in-app following and more great features.

Search: "internet of things" | search Twitter profiles | Do it

Examples: most followers, managers, PPC, recruiters, presidents, comedians, architects, dads

### Twitter users with "internet of things" in their profiles

Showing 1 - 50 of 2,611 results (order by relevance)

No filters	tweets	following	followers	days old	Social Authority
unfollow	53,593	362	33,789	1,956	75
Internet of Things @TheIoT	The most comprehensive & up to date #IoT news, by @JamesChevalier - weekly newsletter: <a href="http://t.co/HRRReCLSsQa">http://t.co/HRRReCLSsQa</a> forum: <a href="https://t.co/V5hgegjUKJ">https://t.co/V5hgegjUKJ</a>				
unfollow	40,090	8,234	30,839	522	74
Internet of Things @Things_Internet	Articles about the <b>Internet of Things</b> , the world's Next Big Thing! Plus #smarthomes and #wearabletech! #InternetOfThings #IoT				
follow	6,533	23,172	21,066	2,405	67
PrismTech @prismtech	Worldwide PrismTech is a global leader in software platforms & tools for the <b>Internet of Things</b> #IoT, Industrial <b>Internet</b> & advanced wireless communications.				
unfollow	7,396	798	61,477	2,335	67
Intel IoT @Inteliot	Everywhere The <b>Internet of Things</b> (IoT) is taking shape. Intel helps connect the cloud, internet, and...				

Figure 1. Initial Followerwonk Search

You can scroll down this list looking for accounts that look interesting and following, any which catch your eye. However, there are over 2,000 of them so this would take time and you may miss some good ones. In this case, I took the top 3 accounts, based on their Social Authority, listed above and used another Followerwonk tool called “Compare Users”. This allows you to look for overlaps in up to 3 accounts in terms of who they follow or their followers. I was interested to see which accounts were followed by all 3 of the top ranked accounts listed in Figure 1. My thinking was that any accounts followed by all 3 of them would at least be worthy of further investigation.

Figure 2 shows the results of this.

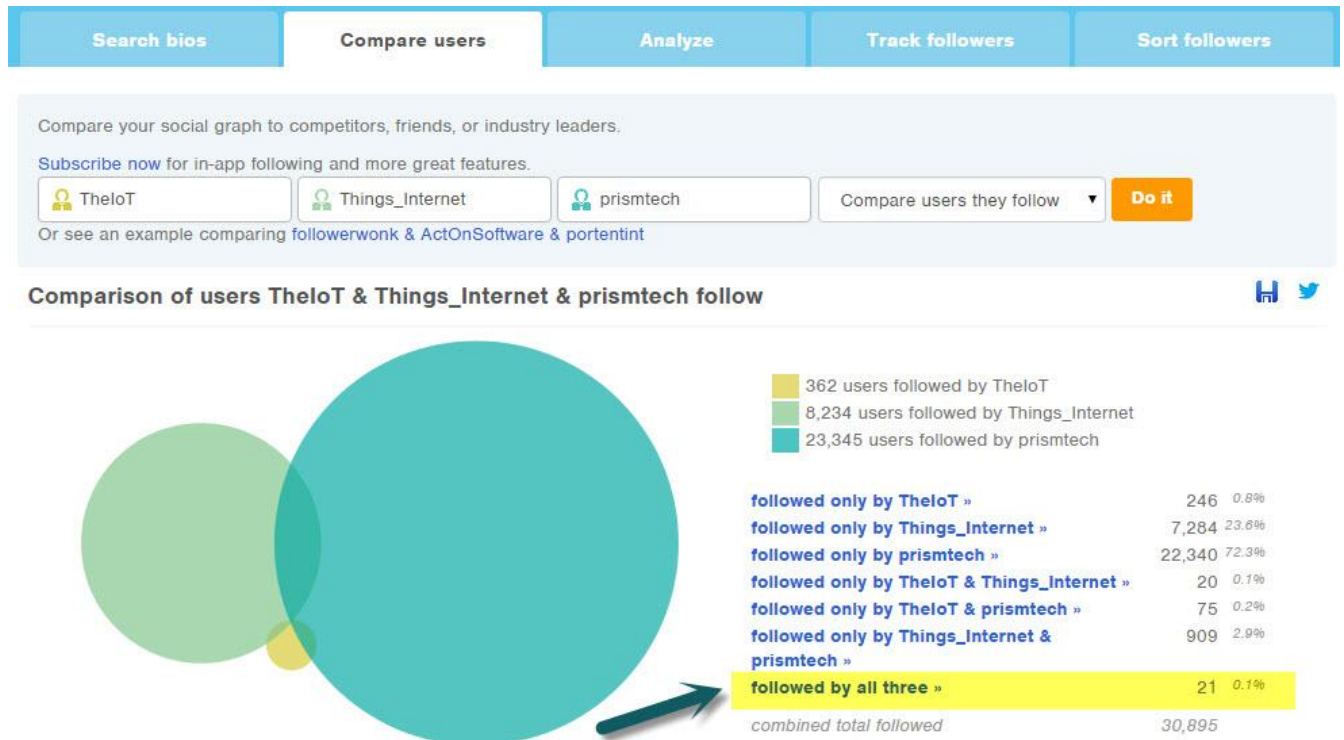


Figure 2. Results of “Compare Users” Test

As you can see from the highlighted text in Figure 2. There are 21 accounts followed by all 3 of the top 3 ranking IoT accounts. Clicking on that allows you to browse through those 21 accounts to identify possible users to follow. Figure 3 shows this list. By hovering the mouse over any of the 21 accounts listed I was able to read their profiles to get a better idea about their backgrounds.

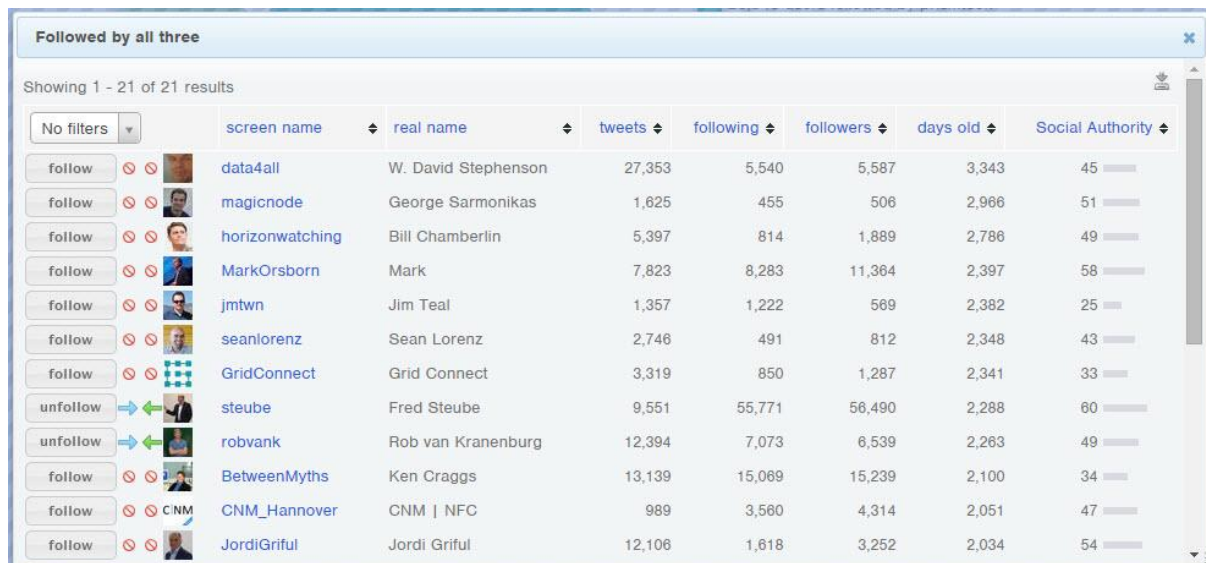


Figure 3. Overlapping Accounts

From this list I found half a dozen accounts which I thought worth following and which have turned out to be valuable sources of information.

Everything I've shown you above is available on Followerwonk's free service and does not require the creation of an account. There is a subscription service that unlocks extra functionality but for my purposes the free level of service has always been sufficient.

Happy searching!

## CILIP Conference in Liverpool 2<sup>nd</sup> - 3<sup>rd</sup> July 2015

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**Summary** - *An overview of the 2015 CILIP conference in Liverpool. Covers keynote by R. David Lankes on 'an action plan for world domination through librarianship', a session by Phil Bradley on 'Developments in Internet search', Joseph O'Leary talking about 'fact checking the election' and Naomi Korn giving a master class on copyright compliance.*

It came as a surprise but I was very excited to be given the opportunity to attend the CILIP Conference thanks to UKeIG. The conference appealed to me because of its broad programme, and as a young professional I am still working out the aspects of librarianship that interest me the most.

I arrived in Liverpool on the morning of the first day of the conference, and was overwhelmed by the location directly opposite Lime Street station - St George's Hall - and the number of librarians milling around outside. We were greeted by a mini [Superlambanana](#) sculpture - a cross between a lamb and a banana, originally designed by Japanese artist Taro Cheizo. It had the benefit of generating conversation! From this grand entrance I located Lydia, the other bursary winner and John Wickenden, Honorary Secretary of UKeIG and our host for the event.

I chose the talks I wanted to attend by considering what interested me personally, and what applied in some way to my current job. These ended up being mostly talks under the theme of 'Digital Futures'. However the whole experience of attending this conference had the benefit of exposing me to issues outside of my sector, through meeting people who worked in health, public and prison libraries, to more unusual information professions that I would not have considered as being related to librarianship at all. In writing this I've decided to focus on the sessions which I feel have stuck in my head, however you can find out more about the [full conference programme](#) on the CILIP website.

The first session of the conference was a keynote by [R. David Lankes](#) (Professor and Dean's Scholar, New Librarianship at Syracuse University's School of Information Studies) - **An action plan for world domination through librarianship**. David kicked off by comparing the roles librarians have in different types of libraries, and how bridges can be built between them for us to learn from each other. It was highlighted how increasing confidence must be the action plan, leading us to participate in the community and appreciate how we add value to people's lives. We shouldn't be worrying about



competition from Google or Apple or Amazon. They are advertising companies, not information services.

David then went on to talk about the definitions of library and librarian. Librarians tend to be defined as the people who work in libraries, but maybe we should be considering it the other way around. It is not the books that are making a difference, it's the librarians, and we need to show ourselves, our expertise and our individuality. We don't know everything, but we do have the tools. This talk was particularly inspiring, and writing this after the conference it is still the one that stands out to me and I remember it made me feel very excited about what else was to come. His enthusiasm was infectious, emphasising the librarian's purpose, and highlighting how we can work to ensure our vital service is appreciated.

I spent the rest of the morning attending a talk on understanding digital futures as '[wicked problems](#)' followed by another keynote, by [Cory Doctorow](#), on free information.

That afternoon I attended a couple of talks and plenary sessions including squeezing (just!) into one by the immensely popular [Phil Bradley](#), an independent internet consultant, talking about **Developments in Internet search**. The main aim of Phil's talk was to compare Google to the other Internet search engines out there. Phil discussed the downfalls of Google's business plan, including their search result links leading off the Google website rather than keeping the user on it. There are also many other websites that have much greater functionality and personalisation than Google. Also, their forays into social media have been limited, and in light of the success and popularity of Facebook and Twitter, this is an area that is growing more important in people's lives.

Phil then went on to speak about the complications that the 'right to be forgotten' has caused for search engines recently, and its apparent impossibility to be solved. Phil also gave us information about other search tools he uses to circumvent the Google's shortcomings, including [DuckDuckGo](#) ('the search engine that doesn't track you,') [Yandex](#) and [IceRocket](#). These are all examples I have now tried out and it's interesting to compare them. I automatically go to Google every time I need anything, but there are alternatives that can yield more relevant results.

Phil concluded by giving us some suggestions of future developments in the search engine world, primarily what Google is doing to try and revolutionise its services. Some of the ideas were a little disconcerting, for example the installation of beacons in shops to alert customers to personalised offers and other relevant information when they approach them. Whilst the concept appeared intrusive to me, Phil did highlight that this kind of technology could be utilised by the information sector, pointing users to new acquisitions or services tailored to them. It will be interesting to see what becomes of this!

The first day ended with a **drinks reception** at the Museum of Liverpool, an opportunity to mingle with other delegates and enjoy the exhibits. Beforehand, along with Lydia, I explored the Liverpool Docks on what turned out to be a beautiful evening. Jan Parry, CILIP President, gave an emotional speech thanking everyone for attending the conference in her hometown. We left quite tired, but looking forward to the following day!

On Friday there were two fascinating keynote presentations by [Shami Chakrabarti](#), Director of Liberty, and [Erwin James](#), author and columnist at The Guardian. These illustrated what I enjoyed so much about this conference by introducing me to ideas that I

had no idea overlapped with librarianship. I also attended a talk by [Ken Chad](#) about service innovation.

The third keynote of the day, from [Joseph O'Leary](#) at Full Fact on **Fact checking the election** particularly interested me as the event was so recent and something that I did a lot of research for personally in order to inform my vote. He spoke of how rare it is to get the complete truth and how we should carefully consider everything politicians tell us. For example, the information the public were receiving relating to zero-hours contracts and food banks was miscommunicated by some politicians, along with issues relating to the NHS, which were a key factor for many voters. Since attending the conference I have visited the [Full Fact](#) website and found many articles clarifying facts stated in newspapers (such as GP waiting times and benefits), along with overviews of key issues (e.g. the scale of the challenge in the NHS, the deficit and housing issues). It is a vital and hugely interesting resource and their publication of relevant, topical articles could make a huge difference in cleaning up what news we receive. Some of their research has led journalists of well-read papers to retract their claims.

My final session of the day was with [Naomi Korn](#) - **a master class in copyright compliance, management and strategy for your organisation**. I selected this talk because in my current job I have recently been involved in devising guidelines and advising academics on what material they can place on the University of Cambridge Visual Learning Environment (VLE) Moodle. Whilst this talk was not an introduction it did open my eyes to the complexity and importance of copyright. Naomi highlighted that copyright is about ethics as much as the law, and the mutual respect between the creator of information and those using it. In the wider context she pressed that copyright is about risk management, including ensuring you have insurance and clear takedown policies. Therefore it is an issue for the entire institution or company you work in.

All this sounded a little daunting to me, especially when I'm just at the stage of trying to figure out exactly what copyright means to me and those I work with. However, Naomi concluded by outlining three reassuring steps to be taken by those in my situation:

- Breathe!
- Look forward, not at what has already been done
- Establish a long-term strategy - break the process down

After a closing speech by Jan Parry the conference was over and I was amazed at how quickly it had passed! As this was my first conference I think the main thing I have taken away is how many librarians and information professionals there are, even with the attendees obviously only being a small fraction of the entire community. I met so many interesting people, including Lydia and John. I thoroughly enjoyed their cheerful company over the two days at what was initially quite a daunting venture. It was also lovely to visit Liverpool, a city I had never visited before and plan to return to soon.

I would like to pass on my thanks to UKeig for offering me the opportunity to attend the CILIP Conference 2015, and to John Wickenden for hosting Lydia and myself during the conference. It was such a learning experience for me, and has spurred me on to look into other events that can influence my professional development in the future.



*Rachel (left) and Lydia at the 2015 CILIP conference*

## CILIP Conference in Liverpool 2<sup>nd</sup> - 3<sup>rd</sup> July 2015

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**Summary** - *The following provides an overview of the events I attended and experiences gained as an UKeiG bursary holder at the CILIP conference 2015. It describes the exhibition and focuses on the keynote presentations by David Lankes, Cory Doctorow, Shami Chakrabarti and Erwin James, while also briefly discussing Sue Reynolds and Carolyn Rankin's, Jon Bentley's and Todd Richter's sessions.*

As the conference started quite early on Thursday morning with registration from 8.30am I thought it best to travel up the day before. That was a good idea, as Wednesday and Thursday turned out to both be really hot days leading to train cancellations and delays. But after a bit of a public transport odyssey, I was greeted by a soft and cool breeze in Liverpool and was able to relax in the swish and modern Z Hotel just around the corner from the "Cavern Quarter" where I was very interested to find that The Beatles had played in their early career! A bit of history just outside the front door! So Liverpool proved a great venue both for music fans and for those escaping hot temperatures.

The next day started with registration at the gorgeous St George's Hall, the main conference venue, and I was able to meet Rachel Walker, the other UKeiG bursary winner, and John Wickenden, our sponsor and mentor at the conference, in the exhibition space. The exhibition was situated in the Great Hall, where the exhibitors had their stands to demonstrate and talk about their products and services, and where delegates could network and get in touch with the CILIP Special Interest Groups. In between sessions this is where we met for refreshments and for some fun conference activities such as "Human Bingo" (talk to fellow delegates to find people who match certain criteria, e.g. has used a 3D printer) to win a Virgin Experience voucher, a selfie competition in which Rachel and I gladly participated and the stand award sticker collection to win an iPad (congratulations to [Better World Books](#) for winning Best Stand Award!) The exhibition space was a very busy hub and I used the opportunity to talk with representatives from the Internet Archive about their state-of-the-art [Table Top Scribe System](#) and to learn more about the very worthy [Ideas Box](#), a portable multi-media kit for refugee and vulnerable populations presented by Barbara Schack from Bibliothèques Sans Frontières.

The structure of the conference was very similar on both days with keynote presentations and a selection of breakout sessions both in the mornings and afternoons. Focusing on current key trends, the conference had the following four main themes: Information Management, Information Literacy, Demonstrating Value and Digital Futures. Due to personal interest and because of my research topic, I mainly attended presentations from

Digital Futures and Demonstrating Value in the breakout sessions. In the following I will write in greater detail about these while briefly mentioning others.

**David Lankes** did an amazing job as the first keynote speaker presenting his “**action plan for world domination through librarianship**”. It felt like a tour de force from beginning to end and anyone ever in doubt about the importance of librarianship received a definite answer - “it is not nice to be a librarian, it is awesome!” Some of that awesomeness is derived from the millennia old history of librarianship, which Lankes asks us to embrace, as there is a lot to learn from and to build upon. Instead of building barriers we should also embrace our differences; whether we work in public or academic libraries or in other jobs in the information profession, we can and should learn from each other no matter what specialism. We should also look at different sectors, beyond our expertise, to bring in new ideas and perspectives. Lankes proposes the following action points to achieve (a peaceful, maybe geeky but definitely awesome) world domination:

- Conquer your own demons
- Control the narrative
- Get invited in by being present
- Never be neutral - always add value

What makes libraries special and distinguishes them from the competition such as Google, Apple and Amazon, is their very *raison d’être*: libraries are a force for the advancement of human science and society (and have been, thinking about proto-libraries in Mesopotamia and Egypt, their role in the Middle Ages and the Renaissance). Here Lankes points out a problem with the definition of “library”; too often it is all about the building when it should be about the librarians and how we connect with our communities. Our mission as librarians should be to “improve society through facilitating knowledge creation in our communities.” To do so, we must recognise the shift in collections (print to digital, owned to rented, permanent to ephemeral) and overcome the service barriers, connecting our communities. So, while we may all still be fond of the physical book, at best, books can spark knowledge but they are not knowledge itself. It is not about what tools we use for knowledge creation but about learning and knowledge creation itself. Librarians are educators that work in the learning business and should therefore use whatever tools necessary. I whole-heartedly agree and finish with Lankes’ proclamation: “Power to the people!”

The next session I attended was on “**how to demonstrate the value of your library**” led by [Sue Reynolds](#) and [Carolynn Rankin](#). This was a very interactive, participative “master class” about how to achieve your goals, which may range from career progression to managing a project in your library. Several set activities were discussed within a group of people closest to you. Thought exercises included answering questions such as:

- Why measure impact? (quality management, comparability, promotion, lobbying, etc.)
- What is your priority at the moment?
- What population are you trying to serve?
- What are you hoping your project or activity or service will achieve?

- What methods would you consider using to gather opinions on impact?

I really liked the interactive nature of the session as it meant meeting new people and exchanging experiences in a collaborative effort to complete the activities (I got some great new ideas for focus groups). Sadly there wasn't always enough time to finish each exercise. The main point that I took away was this advice: start with the outcome (what do you want to achieve) then design a plan to achieve that outcome and always, always measure said outcome!

The second keynote presentation “information doesn't want to be free...but people do” was given by science fiction author, activist and journalist Cory Doctorow. According to Doctorow there are three laws that regulate the arts in the 21<sup>st</sup> Century:

- Anytime anyone puts a lock on anything you create and won't give you the key, it's not for your benefit
- Fame will not make you rich but no one will buy your stuff if they haven't heard about you
- Information doesn't want to be free

In an ideal world the first cut should always go to the artist/creator, the second to the producers and the third to the retailers/distributors. However, in our digital world companies like Amazon, Apple, Facebook and YouTube have control over the works through digital locks. Digital laws are easily and quickly broken but using digital locks as means of protection results in giving control away to third parties. It also seems that competition in certain markets shrinks, e.g. YouTube now seems to dominate the video market. However, even if information doesn't seem to want to be free, the “internet is the nervous system of the 21<sup>st</sup> Century” and we should do all we can to obtain and retain democratic access to information - “it's about people not information”. We should be opposed to censorship and surveillance. More focus should be placed on information policy and creating laws that actually protect the creators, free expression, privacy and freedom. Information professionals, librarians, activists and creators should work together to achieve this. After learning about this I will definitely have a look at encrypting my data myself, sad though this is!

The main point I took from [Jon Bentley's](#) session about the “challenges and opportunities of resource access management” is that this is a very hot topic, especially in the academic library environment. His survey results show that seamless user access (benchmark Google search) is ever more important and that overall the library community agrees, in fact almost all respondents said access management is critical. Respondents also agreed that more work needs to be done in this area: improved off-site access and access on mobile devices, seamless access, and overall enhanced user experience.

I was excited to learn about developments in carbon 3D printing in [Todd Richter's](#) session on “creative workspaces in UK libraries”. For example, 3D printers are available for rent in Dundee Central Library and Aberdeen District Library and the project/exhibition space Seventeen hosts [‘MAKE Aberdeen’](#), an “open access digital fabrication workshop, providing affordable access to cutting edge manufacturing technology.” The libraries also offer workshops and training courses for users. Richter points out that librarianship is becoming

a fluid, hybridised term and we “hybrid librarians”. This fits in quite well with Lankes’ statement of using “whatever tools necessary” for the sake of learning and creation of knowledge.

After the sessions Rachel and I went to the **drinks reception at the Museum of Liverpool**. After a moving address by CILIP President Jan Parry, the reception was open and we mingled and enjoyed the party. The venue lent itself to the exploration of the exhibition and we had a great time finding out about Liverpool’s history. We couldn’t resist rocking away to “Yellow Submarine” in a Beatles karaoke box and taking some more selfies. Needless to say, we had a fun evening!

The next day started with the very **compelling keynote by Shami Chakrabarti**, Director of Liberty (National Council for Civil Liberties). The presentation highlighted some of the threats to our democratic society and showed why maintaining our rights is so important. It was very interesting to hear about Chakrabarti’s work and her involvement in high-profile campaigns, ranging from privacy laws to anti-terror legislation. Chakrabarti pointed to the vital role libraries have in upholding democracy: they are a safe, living, breathing civic space for discourse, that needs to be protected and where this discourse, so essential to any real democracy, can be nurtured. More about her work and the challenges facing our democratic society can be found in her book ‘On Liberty’, published by Allen Lane in 2014.

The last session I would like to mention was the very **touching keynote by Erwin James**, author and columnist of The Guardian. It was inspiring to hear how “a good book can change the way you think about life”. James went on to explain from personal experience why books can be key in the rehabilitation process and why prisons could be a valuable community resource.

The conference ended with the **presidential address by Jan Parry** who presented the competition awards and aptly summarised the main themes of the conference. It also included the official launch of the [Impact Toolkit](#), “an online resource that provides practical resources, information and support so members can clearly and effectively demonstrate their value as professionals - and the value of the services they manage and provide - to key decision makers and stakeholders” and which can be found on CILIP’s VLE. Parry’s very fitting closing statement was: “Go out and make an impact!” We shall try ☺

I would like to thank UKeiG very much for their support, which enabled me to attend the conference, something I would otherwise have been unable to do! I would also like to thank John Wickenden for his friendly advice and the two long chats over a cup of tea. It was a pleasure to meet John and Rachel and a very enriching experience overall. I have gained insight into ongoing trends and developments, which has helped me both in my day-to-day work in the library as well as in my library research. Many thanks!

*Lydia Pryce-Jones is also a PhD student at the Oxford International Centre for Publishing Studies*

# Order From Chaos? Copyright Exceptions One Year On

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Keeping up with change in the technological sphere can be tough; you just get used to the way something is done and then a company will change something for seemingly no apparent reason. But changes to laws are different; they don't happen as often, and when they do, it's usually to improve a situation or activity that is failing in some area. The difficulty for us as information professionals is understanding what's changed and how it affects us.

In 2014, five new statutory instruments were introduced and passed into legislation to amend sections of the Copyright, Designs and Patents Act 1988 (CDPA). These instruments had been at least five years in the making, but it was really thanks to the Prime Minister David Cameron taking an interest in intellectual property laws and their impact on the economic growth and development of the country that any real progress was made. In 2010-2011, the Intellectual Property Office (IPO) launched a series of consultations on copyright to which all stakeholders were able to respond. The consultations generated an overwhelming response from libraries, archives, educational establishments, researchers and consumers as well as the media industry, authors, creators, publishers and other copyright holders. The [Libraries and Archives Copyright Alliance](#) (LACA) played an instrumental part in responding on behalf of the sector, and continues to be an excellent organisation lobbying on behalf of the information profession. When the response to the consultation was published, it was finally felt that the concerns of information professionals about the hindrances created by copyright law were being listened to and acted upon.

In particular, information professionals were concerned about several issues: disconnects between the type of copying being done by them and the copying being done by their users; preservation copying (which didn't apply to all media types); copying for instructional purposes (only by means of a non-reprographic process); document supply (requirement for a signature on a physical form); and copying for people with a disability (limited to people with a visual impairment and not applicable to all media types). Copyright law was at complete odds with modern-day technology and practice, and something needed to be done.

Thus in April 2014 five statutory instruments were issued. Three of the five were accepted by the Houses of Parliament and passed into law on 1 June 2014: [The Copyright \(Public Administration\) Regulations 2014](#), [The Copyright and Rights in Performances \(Research, Education, Libraries and Archives\) Regulations 2014](#), and [The Copyright and Rights in](#)



[Performances \(Disability\) Regulations 2014](#). However, because of their controversial nature, the remaining two ([The Copyright and Rights in Performances \(Personal Copies for Private Use\) Regulations 2014](#) and [The Copyright and Rights in Performances \(Quotation and Parody\) Regulations 2014](#)) were returned to the IPO for further consultation and refinement. These two eventually became law on 1 October 2014.

Most of the instruments included amendments to several of the permitted acts most relevant to information professionals, such as exceptions to copyright for library practices, researchers, and educators. Some of these amendments related to the copying and use of whole works, whilst others amended or added to provisions made viable under what is known as ‘fair dealing’. Fair dealing in copyright law is not to be confused with fair use, its American counterpart which is similar but different from fair dealing. Unfortunately, fair dealing is not defined in law but [the IPO has attempted to explain it](#):

“ ‘Fair dealing’ is a legal term used to establish whether a use of copyright material is lawful or whether it infringes copyright. There is no statutory definition of fair dealing - it will always be a matter of fact, degree and impression in each case. The question to be asked is: how would a fair-minded and honest person have dealt with the work?<sup>1</sup>”

One of the only ways to get to grips with fair dealing is by looking at case law, not just at a national level but at a European level as well. All decisions made by the Court of Justice of the European Union (CJEU) in copyright cases, regardless of which country they have been referred from, are important when interpreting national copyright law, especially over issues such as the substantiality of copying or communication to the public.

Further to the amendments made to fair dealing permissions, new exceptions were also brought in. These included copying for text and data analysis and making works available on dedicated terminals. Text and data analysis is a brand new exception, not held by any other country. As such, no case law exists, making it less easy to interpret. The exception allows large volumes of data and text to be copied from digitised or born-digital source material using computational analysis for speed and efficiency, provided the person making the copy has lawful access to the work and is only making the copies for non-commercial research purposes. Non-commercial is another term that is less easy to define in the context of copyright, but Justice Laddie suggests that it is the nature of the activity rather than the nature of the institution, which should be taken into account<sup>2</sup>. This exception has already benefitted researchers but information professionals should be aware that publishers of electronic subscription databases might become concerned about the mass access to information that will occur during computerised text and data analysis. Information professionals are therefore advised to engage with their user community to ensure that they remain abreast of projects where text and data analysis will be used so that they can respond appropriately to publisher concerns.

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<sup>1</sup> Intellectual Property Office (2014). *Exceptions to copyright*. <https://www.gov.uk/guidance/exceptions-to-copyright>

<sup>2</sup> Laddie, Prescott and Vitoria (2011). *The Modern Law of Copyright and Designs*. 4<sup>th</sup> ed. London: Butterworths.

Similarly, the exception for making works available on dedicated terminals is new, but only to the national law; this exception has formed part of the [EU Directive on copyright](#) (the Information Society Directive) since 2001. It allows the making available and viewing of works on dedicated terminals on the premises of any library, museum, archive or educational establishment provided the works have been lawfully acquired and the making available of the work does not contravene its purchase agreement or the wishes of the copyright owner. Information professionals are, for the most part, unsure about this exception given its relatively untested waters, but it does present an opportunity to digitise fragile material and make it available to view on dedicated terminals. However, following [the case in the CJEU about the University of Darmstadt](#) in Germany, whose library scanned whole books to make them available to students via dedicated terminals for printing out and storage, dedicated terminals may have to be standalone terminals without USB drives or access to the Internet.

The impact of these exceptions continues to play out as information professionals attempt to interpret the wording of the law in relation to their activities. Fortunately, there are plenty of resources at hand to help. Several new editions of copyright texts such as Tim Padfield's [Copyright for Archivists](#) and Graham Cornish's [Copyright: interpreting the law for libraries, archives and information services](#) (both published by Facet Publishing) are now available to purchase and training courses such as UKeIG's **Copyright Update: Making sense of copyright reforms** will give you the knowledge and skills necessary to navigate the copyright minefield and stay on the right side of the law. Look out for UKeIG's 2016 training opportunities on our regularly updated [training workshops](#) diary.

So what next for copyright? Well, there have been significant developments in Europe in relation to the Digital Single Market following the European Commission's copyright consultation at the end of 2014. Julia Reda, the Pirate Party MEP, was asked to compose [a non-legislative report](#) for the EU Parliament on proposed changes to copyright and priorities going forward, which was adopted by the EU Parliament in July. The EU Commission is now preparing a draft legislative proposal for copyright reform, which will be influential in deciding the fate of national copyright law in the UK. The proposal is due to be released by the end of the year.

# Cognitive Barriers in Search

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From time to time I turn into a Visiting Professor and work my way through recent papers in academic journals. Having trained as a chemist, written abstracts of several thousand papers early in my career and been a member of the Royal Society of Chemistry Publications Board for a decade, I have a high respect not only for the quality of research but for its applicability to current technical and management problems. Of course, one of our core scholarly journals is the Journal of Information Science, which CILIP members have access to as a member benefit. Recently I came across a paper by Reijo Savolainen that has the widest possible relevance to the information management community. It is entitled [Cognitive Barriers to Information Seeking: A Conceptual Analysis](#).

Professor Savolainen is at the School of Information Sciences at the University of Tampere. The School has world renown for the quality of its teaching and research and some years ago I journeyed to Tampere to present the UKeIG Tony Kent Strix award to Professor Jarvelin, one of the leaders in information retrieval research.

In the paper Reijo Savolainen addresses two challenging issues; the conceptualisation the features of cognitive barriers to information seeking and the characterisation of the impact of cognitive barriers on information seeking. The paper is not based on primary research but on a very thorough review of the literature, and the bibliography extends to over 50 citations.

From the analysis six barriers are described:

- Unwillingness to see needs as information needs
- Inability to articulate information needs
- Unawareness of relevant information sources
- Low self-efficacy, where the user feels that it will be difficult to obtain the documents
- Poor search skills
- Inability to deal with information overload

From my own experience working as an enterprise search consultant none of these barriers would be recognised by what is often a technology-led enterprise search team. The objective of the team is to develop “intuitive search”, seeking to emulate Google web search in the enterprise without understanding the futility of doing so. The issue is not one of information retrieval but of information management, and the need to train employees in how to manage their personal and professional information life cycles. It is easy to focus on the obvious issues around poor search performance (primarily content/metadata

quality) that we do not take into account more complex issues around cognition which require search managers to have a background in cognitive psychology.

Quite often there is only a single person with the responsibility for search delivery in an organisation despite the fact that search is used ubiquitously and a failure to find information can mean that a business-critical decision is made without the best available evidence base. The result is always a low level of user satisfaction and trust in search, and indeed the evidence from the 2015 [Digital Workplace Trends](#) report is that the levels of search satisfaction have been gradually decreasing over the last six years, probably because the size of internal digital repositories is increasing remorselessly.

Picking up on the low self-efficacy issue, there was a [paper given at the CKIM conference](#) (International Conference for Knowledge and Information Management) last year, which raised the issue that relevance assessments do not take into account a user's perception that a document is going to be so difficult to obtain that it is ignored as a 'relevant' result. I am certainly prone to do this. As a member of the Association for Computing Machinery (the US equivalent of the British Computer Society) I regularly look through the ACM Digital Library to track down recent research. The Digital Library includes abstracts and full text of ACM publications but only abstracts of papers from other publishers. Skimming down the results lists I often only look at the results with an ACM logo just because I know that I am a click away from the full text and not faced with paying \$35 for a paper.

One of my pleasures in life (other than writing this column and playing French organ music) is writing a [Perspectives column](#) for Business Information Review (BIR). BIR is published by Sage Publishing, who publishes a very wide range of journals, primarily in management, medicine and the social sciences. Every quarter I start at A and look through recent issues of around 50 journals. The objective is to highlight papers that might be of interest to BIR readers but which they might not otherwise be aware of. In the current issue of the Journal of Librarianship and Information Science there is a very interesting paper with the [title Scaffolding in information search: Effects on less experienced searchers](#). JLIS is another journal for which CILIP members have access rights.

The paper describes a small-scale case study in which a group of graduate students were mentored in search skills by an experienced information professional. There is a fascinating table in the paper that shows the improvements in their confidence (self-assessed) over just five periods of mentoring. To me this paper shows that search of academic resources, even to a graduate with no doubt good web search skills, is not intuitive, and requires expertise in a number of areas. The paper relates to a number of the cognitive barriers in the paper by Reijo Savolainen.

It never ceases to amaze me how few UKeIG members I speak seem to be taking the trouble to look at the research literature, especially when both JIS and JLIS are free to members. I would encourage CILIP to do a deal with Sage over Business Information Review as every issue contains papers of direct benefit to any and all information professionals.

# Exploiting Google: Top Tips

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A lot is happening at Google and it is not just the new logo. Technologies such as artificial intelligence are being used across all of Google's projects and that includes search. So we decided it was time to revamp and extensively update the UKeIG advanced Google workshop to include Google's new approach to search and how it affects results. The first "New Google, New Challenges" was hosted by Manchester University Library on the 10<sup>th</sup> September. Understanding how Google works "underneath the bonnet" is just the start. You then have to work out how to use the search tools and specialist databases - many of which are well hidden - to ensure that you are getting quality results. Towards the end of the day I asked the workshop participants to compile a list of Top 10 Tips. This is what they came up with.

## 1. Verbatim

This is an essential tool for making Google carry out your search the way you want it run, but it is not easy to find. Google automatically looks for variations on your terms and sometimes drops terms from your search. To make Google carry out your search as you have typed it in, first run your search. Then click on 'Search tools' in the menu that runs across the top of your results. A second row of options should appear. Click on 'All results' and from the drop down menu select Verbatim. Google will then search for your terms without any variations or omissions. If you are carrying out in-depth research it is worth trying out Verbatim even if the "normal" Google results seem OK. You may see very different and possibly more relevant content.

## 2. Advanced commands *site:* and *filetype:*

Use the *site:* command to focus your search on particular types of sites, for example *site:ac.uk* to search just UK academic sites, or to search inside a large rambling site such as the UK government's main site (*site:www.gov.uk*). If you prefer you can use the advanced search screen at [http://www.google.co.uk/advanced\\_search](http://www.google.co.uk/advanced_search) and fill in the 'site or domain' box. You can also use *-site:* to exclude sites from your search.

Use the *filetype:* command to limit your research to specific formats or types of information: PowerPoint for presentations; spreadsheets for data and statistics; PDF for research papers and industry/government reports. Type in your keywords and include *filetype:* immediately followed by the file extension of the format you require.

For example:

*hydraulic fracturing UK filetype:ppt*

Note that you have to search for the newer Microsoft Office file extensions separately, for example:

*hydraulic fracturing UK filetype:pptx*

Combine the two commands for more focused searches:

*hydraulic fracturing UK filetype:ppt site:ac.uk*

### 3. Minus sign to exclude terms

Use the minus sign immediately before a term to exclude documents containing that term, but use with care as you may lose valuable information. It can also be used with commands to exclude websites or file formats from your search. For example, *site:www.gov.uk*, or *-filetype:pdf*

### 4. Go direct to a specific country version of Google */ncr*

The different country versions of Google are a great way of finding local content for a search on a company, person or research group that live or work in that country. However, Google has a habit of ignoring what you have entered as your preferred Google and takes you to your own local Google, for example *google.co.uk*. To force Google to take you to the version you want add */ncr* to the URL, for example *google.com/ncr*. It stands for *no country redirect*.

As *Google.com* often has search and display features that are not yet available worldwide, *google.com/ncr* is a useful place to start exploring and experimenting.

### 5. Public Data Explorer

Along with Verbatim, the [Public Data Explorer](#) is one of Google's best-kept secrets. It enables you to search open data sets from organisations such as the IMF, OECD, Eurostat and the World Bank. You can select the elements within the datasets you want to compare and there are several charting options.

### 6. Image Search

Don't just click on the images that Google gives you in the general web search results. Either use <http://images.google.co.uk/> or click on the Images link in the search options menu bar at the top of your results. You will then be able to browse by category, or use the 'Search tools' button to bring up options for limiting your search by size, colour and copyright license (Usage rights). If you use Usage rights for images that you can re-use in your own work always double check the copyright status by going to the page that hosts that image.

### 7. Reverse image search

If you already have an image and want to search for different sizes, or images that are similar to it, then use the reverse image search. The Google Images search box has a camera icon to the left of the search button. Click on the camera and you will be given the option to either paste in the URL of the image or upload an image. It is also useful if you want to check an image that has been used to illustrate what you suspect might be a

hoax. See <http://theconversation.com/six-easy-ways-to-tell-if-that-viral-story-is-a-hoax-47673> for an example.

#### 8. Ngram viewer

[Ngram viewer](#) charts how the use of words and phrases has changed over time. See <http://googleresearch.blogspot.co.uk/2013/10/enhancing-linguistic-search-with-google.html> for more information and details of search features.

#### 9. Google trends

[Google Trends](#) lets you see and compare how often people are searching on topics. On the results page you can further refine your search by date and/or country. The frequency graph is annotated with news items that may explain unexpected peaks so you can generate a timeline of events and search interest for companies and products. Trends can show, for example, whether a marketing campaign has been successful and increased the level of awareness of a brand or product, or how competitors are faring in the search popularity stakes.

#### 10. Art Project

[Art Project](#) is a collaboration between Google and museums and art galleries from across the world. You can search for collections, artists or individual works of art and take a virtual tour of some of the galleries. Warning: this is highly addictive!

The above is a small selection of what we cover in New Google, New Challenges and, apart from a couple of tips such as *verbatim* and *filetype/site*; every group generates a different Top 10. If you are interested in learning more and how to get the best from Google the workshop is being run again next year. Look out for UKeiG's 2016 training opportunities on our regularly updated [training workshops](#) diary.

# Kicking the Google Habit: Top Tips

Karen Blakeman, RBA Information Services

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Although Google gives “good enough” results most of the time, there are occasions when it is the worst possible tool for researching a project. There really are alternative tools and strategies that can give better results. The recent UKeIG essential non-Google search tools workshop, hosted by Manchester University Library on the 9<sup>th</sup> September 2015, looked at the options for carrying out research. As well as alternatives to Google for general web search the delegates tested specialist tools for subject areas and different types of information. They came from a wide variety of backgrounds and during the practical sessions were asked to think about what they would include in their list of Top Tips for conducting research. This is the list:

## 1. Get out of the research rut!

Stop and think about what type of information you are looking for and which tools are best suited for that particular search. Experiment with other resources, especially if you suspect your default search tool (usually Google!) is not telling you the whole story.

## 2. Keep an open mind

You may have had a bad experience in past with a search tool or read a negative review. Give it another go and explore it for yourself. You may be pleasantly surprised.

## 3. [Bing](#)

One workshop participant said they were surprised at how good it is. It does tend to be more consumer/retail oriented in the way it presents results but as soon as you start using advanced commands such as *site:* and *filetype:* you will begin to find more research focussed documents. As well as general web searching, try it out on image and video searches.

Compare Bing alongside Google with [Bingiton](#), which was set up by Bing a couple of years ago. Type in your search and Bingiton displays the two sets of results side by side without telling you which is which. You then decide which results you prefer or go for the draw option (“can’t decide”). You have to run five searches before Bingiton reveals the search engine you picked. The results for our Manchester group were Bing 3, Google 7, and 2 that were a draw across all searches.

## 4. [Millionshort](#)

If you are fed up with seeing the same results from Google again and again give MillionShort a try. The page that best answers your question might not be well optimised for Bing or Google, or you might be researching a topic that is so “niche” or unusual that it never makes it into the top results. MillionShort enables you to remove the most popular web sites from your search. Originally, as its name suggests, it automatically removed the



top 1 million but it now allows you to choose how many to exclude (100, 1000, 10k, 100k or a million). An excellent tool for what is sometimes called long tail search.

### 5. *Site:* and *filetype:* commands

Google is not the only search tool that has *site:* and *filetype:* advanced commands. Most of the alternatives also support them (note, though, that [Yandex](#) uses *mime:* instead of *filetype:*). Use the *site:* command to focus your search on particular types of site, for example *site:nhs.uk*, or to search inside a large, rambling site. Use *filetype:* followed by a file extension to search for PDFs, presentations or spreadsheets.

### 6. [WolframAlpha](#)

One person at the workshop fell totally in love with this. “WolframAlpha for everything!” they said. Possibly a slight exaggeration but it was found to be ideal for answering the weird and wonderful queries that some of their customers keep coming up with. If you want to see what WolframAlpha can do try out the examples and categories that are listed on its home page.

### 7. [Zanran](#)

This is a search tool for searching information contained in charts, graphs and tables of data and within formatted documents such as PDFs, Excel spreadsheets and images. Enter your search terms and optionally limit your search by date and/or format type.

### 8. [OFFSTATS - Official Statistics on the Web](#)

This is a great starting point for locating official statistical sources by country, region or subject. All of the content in the database is assessed by humans for quality and authority, and is freely available.

### 9. [Carrotsearch](#)

This was recommended by delegates for its clustering of results into folders and also the visualisations of terms and concepts via the ‘circles’ and ‘foam tree’. For biomedical and health professionals there is also a PubMed search option.

### 10. Search for images by colour - [Tineye Multicolr](#) and [Chromatik](#)

[TinEye Labs Multicolr Search](#) searches 20 million Creative Commons Flickr images by colour. You can select up to 5 colours and move the dividing bar between colours to increase/decrease their prominence within the image. There is no keyword search option. Click on an image to see further information about it in a pop-up. Click on the title of the image to go through to the original Flickr page and double check the license.

[Chromatik](#) from Exalead Labs is similar Multicolr but you can also add keywords to the search and select the Creative Commons license you need. Unlike Multicolr there does not seem to be an option to click through to the photo’s page on Flickr but there is always a link to the photographer’s profile page.

If you are interested in learning more about the above and the other tools covered during the day look out for UKeIG’s 2016 training opportunities on our regularly updated [training workshops](#) diary.

## Book Review: Cultural Heritage Information - Access & Management

Ruthven, I. and Chowdhury, G.G. (eds)

Facet: 2015

ISBN: 978-1-85604 -930-6

[Further information](#)

Reviewed by Margaret Katny, BBC Archives [margaret.katny@bbc.co.uk](mailto:margaret.katny@bbc.co.uk)

Cultural Heritage Information is the first title in the newly introduced iResearch series. It has been peer-reviewed and is aligned with objectives of [iSchools](#) to provide authoritative sources for students and researchers in the field of Information Science.

This work is a joint effort of eighteen authors from six countries. The chapters have been ordered to allow for scene setting - policies and infrastructures - through to delving into access issues, interface implementation issues and finishing with considerations of sustainability of systems and their availability for future generations.

Memory institutions have always been managing and making accessible cultural heritage information resources. These resources come in many shapes and forms - texts, images, manuscripts, audio, audiovisual files or artefacts. In the last two decades they have undergone extensive digitisation, which made them accessible in a way they have never been accessible before. Digital cultural heritage information services such as [Europeana Digital Library](#) or the [Oral History collection of the British Library](#) have come into being. Yet the design, development and implementation of cultural information services resources tends to be complicated, labour intensive and costly.

I have found the chapter on policy issues relating to digitisation and management of cultural information particularly interesting as this is something I have seen many times working for the BBC Archives. It can be argued that all cultural heritage information should be made available to all but this is often less than straightforward due to intellectual rights limitations, legal issues, contextual challenges or cultural sensitivities. The need for universal accessibility needs to be balanced against a number of issues such as protecting particular information, ensuring against undue commercial exploitation or maintaining integrity of cultural works.

Another concept close to my heart that is explored in this book is metadata. The authors discuss metadata in the context of “manga” - Japanese graphic comics. They demonstrate how manga can be harnessed by metadata and indexing and how good quality and interoperable metadata is the key to finding, accessing and using cultural information as well as providing a coherent and welcoming user experience. Metadata becomes even

more important in the linked and annotated digital environment where networks may grow and overlap.

Users and their needs feature prominently throughout this work. There are many types of users of cultural heritage information such as researchers, academics, students, children, tourists, the general public or cultural institutions. They all have specific characteristics that should be borne in mind in the design and usability of services. Not surprisingly, user-centred design is often difficult to achieve. It is becoming even more challenging as users expect access to cultural heritage information on their mobiles, tablets, integrated with their social media, crowd sourced and enhanced with user-generated content.

It has to be remembered that digital heritage information has a practical dimension. It contributes to the economy in a direct and indirect way. Providing access to digital heritage information offers economic benefits and enables cultural content to be used to develop education, tourism, media or design. Digital preservation of cultural heritage requires substantial expenditure, often involving public and private partnership but one can expect some return on investment which, to a certain extent, could be measured in commercial or monetary terms. The authors argue that economic sustainability should be taken into account when considering digital heritage information services. Social sustainability is also important to make sure that services and systems serve users and offer them value while protecting cultural heritage and intellectual rights. Lastly, environmental sustainability is mentioned in the context of energy usage involved in digitisation, processing and access functions.

This book provides a state-of-the art overview of issues in the field of cultural heritage information. It is a useful resource for academics and researchers but also practitioners working in memory institutions who wish to learn from the research and experiences of others.

## Online Resource Update

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

Please send your submissions for the next edition to:

[jrc@aber.ac.uk](mailto:jrc@aber.ac.uk)

### Associated Press and British Movietone

On July 22<sup>nd</sup> Associate Press and British Movietone provided one of the biggest stories in archive sharing this year when they uploaded to YouTube [more than half a million digitised video stories](#) from around the world from 1895 to 1986. From the Hindenberg disaster to Kennedy's *Ich bin ein Berliner* speech to iconic footage of the world's first film stars and popular music celebrities, the release of this fantastic archive to YouTube caught the public imagination. I've enjoyed looking at some of the reporting of this story online; in a local take the Liverpool Echo focussed on [extreme weather and rare Beatles footage](#), while Wired.co.uk chose [12 bizarre moments in tech history](#) including early rockets and a schoolboy driving a homemade hovercraft. I've had a look for some library-related stories and found these: a [wartime mobile library](#) toured areas bombed in the Blitz and an official campaign film [Books for the Brave](#), urging people to donate books for distribution to servicemen via field institute libraries. It features the actor John Laurie who later became much better known as Private Frazer in the television show Dad's Army.

### Brill

Brill [have released](#) their new Ancient Greek dictionary online in July in advance of regular and deluxe print editions. Franco Montanari's *Brill Dictionary of Ancient Greek* includes classical and late antique period Greek with translation into English by the Centre of Hellenic Studies at Harvard University. You can take a look at the platform but full access is available only by subscription for individuals and institutions.

### British Library

The British Library has spent the summer receiving digital recordings of UK coastal sounds via the audioBoom app and making them available online in a collaborative project with the National Trust and the National Trust of Wales. [Sounds of our Shores](#) began on June 21<sup>st</sup> and lasts until September 21<sup>st</sup>, mapping the locations the recordings were taken from by members of the public from Jersey to the Hebrides. A permanent online collection is planned for the future. Listen to [the Great Orme tramway at Llandudno!](#)

### International Institute of Social History (IISH)

Thanks for the heads-up from [InfoDocket](#): in August the digitised papers of Karl Marx and Friedrich Engels became freely available to view online via the IISH catalogue website. You need to create an account on the site and log in but access is free. After finding the

archive, you can select individual documents from the *Content List* tab. The *Content and Context* tab provides a useful and detailed overview of the content and short biographies. As might be expected, content includes parts of *Das Kapital* and an outline of the *Communist Manifesto*, however I was fascinated to note that there is some 1846 correspondence with the anarchist Pierre-Joseph Prudhon in amongst Marx's papers.

### Jisc

Jisc is helping higher education institutions and research centres navigate the maze of Open Access issues in the UK with a new publication. [Implementing Open Access: some practical steps your institution can take](#) has been developed with RLUK, SCONUL, and a couple of organisations I'd not come across before: [ARMA](#) (Association of Research Managers and Administrators) and [UKCoRR](#) (UK Council of Research Repositories). The RLUK [press release](#) for the guide neatly summarises the guide as, "advice and examples on assessing an institution's preparedness for OA, developing a clear communications strategy, helping researchers navigate their way around OA policies, and recording APCs efficiently", and signposts an accompanying Jisc webinar during International Open Access Week, 19-25 October.

### Sirsidynix

Sirsidynix has won a Welsh Government procurement exercise to provide a single-supplier framework to Welsh public libraries, opening up the potential for developing a single all-Wales library card and national e-book and e-zine services. In the Welsh Government [press release](#) it is reported that a 70% saving on current costs will be made by the consortium arrangement and implementation will begin with six local authorities in North Wales. Steve Hardman, Swansea Library Service Manager said, "Given the current financial climate it is hoped that the savings made can be used to reduce the impact on further reductions within the library sector."

## Notes for Contributors

eLucidate is the journal of the UK Electronic Information Group. It is usually published four times each year, around March, June, September and December. It aims to keep members up to date with developments and innovations in the digital information industry, considering the impact on information professionals and consumers of e-information.

UKeiG encourages the submission of articles, reports and reviews about any of the topics covered by the journal. These include: electronic resource awareness, information management, information literacy, effective information retrieval and search technologies, intranets, social media, open access, e-publishing and e-industry research and development. UKeiG can't pay contributors, but you will retain your copyright and will be able to republish your work elsewhere.

Please follow these simple guidelines:

### About our members

Our membership is eclectic and includes information professionals at all levels of the UK workforce involved in digital content management and awareness, information dissemination, training and service delivery.

The UKeiG demographic comprises academia, but also the private, commercial and public sectors, embracing schools, further and higher education, the NHS, healthcare and pharmaceutical industries, science, law, finance, arts, humanities, archives, museums and libraries.

UKeiG's most popular training courses include search tools and strategies, intellectual property, e-books, intranets and content management.

A key benefit of membership is that the training courses, meetings and networking forums provide "crossover" insight from one discipline to another. Members see UKeiG as a way of keeping up to date with trends and developments outside of their core, day-to-day business. Few other organisations provide this kind of cross-sectoral context and oversight.

### 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.)

### What to write

The world is your oyster in terms of suggested themes and subjects as long as they reflect the disciplines and membership base articulated above. You should never assume that readers will be entirely familiar with your topic, so anything you can do to offer definitions, explanations, examples and context would be welcome. You should always link to suggested reading and alternative resources to enable readers to explore your article further.

While the obvious focus of the group is the UK electronic information sector, the industry, by its very nature, is global and international developments should be reported when they impact on the UK landscape.

The most valuable viewpoint you can give is that of a practitioner. UKeiG is not a place for theoretical debate, but a forum where

peers can share their practical experiences and understanding. So, if something worked for you, tell the readership. If something didn't, tell the readership why not.

welcome to suggest books for review or to submit reviews.

### **How to submit**

Please e-mail your copy to the editor

[gary.horrocks@gmail.com](mailto:gary.horrocks@gmail.com) Articles should be delivered in a simple Word format.

Hyperlinks to alternative/suggested content should be embedded in the text. Images are welcome if they illustrate a point or clarify a statement. Please send them separately, and also place them in the Word document in the appropriate sections. 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, alongside an email address and job title.

### **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