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Contents

Editor's Note	1
Metadata: Walled Gardens No More!	2
Information Management: a 2015 Retrospective	8
Scholarly Communication: Digital Tools & Services	13
Networking in Sheffield: Social Media 2015	17
Social media for fun & profit	19
Open Up Your Libraries: ILI 2015	24
Online Resource Update	28
Notes for Contributors	30

Editor's Note

Welcome to eLucidate, and best wishes for 2016.

This issue is both reflective and forward thinking, reviewing some of the developments and themes of 2015, but also identifying emerging disciplines and trends that are impacting on the e-information profession. Editing this excellent selection of contributions certainly provided food for thought, and I have suggested a few areas that I think may define eLucidate content and the UKeiG training portfolio over the coming years. Please contact me with your feedback, opinions and suggestions for future articles.

- Effective, thorough and systematically applied metadata continues to be key to breaking down information silos within and without organisations by enriching and structuring content, providing semantic context and integrating and linking disparate external and internal information resources. It underpins effective data management, information management and enterprise search
- Open source solutions are challenging the BIG corporate players in information systems delivery allowing for greater flexibility, collaboration and interoperability
- Maker Labs or Maker Spaces - “nomadic and shared learning environments” - are increasingly redefining the nature of library services as physical and virtual centres for collaborative, portable and inspirational learning
- Understanding and managing complex “Big Data” is an ongoing challenge offering numerous opportunities for the information profession around analysis, curation, discovery and dissemination
- The rise of knowledge sharing online communities and social media networks is challenging the BIG search engines as the first port of call in the research and discovery process. A proliferation of electronic research support tools and services is redefining digital scholarly communication, with hundreds of new resources to choose from. The impact that this is having on researchers and information professionals is addressed in this issue
- Data and information visualisation, the presentation of data and information in a digestible, contextual and transparent pictorial or graphical format, is a major developing paradigm for the information profession and a great opportunity, impacting on all of the areas featured in this issue

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Walled Gardens No More! The Expanding World of Metadata

with Lara Whitelaw & Dion Lindsay

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Lara Whitelaw was presented with the UKeIG Information Manager of the Year Award 2015 at the Intranet Now Conference in London in October 2015. She is University Metadata Development Manager at The Open University.

Dion Lindsay represented UKeIG at the conference and interviewed Lara for eLucidate a few weeks later.



Lara Whitelaw with the UKeIG Information Manager of the Year award flanked by keynote speaker James Robertson (Step Two Designs) and Dion Lindsay (UKeIG and Dion Lindsay Consulting Ltd) (Photo credit: Antonio Salgado, Capturise via the IntranetNow.co.uk conference)

Lara and the excitement of metadata work at the Open University

Lara: I work as part of the Information Management team. It's based in Library Services but we have University-wide roles. Within the tem there is a University Archivist, University Records Manager, an Information Manager, there's me as the Metadata Specialist, and the four of us work with each other to help support the University in all its activities. We also work independently, and I probably work most with individual projects

across the University and different groups to help them define their metadata requirements.

Dion: Which must give you a fair amount of both power and responsibility across the whole university. How would you sum it all up?

Lara: It's really very interesting. I'm involved in developing all kinds of metadata strategies and policies and making them more visible and trying to promote metadata as a thing we should be doing. It makes my job very diverse, working with all kinds of people and doing very different things in different months. And it means I have my toes in all kinds of areas.

Dion: How do the metadata policies work in practice? Is it that the producer of each package has to apply the metadata rules and come up with metadata and so on before the product can be launched?

Lara: No, we have various things going on. I chair the Web Standards Group and that applies a mandated policy across the whole university. And that gives basic metadata rules that need to be applied across all materials delivered on the Internet and intranet. They have to apply those and in the Web Standards Group we are working together to identify how well we are doing to ensure they are applied.

Dion: How strict is the mandated policy - does it mean materials will not go onto the Internet or intranet unless certain metadata fields are filled in?

Lara: Yes, to a certain extent. There is metadata that is applied at that level. It's not all the metadata that we want but it's what we think it's reasonable to ask for. And we use software to help us identify where we are doing well and where we are doing badly. And then we target site owners and offer them support and training to help them improve their metadata.

We have recently written a case study showing how applying metadata improves search results visibility within our intranet. And we offer workshops to help site owners applying metadata and use the publicity around the Metadata Case Study to help people in the workshops understand why metadata is important and why they should do it. We use a variety of means to get the message across.

Metadata Case Study

Dion: It's great to hear that there is a case study. The Open University create a massive amount of material and so it must be one of the best test sites for the effectiveness of metadata. Have you published that case study formally?

Lara: Without case studies you can't go to the material producers and say you must do this without giving them a good reason why. You can't just say, "because it's a good thing". Even if you can't always show that they individually gain, with the case study we can demonstrate that the University gains. And we can give feedback to the team that manages our search engine based on findings from case studies.

We haven't published formally. But we have published it within the University and we are continuing to improve the data so that we can give the best, most accurate picture of what is happening, and we do hope that we can publish it.

Automated extraction of metadata

I'm also doing a lot of work at the moment with [OpenLearn](#)¹ to understand how the metadata can automatically be extracted from video and PDF content and I really want to do more work around that because that's really exciting. I'm working with OpenLearn and an outside company. We provide the data and the outside company is providing the tools. We provide the expert understanding to help them tune the tools. So I analyse the metadata coming back and tell them where it's going wrong.

The power of metadata and the speed of change

Dion: Many information management professionals, when they have to be involved in a lot of day-to-day stuff, managing budgets and so on, sometimes wish they could be more involved in the analytical or theoretical side of information management. And then they think "But hold on. It can take forever to make these things happen. If I get my sleeves rolled up and really try to change the metadata practices here it could take forever." But you seem to have been able to achieve a lot of significant change quickly! The leveraging power of the right metadata work seems very strong.

Lara: Well, yes. It makes it very exciting. I'm tremendously lucky that my job was designed specifically to do this. It was recognised that our learning resources are tremendously valuable and unique to the University. And the reality is a very small amount of metadata work can make a huge difference to the visibility of content.

It's the analysis of relationships between concepts that I find really exciting and which gives metadata real power to break down the boundaries between silos. Working in professional information management in libraries, we sometimes work in arenas where we have neat systems that have nice structures to them, or at least some shape. So as information professionals we are sometimes in "walled gardens" of our own, and no one else gets to see our work. And it is actually metadata that helps us break down those barriers and make our repositories understandable to the world outside, and for example to the Google systems in the wild open spaces we have no control over!

So I'm interested in things like linked data and ways of identifying and defining relationships within our data and between our data and other kinds of data outside our systems so that it can work both ways: not only can other people understand our information better, but we can also hopefully pull in information from other systems and enrich our own material in ways that we would never be able to otherwise.

¹ [OpenLearn](#) aims to break the barriers to education by reaching millions of learners around the world, providing free educational resources and inviting all to sample for free courses that Open University registered students take.

The Digital Archive

Lara: The Digital Archive is an example where we've always had lots and lots of material from different sources for the various courses that we've taught since the University began but it's all been in library management systems, content management systems, sometimes obscured in ways that it's hard to see the bigger picture. It was only when we are able to define the relationships within the content and between courses and content that we are able to develop an interface which allows students and producers to see those materials as a whole and understand what each course was trying to teach and what the context of the course material was.

Dion: And that must be very satisfying not just for the users but also for the authors of the material who can now find new audiences for the material.

Lara: Definitely. We can actually say now that a course we are teaching today is actually conceptually the great-grandchild of the course that we were teaching 15 years ago, and that shows how the subject has moved on. And where we can see that 15 years ago we co-produced with the BBC materials to support the old course, that helps us understand enough to use clever tools to reach out to current BBC material because we've managed to define the relationships and that gives us great power that we didn't have before.

Professional networks

Dion: Where do you get your professional support from? Are there professional groups that you recommend in this field?

Lara: Well yes, obviously there is *UKeiG*. And there's also *ASIS&T*², which includes the Dublin Core Learning Resource Metadata Initiatives that are really key to helping us make our resources accessible on the web. And then there's obviously *ISKO*³. I attended their last conference and they always do interesting things and look at interesting aspects of how taxonomies can be used. *ASIS&T* looks more at the schema side of things and Dublin Core and suchlike which are more critical for me. All three are very good places to start and *ISKO* run very very good half-day events for people interested in niche areas. I would recommend anybody to go if they're interested in taxonomy management, where it currently sits and what the innovations are.

Intranets and Intranet Now

Dion: We met of course for the first time at Intranet Now⁴ in October 2015 - that was the second of the Intranet Now branded conferences. How did you enjoy the day?

Lara: Oh yeah, I loved it! It was really relaxed. Some of my conferences are really dense in what they are trying to get across and what your trying to learn and can be full of people being very serious, and Intranet Now was a lovely conference. Not that it wasn't about something serious, but people were very welcoming and I loved the whole relaxed atmosphere especially when people were able to come up on stage and suggest topics for

² Association for Information Science and Technology

³ International Society for Knowledge Organisation

⁴ Intranet Now – a conference for comms and intranet people. October 13 2015. Presentations available at <http://intranetnow.co.uk/speakers/>

the un-conference in the afternoon. And because intranets are, I think, frequently overlooked even though people working for an organisation interact with them all the time, Intranet Now gives a very diverse group of people with all kinds of different skills somewhere to discuss the innovations and opportunities and particularly the issues we have in these areas.

And as our work becomes more mobile and less constrained by physical space intranets become more important. It's not only a place where we are looking for information and using it as communications channels to do our day-to-day jobs, it is also somewhere we have a voice and a sense of place even if we are not located within the building with fifty people around us anymore. Intranet Now is recognising the effort people are putting in to improving this experience. I particularly liked the speaker⁵ who worked for an architectural firm who created an intranet for a fraction of what other organisations spend, and had gone in a completely different direction and created a truly beautiful intranet. I loved their promotional mugs, and how they spent hours deciding what exact shade of green should be used: because I'm really interested in the visual representation of information. That intranet worked really hard on the visual representation aspects -that was fabulous!

Semantic data

Dion: You mentioned “walled gardens” earlier and how metadata is helping break them open.

Lara: Yes. And this is fairly recent. Google didn't go near metadata for ages because it is way too easy to spoof metadata. There would have been too many people putting Britney Spears in the keywords to their metadata to just raise their content up the rankings. But then semantic data came along and Schema.org⁶ came along. Schema.org was developed by the search engines to help them give more structure to data and therefore bring back results with more information provided so that users can have more confidence that the results were things they were interested in and also so they can provide that faceted information. The little summaries that Google provides now at the top of a search results relies a lot on information provided by semantic data that is pulled from DBpedia⁷.

Dion: What final message would you like to leave our readers with?

Lara: It's just that although sometimes metadata work can seem really impenetrable, with lots of acronyms and lots of hard work for what seems like a little reward, in reality you can make a huge difference with it and it doesn't have to be lots of people slaving away in a back room handcrafting metadata and making it perfect within your perfect walled garden. Very few of us work in an environment now where that is even a remote possibility.

⁵ [Shaula Zanchi](#) at Robert Partington and Partners. For slide show see intranetnow.co.uk/speakers/

⁶ Schema.org is a collaborative, community activity with a mission to create, maintain, and promote schemas for structured data on the Internet, on web pages, in email messages, and beyond. Schema.org is sponsored by Google, Microsoft, Yahoo and Yandex.

⁷ DBpedia is a crowd-sourced community effort to extract structured information from Wikipedia and make this information available on the Web

Instead we have to use a mixture of techniques but I still think that defining relationships using metadata to represent relationships between concepts, between the things that are important to you, can be really powerful and can give you huge amount of benefits. Persuading your colleagues to do a small amount will give them, and you, a massive benefit. That's what makes it such an exciting time to be involved in metadata right now!

Information Management: a 2015 Retrospective

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The literature on IM is very broad and can be found in all sorts of places. I thought it might be useful if I commented on some of the books, reports and papers that I have found of interest and value in the course of 2015. This is a very personal list and makes no attempt to be comprehensive.

Information risk management

Information risk management is a good place to start. The British Computer Society published [Information Risk Management - A practitioner's guide](#) in 2015, authored by David Sutton. It is the textbook for the BCS Practitioner Certificate in Information Risk Management. The back cover blurb notes that the loss or unavailability of information can mean the difference between risk and ruin. It is also written in the style of a textbook and there is not much of a smile between the lines. On p36 the author states that “risk identification begins with identifying the information assets that are relevant to the organisation. This is almost certainly the critical part of the whole process - failing to identify an asset at this stage will mean that it is never risk assessed.”

The next paragraph begins, “Once the information assets have been identified the asset owners can identify the impact of their damage, loss or destruction”. There is no guidance given at all as to how information assets can be identified, not even a reference to the excellent work of [Peter Griffiths](#) in information audits. To me this is a fatal flaw in the book, despite the otherwise excellent treatment of other aspects of information risk management.

Also published in 2015 was [Measuring and Managing Information Risk](#) by Jack Freund and Jack Jones. The tag line to this book is “A FAIR approach” which is the acronym for Factor Analysis of Information Risk. This approach is not novel, with Jack Jones writing a paper on [FAIR](#) back in 2006. Indeed, many of the examples quoted in the book are described in this paper. This book is certainly not a textbook in style or content, and I suspect that many risk managers might find it heavy going.

If you want something more “executive” in style then you might read [“Beyond commitment - The growing need for practical action to manage information risk in the enterprise market”](#) which is a PricewaterhouseCoopers report written in conjunction with Iron Mountain. For the past three years, PwC and Iron Mountain have conducted studies of European mid-market companies (businesses with between 250 and 2,500 employees) to discover how they perceive and manage information risk. “Everywhere we looked we found a shortfall between where organisations currently are in terms of their ability to manage information risk and where they want or need to be. Responsibility for

information risk is invariably and almost entirely placed on the shoulders of IT, at a time when information is created and used by all functions across the business, and the potential impact of a data breach - reputational, legal, financial, and commercial - demands the attention of senior leadership and greater involvement of business units beyond IT.” Spot on in my view. However the report does get into a mess about data management and information management, which are not synonyms.

My concern about all three publications is that there is no reference to the risk to the organisation of not being able to find information because of inadequate search applications and support. I am all in favour of information risk security management but these publications, along with so many similar reports, fail to understand the extent to which not being able to find information that has been expensively created and stored is a major risk.

Information governance

I have to admit that I have difficulty in defining the differences between information management and information governance. On balance I see IM as technology independent. The [Information Governance Initiative](#) (IGI) defines information governance as the activities and technologies that organisations employ to maximize the value of their information while minimizing associated risks and costs. If you are not aware of the IGI, a US-based membership organisation, then it is well worth getting onto its mailing list. The Annual Report of the IGI is an essential read for any information manager as it presents the outcomes of a wide-ranging survey of its members about the current and future state of information governance. It is also produced to a very high standard and will grace the desk/desktop of any Director. This year the IGI has also produced a report entitled *What Does Your Information Really Cost? (And Why You Need to Know Now)*. The vision behind the report is admirable but the methodology is a little bit less than solid. Nevertheless the discussion around ten factors that increase the total cost of owning unstructured information is of great interest and value. No organisation in the UK gets anywhere near close to the level of insight in this report. Both reports can be downloaded free of charge upon registration.

Information behaviour

I have had the honour of being a Visiting Professor at the Information School, University of Sheffield since 2002. Every time I walk into the department I am in awe of the calibre of research and teaching. I’m saying this up front as I am inevitably biased in reviewing [Introduction to Information Behaviour](#) by my (now retired) colleague Professor Nigel Ford. The concept of information behaviour was first proposed by Professor Tom Wilson, Head of the Department of Information Studies at the University of Sheffield (which is now the Information School) in the early 1980s. It is important to understand that information behaviour is not just about information seeking, though that is where much of the research has been focused because of the need to optimise the performance of search applications as information overload became a feature of daily work and living.

In his book Nigel Ford has managed to maintain academic rigour in his analysis of the research that has been carried out whilst also writing a book that will be of great value to students of any information-related discipline as well as intranet and search managers.

There have been a great many different models proposed, each with strengths and weaknesses, the weaknesses stemming primarily because of the need to delineate cognitive processes in the brain in a way that even cognitive psychologists find very challenging.

The main sections of this 250pp book cover the basic concepts of information behaviour, what we know of information behaviour, and finally discovering and using knowledge of information behaviour. This last section is especially interesting to me as it sets out some of the issues that need to be taken into account when working on projects for clients that involve any element of the use of information discovery applications. I also found Chapter 5, on how information behaviour can be collaborative, of considerable interest.

Information architecture

What is a paragraph on information architecture doing in a column on information management? Well...everything. In October 2015 the 4th edition of what is usually referred to as The Polar Bear book (from the cover colophon) was published. The full title is [Information Architecture for the Web and Beyond](#), and is authored by Louis Rosenfeld, Peter Morville and (new to this edition) Jorge Arango. Previous editions had the strap line of “...for the World Wide Web” but the focus of the 4th edition has changed. In the Preface the authors write that the book “focuses on information architecture as a set of tools and techniques for dealing with tough information organisation problems - by anyone involved in any aspect of design, regardless of their job title.” You will find chapters on labelling systems, organisation systems, thesauri, controlled vocabularies and metadata. Both Peter and Lou are information scientists by profession and this is evident from the way the book is written. Information is at the core of the book, not design. Incidentally Chapter 9 on website search is especially good!

Information cartography

I would have to give an award for IM paper of the year to [Information Cartography](#) authored by Dafna Shahaf, Carlos Guestrin, Eric Horvitz and Jure Leskovec and published in Communications of the ACM, Vol. 58 No. 11, Pages 62-73. In an introduction to the paper the authors comment:

“Though human attention and comprehension can be overwhelmed by the data deluge, automatic methods can extract structured knowledge and provide maps of complex information landscapes to help people understand ideas, connections, and storylines. Properties of good maps are difficult to formalise; important characteristics include coherence of storylines, coverage of diverse and important topics, and relationships among pieces of information. These principles can be used to synthesise meaningful narratives from large datasets across multiple domains, including news stories, research papers, legal cases, and works of literature.”

This to me is information management in action. If we don't start to make greater use of information visualisation (see of course [Edward Tufte](#) for inspiration) then we are going to find it impossible to manage the analysis of the vast amounts of information that we have available at both work and home. You can see this trend in the way that Google (and less effectively Bing) integrates information into a search ‘card’ that provides users with a

concise and well-laid out summary of core facts without any designer being involved. Some enterprise search applications can work the same magic.

Information advantage

In September PricewaterhouseCoopers in conjunction with Iron Mountain published [“Seizing the Information Advantage - How organisations can unlock value and insight from the information they hold.”](#) Why this report has not received wider attention defeats me.

A quote from the introduction:

“How successfully organisations manage their information has become a key business differentiator. Most have two potentially conflicting priorities: the first is security to protect against data breaches and loss; the second is value extraction. However, it is hard to get the balance right between managing information for risk and for potential reward. Get it wrong and your business could be the next data disaster to make the headlines, your brand’s reputation damaged, your bottom line adversely impacted and the trust of your customers, suppliers, shareholders, citizens and employees severely compromised. Get it right and your business can minimise the serious threats present in the information environment, meet the complex legal requirements that govern the management of information throughout its lifecycle and use your business information to deliver insights that could ultimately lend the business an advantage over your competitors.”

Spot on. I’d like to highlight a further comment from the Executive Summary:

“Our research found that most organisations lack the required skills, technical capabilities and culture to truly gain the greatest advantage from their information.”

What better evidence does CILIP need to push the importance of information management training at all levels of our profession?

My disappointment with the report is that, like other PwC reports and indeed reports from many of the leading consultancies, there is confusion between information management and data management. This is a grey area and not one where it is easy to come up with neat definitions, but there is an emphasis on data science at the expense of information science.

Information spaces

Steelcase Inc. is a global designer and supplier in office furniture, interior architecture and space solutions for offices, hospitals and classrooms. It also publishes [Steelcase 360](#), a series of remarkable magazines about best practice in designing workspaces for the information age. The quality of these 120 page (typically) magazines is very high indeed both in terms of the content (much of it based on original research) and the presentation. Do take the time to look at back issues, especially Issue 65 on office culture. We focus on the digital in digital workplaces but there will be buildings for some time to come, especially in the manufacturing sector. Thinking about how we work physically is just as important as how we work digitally. [Paul Corney](#) has some thoughts on the subject. Although perhaps on the fringe of information management there is a fascinating paper in

Academy of Management Discoveries about the loneliness of the employees left behind in the office when everyone else is travelling around a virtual world. [MIT Sloan Management Review](#) has a good summary and a link to the paper.

Information seeking

Of all the books and papers I have read this year one stands out, and that is a paper by Professor Reijo Savolainen from the University of Tampere, which I [blogged about in July](#). His subject is cognitive barriers to information seeking. It has transformed my thinking about the problems of information seeking, information retrieval and information literacy.

And if you don't mind a slightly cheeky PS on the subject of information seeking, the 2nd edition of my book on [Enterprise Search](#) was published in October 2015, almost twice the size of the 1st edition in 2012.

Scholarly Communication: The Wild & Wonderful World of Digital Tools & Services

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Once upon a time the academic publishing process was relatively straightforward. Authors, or would-be authors, submitted articles to journals, which were peer-reviewed and then accepted for publication - or not, if they weren't deemed noteworthy enough. As far as the author was concerned, that was pretty much it, apart from checking the page proofs. Libraries carefully kept sets of all the major journals and filed them for subsequent reference.

Contrast that with the situation today! That simple world of scholarly creation has exploded in many directions simultaneously. Pity the poor academic author, or the librarian trying to help them steer a path through the following graphic, which tries to summarise recent developments in scholarly communication:

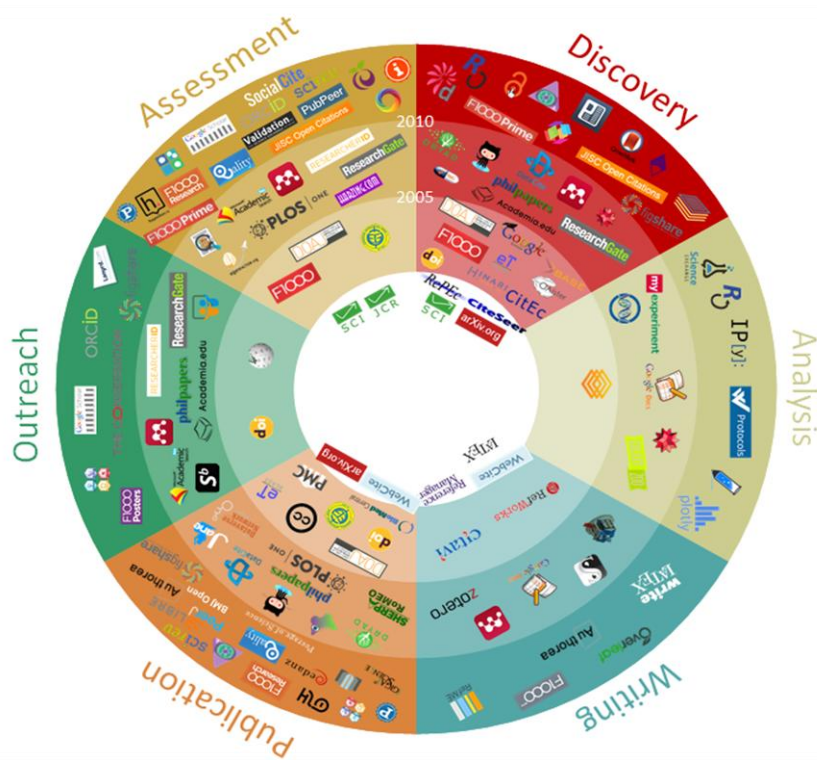


Figure 1 101 Innovations in Scholarly Communication (Kramer & Bosman) (CC-BY)

This graphic was prepared by two Dutch librarians, Bianca Kramer and Jeroen Bosman, both at Utrecht University Library. It has been very successful as a visual presentation of the many digital tools available in scholarly communication. Each element of the graphic represents an agent in the chain of academic communication, which Kramer and Bosman have helpfully grouped into six main areas:

- Discovery, finding of content, or the research process
- Making sense of the raw material or data (analysis)
- Creating the article (writing)
- Delivery of the content (publication)
- Dissemination of the results (outreach)
- Assessment of published articles (assessment)

The diagram can be seen at <https://innoscholcomm.silk.co/>. It looks colourful and reasonably accessible, but a few minutes of reading about the project shows very clearly how the digital scholarly communication world has become more complex. In fact, the graphic above simplifies things: the authors point out that the 101 innovations in the diagram were already selected from a list of 200 innovations in the initial compilation, and they have continued to collect details of further innovations until their list now includes over [400 items](#). Kramer and Bosman have carried out an exceptionally useful review of available tools; each innovation is carefully annotated by categories such as date of launch and which part of the scholarly workflow the tool affects:

2	NAME	URL	WEBLAUNCHYEAR	PRIMEPHASEALPHA	EPHASENUM	FUNCTIONFREE
3	name (blue ones were added last month)	link	year of weblaunch / introduction / founding	primary phase of workflow targeted	phase order	what is/does it? (free text)
74	CitEc (Citations in Economics)	http://citec.repec.org/	2004	search (lit/data/patents/code)	3	extracting references and citation from economics publications
75	JISC Open Citations	http://opencitations.net/	2011	search (lit/data/patents/code)	3	making references available
76	Metalib	http://www.exlibrisgroup.co	2002	search (lit/data/patents/code)	3	federated search
77	Baidu Scholar	http://xueshu.baidu.com/	2014	search (lit/data/patents/code)	3	scholarly search engine (Chinese)
78	Europeana	http://www.europeana.eu	2008	search (lit/data/patents/code)	3	search documents and artefacts from the European heritage institutions
79	Hathi	http://www.hathitrust.org/	2008	search (lit/data/patents/code)	3	preserve and disseminate collections of partner institutions in digital form
80	JSTOR	http://www.jstor.org/	1995	search (lit/data/patents/code)	3	database of journal articles, books and primary sources; some public domain material, back files
81	Open Grey	http://www.opengrey.eu/	2011	search (lit/data/patents/code)	3	search grey literature (in Europe), data from 1950s onwards

Figure 2 400 Scholarly Tools (Kramer & Bosman)

What is different about this new world? Most importantly, much of the activity has passed to the end user - not just the use of the tool, but also its selection and intelligent use. To give a simple example, [Zotero](#), the well-known reference management tool, is listed under “writing” - it is indeed an innovative open-source tool for managing reference and citations. Using Zotero, the author can compile a list of citations. But in addition, Zotero (and similar tools such as [Mendeley](#)) can be used by the author to store a library of PDFs that will be used in the writing of the article - in other words, part of the discovery process. What is interesting about Zotero is that the author, or librarian, will probably

have discovered this tool for themselves and learned how to use it single-handedly (albeit perhaps helped by staff from a library, if the author is fortunate enough to find the relevant website and/or attend a training course). When you multiply this necessary learning activity by 101, or by 400, the magnitude of the task faced by the user becomes apparent.

Here is an example. In the area of dissemination, several new initiatives are now widespread. The diagram lists the following:

- [Mendeley](#)
- [Google Scholar](#)
- [Academia](#)
- [ResearchGate](#)

For all the resources above, registration is necessary so the author can make effective use of the tool. Once the service knows who you are, it can provide benefits based around your background, your activities, and your preferences - and we mostly see the benefit in providing our details for these services to do their work. For example, by creating an account on Google Scholar, you can have a library of recommended articles and chapters, a list of citations to your work, and so on. But if it is necessary to create an account with all of these tools, then an irritation factor starts to creep in. I have to remember a username and password - and not lose them. Next time I log in, I usually forget what the username was (or which email address I used when I created the account - was it my work email or my home email?). In this respect, of course, Google Scholar is an exception, linking platforms, services and tasks under one Google ID. But perhaps this is the reason why many people are suspicious of allowing Google to embrace all of their Web activity.

There is no question that all these tools have valuable benefits for everyone involved in the scholarly process, but deciding which of them to use is a real challenge. One suggestion is to use all of them, but this starts to convert the activity of the scholar into that of a full-time digital researcher, since each service has not only to be investigated at the start but also followed in detail as the product evolves. If each of these 101 (or 200, or 400) services requires registration, a login, a discovery process (since it takes time to become familiar with what each of the services provides), then it leaves little time for doing anything else!

However useful these tools might be, the truth is that there are too many of them for most of us even to find out about. It's perhaps not surprising in the attritional world of digital publishing that some of the new tools last only a year or two before disappearing. One contender as the record-holder for brevity was a new service from HighWire, Stackly, that lasted only a few months after its release before being closed down earlier last year. By the time would-be users had started to find out about it, it had been removed.

Finding out about new initiatives

How is the researcher or librarian to find out about these tools? You would expect at this point a few links to websites that helpfully summarise the features of relevant tools.

Unfortunately, the problems don't end there. You look on the Web, of course, and in true Web fashion, before you have looked at two or three sites you have been more confused than aided by what you find. Say, for example, we want to compare two research services from the list, [Readcube](#) and [Colwiz](#).

A search for "readcube v colwiz" on Google lists a promising sounding article that might help us: "[Which is the best reference software?](#)" We eagerly turn to this review, only to find ourselves more confused than ever. The author goes in turn to several websites to find a comparison between tools. Each website gives a clear and compelling reason why that tool is the best:

- At the RefWorks site, RefWorks is compared to EndNote, Reference Manager, Zotero and Mendeley - and RefWorks is found to be the best
- At the Mendeley website, Mendeley is compared to RefWorks, EndNote, Zotero and Papers - and Mendeley is found to be the best
- Colwiz compares itself to Mendeley, Endnote, Zotero, Researchgate and Academia.edu

Notice that each tool compares itself with a slightly different set of competitors. And the reason they can all claim to be the best is that if you provide a box of tricks, and some of those tricks are not in the competitors' toolbox, then you can claim with some justification to be "better".

And so on. Ironically, this review article appears on the website for another scholarly communication tool, [Docear](#), which of course claims to be better than any of them. Plus, by each tool not being a simple clone of a competitor, it can claim to meet users needs more precisely. For example, Colwiz describes itself as "a robust reference manager with data sharing and collaboration capabilities". Colwiz is rated highly by some reviewers since it includes a calendar. Most of us already have a calendar, but of course most of the other competitors don't have such a feature. And on it goes.

Reviews of individual services, even when they appear in reputable publications, tend to sit on the fence and say very little. Here is the conclusion from a [review of Colwiz](#):

In conclusion, Colwiz is a new tool that is full of potential. Designed by academics for academics, it supports every step of the research process, and, as such, is likely to grow in influence.

In conclusion, these new initiatives have indeed transformed the world of scholarly communication, but they have introduced a substantial learning curve and technical challenge for everyone involved in the process, including authors, librarians, and publishers. It is a complicated and a fast-moving world - and it's not getting any simpler.

Networking in Sheffield: Social Media 2015

As a complement to our formal [training and workshops](#) programme, and in response to feedback from members, UKeiG runs informal networking events - sometimes jointly with other groups or regional networks - to chat and swap ideas. There may be guest speakers, facilitators or it could simply be a social meeting focused on some aspect of your work or interests. If you have an idea for a networking activity please let us know. We will contact you, discuss your requirements, flesh out your ideas and get something organised. Please contact UKeiG's Administrator, Val Skelton, in the first instance:

val.skelton@ukeig.org.uk

In July 2015 UKeiG collaborated with the CILIP Yorkshire and Humberside Member Network (YHMN) to bring together like-minded people with an interest in using social media tools to support and deliver great information services. Delegates met in Sheffield to hear three great speakers and share afternoon tea and conversations. You can read more about this event on the [YHMN blog](#).

UKeiG Management Committee member and Training Advisory Group lead Liz Wright writes: "We were invited to the Nabarro's Sheffield office; a smart, welcoming and well equipped location. The afternoon involved three talks on social media with the opportunity for informal networking over refreshments. The presentations were provided by experienced social media practitioners Laura Woods, Penny Andrews and Karen Dolman, and Laura and Karen share their experiences with eLucidate readers in this issue. It was great to see the depth of knowledge we have in the Yorkshire and Humber region when it comes to using social media to promote library services. Social media is a popular way for information professionals to communicate with customers but it takes time and skill to do it well. The talks included lots of great practical advice about how to use social media effectively. The presentations set the tone for an informal and informative networking afternoon. The afternoon tea was an excellent icebreaker for networking. It is always good to meet other local information professionals. It was an enjoyable and informative afternoon for all."

Karen Dolman is an Information Adviser in Library & Student Support Services at Sheffield Hallam University and can be contacted at:

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She writes: "My presentation was about my own experience of using social media for learning and what I have found while trying to engage students to use SM for learning, particularly through library networking channels. I was a total technophobe until 2006, even after two degree courses. I felt confident using the library catalogues and looking for journal articles but didn't really engage any further. And, then, this thing called social media began to take off. Initially I joined Facebook to engage with other learners on my

MA course, and we would discuss issues around assignments, group projects and exchange ideas. But mainly it was to keep in touch and to provide a modicum of moral support, especially when we began our dissertations. Now, my use in learning is following the hashtag #chartership. I also have a blog, where I post information on how my CILIP Chartership is going (or not...).

Building on this interest, while I was working in a previous role, I got involved in working on the social media group for the library. This involvement fostered my interest in how we could use the platforms for learning. We began to monitor our interactions and found that students engaged with twitter, but used it for basic communication (library temperature levels, noise, IT issues, for example) rather than for learning, so it was mainly a monologue rather than a dialogue.

To try to combat this, we followed [Ned Potter's 10 top tips](#) - the most important being not to constantly tweet about the library! Although the tips are brilliant, our interactions were still very one-sided, although we did get retweeted when we posted things that were either a little bit risqué or left-of-centre. Or pictures of cats! From this, I concluded that having a gimmick/theme was a way of engaging students and also promoting our services at the same time.

So what's next for me? We recently had a development session on using technology enhanced learning in our teaching, from which I took away some useful ideas. I'd quite like to investigate using gamification/virtual reality for library tours and I'm in the early process of developing webinars for overseas students."

Karen's networks:

- [Twitter](#)
- [Blog](#)
- [Information & Knowledge Management Practitioners England](#)

Social media for fun and profit

Laura Woods, Huddersfield University

l.m.woods@hud.ac.uk

Back in July, UKeIG and CILIP Yorkshire and Humberside invited me to speak at a members' day about social media. It was a pretty broad brief, so I decided I'd share a few lessons about how I've used social media in my work and personal life, and share some tips I've picked up along the way. I called it "social media for fun and profit"; reflecting how social media can benefit both your personal and professional life.

I can't promise any actual profit though, sorry!

For fun...

I'm a pretty shy person. I'm not good at making small talk and getting to know people: I was always the one hanging around the back of dreaded networking events, avoiding eye contact and wishing I knew how to make conversation in the way that seemed so effortless for all my peers. I don't want to make sweeping generalisations here, but I don't think I'm alone in our profession in finding this sort of thing difficult!

However, people often express surprise when I tell them about how shy I am and how difficult I find social interactions. They tell me that this is not how I come across - I even had one person tell me that they saw me as a "power networker"! That phrase makes me cringe, but I took it as the compliment it was intended to be.

The big change for me has been social media, which has taken the fear and anxiety out of social interactions. It's great for getting to know people, and allowing them to get to know you, without the terror of the awkward silence. You can think about how you put yourself across, and make a good impression.

Now, when I go to professional events, I'm no longer walking into a room full of strangers. Thanks to social media, I can't remember the last time I went to an event where I didn't know anyone - there's always someone who I've chatted with on Twitter, or whose blog I follow, or someone who will mention that they've read my blog or an article I've written. I cannot overstate how much easier this makes the whole thing.

As well as tackling my fear of networking, social media has enhanced my professional life overall. I've been exposed to ideas and met people that I probably never would have come across offline. My professional network is global. I've collaborated on projects across time zones and with people working in organisations I'd never heard of previously. I've had invitations to speak at events and write for the professional press thanks to my social media profile. I'm certain I owe at least two jobs to the fact that the person interviewing me already knew who I was because of my writing.

I know people who have been headhunted via LinkedIn, and others who have launched successful freelance careers off the back of their social media profiles. These opportunities are available, if you put yourself out there.

...and for profit!

I've been involved in managing social media accounts at various workplaces: in higher education, in the legal sector, and in the charity sector. I've also managed social media accounts on behalf of professional bodies and networking groups.

In all places I've seen it done both well and badly. I'm going to share a few examples of each from my own experience. To protect the innocent and the guilty, I'm not going to say from which sector or workplace each example comes - I'll leave you to draw your own conclusions!

Leap first, look later

I get it: social media is exciting. You hear about the latest new social network and immediately have to sign up for it: It's new! It's shiny! It could be great for... And that's where many people come unstuck.

I'm actually pretty conservative when it comes to social media. I'm not an early adopter, I tend to wait and see what people are using it for and how it could usefully fit into my own workflow, before signing up for something new. I think that approach is especially important for organisational social media accounts, otherwise you end up with lots of accounts all over the place, no clear idea of what you are using them for, and inevitably some will get forgotten/neglected, which leads to lots of dead accounts floating around.

My advice is, before you sign up for a new social media account for your organisation, ask yourself three questions:

1. Can I do something with this that I can't (easily) do with another existing service?
2. Does this do something significantly better than any existing service?
3. Is my audience (e.g. my library users) already on this service?

If you can't answer yes to at least one of those questions, leave it alone!

Is anyone there?

If you have an organisational social media account, you must be responsive! Social media is a conversation, and people will expect you to engage.

One organisation I worked for had a Twitter account, but only used it to tweet press releases and links, and never responded to @mentions. This was actually harming our reputation, as the area we worked in was occasionally considered controversial, and we often had people commenting on Twitter attacking our position on various issues. As the policy was never to engage with these tweets, we didn't have the opportunity to set the record straight, even when those tweeting were twisting our words and position out of all

recognition; and worse, our silence was taken as admission that we couldn't argue our position!

Eventually, I and some colleagues managed successfully to argue for a more responsive policy, and began engaging with people who disagreed with us on Twitter. Far from making the situation worse, as was management's fear and the reason the non-response policy had been in place, engaging in respectful discussion via social media actually won round some of our most vociferous critics as allies.

The organisation has since set up a blog, which they invite other interested parties to contribute to - often people who have disagreed with them on social media - which allows a more in-depth discussion of controversial topics that are not often well-served by a 140-character argument! This is the best turnaround in social media use I've seen, and exemplifies what I believe to be best practice here: by all means, ignore/block people who are being abusive or aggressive, but responding to people who are trying to engage with you on social media is an absolute must.

Um, what are we doing here again?

I'm a firm believer in guidelines for organisational social media accounts - within reason. For organisational accounts it's common to have more than one person able to post content, and they may have varying experience with the capabilities, conventions and etiquette of any particular service, so some basic dos and don'ts can be really helpful. I would recommend providing general guidance on what sorts of things to post, when/how often, who is responsible for doing so, and how to deal with complaints/criticism. It doesn't have to be lengthy or detailed - a page is plenty.

The main problems I've come across are where either there are no guidelines at all - in which case people are uncertain of what to do, possibly nervous of getting involved in case they do something "wrong", which leads to accounts slowly dying as no one posts to them - or where the guidelines are far too restrictive. At one workplace, those in charge were so nervous about potential controversy that draft tweets had to be emailed around a seven-person "social media panel" for approval before posting - this worked exactly as well as you'd imagine!

So, **do**: create some broad guidelines to help people know what to post and how to respond to potential problems; **don't**: attempt to compose tweets by committee!

Personal touch

Social media accounts, especially Twitter, quickly become very dull if there's no personality involved. There's nothing more boring than a library Twitter account or blog that is nothing but service updates and notifications of opening/closing times. Adding a personal touch can be as simple as the person tweeting introducing himself or herself: I really like the *@NHSgiveblood* account for this. Their staff tweet in shifts, so at the start of each shift the person taking over the account introduces themselves, and signs off at the end.

It's also nice to post interesting/funny things as well as marketing stuff or service updates. We can't all be @OrkneyLibrary, but it's easy enough to throw in the odd link, cute pic or joke to make your feed a bit more interesting!

One organisation I worked at, in addition to having its own social media accounts, encouraged staff to set up their own accounts (if they didn't already have them), put the organisation's name in their profiles, and tweet/blog about what they were working on. The main organisational account often retweeted individual's posts about their work or interesting things they'd come across. That showed a huge amount of trust, and may not be possible for all organisations (I'm thinking in particular of public libraries, who are often very restrictive in what they allow employees to say), but it was very effective in giving the organisation a human face.

My top tips

Finally, I'd like to share the three things I think make social media use most successful, whether in your personal or your professional life.

The first point is to be **authentic**.

There's a lot talked about the need for "branding" yourself (which sounds painful) and creating a consistent online professional persona. Unfortunate neoliberal language aside, I think some of this does have merit, in that it's useful to think about how you are coming across.

However I think this well-meaning advice runs the risk of implying that you should only present approved versions of yourself. I think it's more important to just be yourself.

And that doesn't mean say and do whatever you like without regard for the consequences - obviously it's important to remember you are essentially in public! What I mean is don't try to pretend to be something you're not.

Don't be afraid to talk about something you're passionate about, for fear people will think you're unprofessional. Don't feel like you have to be serious all the time if you're not in person - but equally don't feel like you have to share every cat video even though you don't like cats!

Just be yourself. If people don't respond to that, or respond in a negative way, then they are probably not people you want in your network.

My second tip is be **generous**. Social media is social - it's about people! You only get out of a network what you put into it.

Read or seen something interesting? Share it! Someone written or posted something you like? Tell them! Seen a great opportunity you can't take? Offer it to someone else!

It doesn't have to take a massive effort or lots of time. Lots of micro-interactions are what make up a relationship. Being generous - with your time, with your attention, with your links and shares - is how you build a network of support. Or in less clinical terms, it's how you make friends.

And finally, the most important point - be **kind**.

There can often be a bit of a negative atmosphere on social media. It's very easy to misread people when you've only really got text to work with. So, be understanding. Be patient with people who misunderstand or misinterpret you, and try to pause before reading too much into someone else's posts.

Remember you only see the smallest snapshot on social media of who someone actually is and what's going on in their lives. Someone who's snapped over what seemed to you an innocuous comment may be struggling with something personal that's made it a really difficult topic for him or her.

I really think this underpins both of my previous tips. Being authentic means being open about who you are and what opinions you hold, and that requires kindness. And being generous is also being kind. Social media can really open up a whole world for you, but that it takes effort to make that world a place you want to be.

Open Up Your Libraries

Internet Librarian International 20th - 21st October
2015

Marja Kingma

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The annual ILI/Enterprise Search Europe (ESA) conference took place on Tuesday 20th and Wednesday 21st October at Olympia in London. Delegates and speakers from twenty-seven different countries came together to discuss a wide range of topics, from new technologies, services and business models to the changes we must make to serve our users and communities better.

The atmosphere at the conference was very welcoming with people eager to talk and share information and knowledge. If I had to summarise this conference in one word it would have to be “open”. Open in the sense of open doors, open source, open access, open minds, open arms.

“Opening eyes” may have been keynote David McCandless’ goal in presenting us with striking data visualisations. The author of [“Information is Beautiful”](#) and [“Knowledge is Beautiful”](#) believes data visualisation is fun! He wants us all to get stuck in and get our hands dirty in what to his mind is the “new soil” in which to grow our knowledge. His visualisations surely look inviting. Not only are they beautiful, but they also make you understand the data instantly.

David concluded that there are many more categories of “Big Data” than there used to be. Data can be organised into structured data, which becomes information that we can link. Linked information leads to knowledge, which we then share, so it becomes interconnected knowledge. This is an organic process, building up the “body of knowledge”. He argued that you couldn’t see data in isolation, but need to place it into its context. That way data acquires meaning. Only when shown in context does it reveal its real meaning, or “truth.”

Now here lies a role for librarians. What librarians have always done with information, they can also do with data, just on a bigger scale. We should collect the data, organise it, identify the patterns, analyse, curate and disseminate it. In doing so we can make sense of it and we can pass on that knowledge to the wider public. We can help them validate the data, so as to better judge its usefulness, just like we do with traditional information resources.

Data visualisation requires new skills, but these are not that difficult to learn; start by doodling on paper - that's how David does it. Another aspect of data visualisation that should appeal to librarians is the element of storytelling in it. Data visualisation only becomes interesting when you have a good story to tell.

“Open” was the buzzword in the “tech” session I went to. Open source software is being used in innovative ways by libraries to save money on systems. Simon Barron from Imperial College London talked about how open source systems can break down silos in organisations and how important it is for librarians to understand what code is about. If writing code is not for you, team up with a developer is his advice. IC's open source system Kuali is community based, which should appeal to librarians. It fits open data very well and gives access to the deeper layers of data; just what David McCandless recommended in his keynote that librarians should do. Open source software forms an alternative to propriety software from companies that seek to control more and more of our lives. Phil Bradley highlighted this in his presentation on Google and other search tools. Search engines like Google try to manipulate our opinions by presenting biased search results, or influence our choices by listing preferred results. One example would be a search for plumbers only displaying information about plumbers who feature on the Google+ social network. He thinks Google is losing out to [Bing](#) and [Yahoo](#) and people are moving away from the bigger search engines in favour of social searching in online communities and alternative, less intrusive search tools, like [DuckDuckGo](#) or [Yandex](#).

Jodie Ginsberg, from [Index on Censorship](#), in her keynote on the second day, gave a stark picture of the present situation on censorship. She reminded us about the fundamental role of librarians as guardians of both privacy and freedom of expression. She talked about how freedom of speech is under threat across the world. Censorship is everywhere, including in our own society where self-censorship is on the rise, after the Charlie Hebdo attacks. It is (always has been) our role to educate people on freedom of expression, surveillance and privacy and how to protect themselves from problems arising from social media platforms (be careful what/who you retweet). These issues are all an essential aspect of information literacy. There is a fine line between privacy and free expression and the two are all too often seen as contradictory. Jodie explained they are not incompatible, that one is necessary to ensure the other.

She discussed challenges to academic freedom, warning against the trend in universities where “controversial” speakers are banned from debate for fear of offending. Being offended is a choice and we should not get over-sensitive. This is also true for the law to protect children from certain content on the web. Blocking specific content is very difficult to do and it is debatable whether it will work. Librarians can help people in dealing with these issues, but it doesn't seem that they are doing enough to defend freedom of speech and privacy.

Other new roles that were discussed during the sessions were community support and Maker Labs. Libraries are still at the very heart of communities. They open their doors and go out to meet their users. They go into new territories such as boardrooms, schools and places where people meet. Libraries are at the heart of their communities, teaming up with job centres, community centres, health services, for example, but they can only do

that when they have a strong core library function. People love coming to libraries, as long as they offer them new and exciting things. A trend that popped up time and time again during the conference was *Maker Spaces*. This is totally new for libraries, but when you come to think of it, it makes sense. We know that libraries have always been about learning and that they are open, safe and welcoming places for all. So what better place to learn new technologies, or how to make things, whether with a 3D printer, a laser cutter, or more traditional tools than in your local library? In the northern province of Friesland in the Netherlands the traditional mobile library has been transformed into a truck carrying 3D printers and other tools to make stuff. The team went on a trip across Europe to promote the *Maker Space* truck. It is mobile, flexible, open and offers users an opportunity to learn about the latest technologies.

In Australia librarian Donna Kellion organised a “maker space” event, inviting young and old to attend in a day all about social engagement and skills sharing. With the help of a 3D-printer people could make objects and learn some DIY skills on the way. These projects demonstrate how the library accommodates collaborative working within the community, by opening its doors to new ideas and technologies. This will not replace the library as a place for quiet study, but adds value.

Another way libraries are opening up to the public is by inviting the general public to help out with projects like cataloguing and multimedia design. Through crowd sourcing projects the general public help libraries to enhance their metadata, identify items, or develop tools to use with digital collections. Examples of these were demonstrated by Stella Wisdom from the British Library, with her presentation of the [‘Off the Map’](#) videogame competition.

Other hot topics included [Altmetrics](#) - an open source form of non-traditional metrics proposed as an alternative to more traditional impact metrics. I attended only one session on this, which was given by [Peter Nieuwenhuizen](#). He has experimented with altmetrics and discussed if it could be used effectively to measure library impact and inform decision-making.

Farradane Award

The second day saw two award ceremonies; one at ILI in the morning and one at ESA in the afternoon.

First up was the Farradane Award, named after Jason Farradane, who was instrumental in establishing the academic discipline of information science in Britain and one of the founders of the Institute of Information Science.

This year the Award went to Sheila Webber for her outstanding work in teaching information science and for raising the profile of the information profession. Sheila is Senior Lecturer at the Information School, University of Sheffield; Head of the Libraries and Information Society Research Group; Director of the Centre for Information Literacy Research and Director of Alumni Relations of the iSchool. She has a deep understanding of the library world and the pressures we all face in the information age. She expressed her delight in having been recognised for her hard work in promoting information literacy

among a wide audience. She will be contributing her reflections and thoughts to eLucidate in an article in one of our issues for 2016.

Strix Award

Later that day the 2015 Tony Kent Strix Award 2015 Ceremony took place at the parallel conference of Enterprise Search Europe. The Award is presented by UKeIG in association with the Chemical Information and Computer Applications Group of the Royal Society of Chemistry; the International Society for Knowledge Organisation UK and the British Computer Society Information Retrieval Specialist Group.

Doug Veil presented the award to Peter Ingwersen, Professor Emeritus at The Royal School of Library and Information Science, University of Copenhagen, as well as Professor II at Oslo University College, Norway and Docent at Abo Akademi University, Finland. Professor Ingwersen's work includes the first and most detailed empirical study of people's interactions with human search intermediaries using a naturalistic approach, which was used to develop tools such as Siri. He coined the term 'Webometrics' to describe the applications of bibliometrics and infometric approaches to information structures, technologies and resources on the web. He also will be contributing his reflections and thoughts to eLucidate in an article in one of our issues for 2016 and I look forward to this year's 2016 Strix lecture, when he will speak about his work.

Marja Kingma is Curator Germanic Collections at the British Library and a UKeIG Management Committee member.

Online Resource Update

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

Please send your submissions for the next edition to:

jrc@aber.ac.uk

[JSTOR Labs/University of Washington Data lab](#)

JSTOR Labs and the University of Washington Datalab have created [JSTOR Sustainability](#), a beta interdisciplinary collection of articles and over 700 topic pages focussing on, "environmental stresses and their impact on human society". Dr Jevin West's team at the Datalab had released *Eigenfactor Recommends* to identify papers based on the *Eigenfactor* impact evaluation metrics they had developed from citation networks. JSTOR built a semantic index of more than 1,500 terms. By bringing the Recommends and the index together, they created topic pages containing an interactive "Influential Articles" feature of articles in JSTOR with a timeline, plus information about important journals, authors, and related topics. Find out more in their [press release](#) including detail on their "flash builds" method, which resulted in the very quick production of a tested prototype.

[Open Library of the Humanities](#)

Following the [official launch](#) of the Open Library of the Humanities in September 2015 (after two years of planning and with seven journals on board and 99 institutions in the OLH Partnership Subsidy system, and more joining, including [Aberystwyth University](#), the first in Wales to do so), there is more good news. In January 2016 [four more subscription journals will join the OLH](#), benefitting from their [collaborative model](#) of Open Access subsidised by partner libraries with no author charges. One of the titles *Glossa* will be run by the editors and editorial board who recently left the Elsevier-published journal *Lingua* after they were unable to negotiate a lower article processing charge for articles; a story widely reported in the information industry press. It was heartening to see the presentation from Thomas Eve of the OLH at Aberystwyth a few weeks ago and the great potential for affordable Open Access within this fantastic initiative.

[Plume Labs](#)

Thanks to [Infodocket](#) for this one: check out this new map which visualises estimated hourly air pollution levels from open data taken from 11,000 stations worldwide. The [Plume Air Report](#) World Air Map displays different coloured circles to indicate comparative pollution levels across the globe which you can click on to reveal in specific locations: current pollution levels, an air quality index and yearly average, what the main pollutant is, for example, particulate matter, ozone or nitrogen dioxide and advice regarding activities like outdoor sports, cycling, eating out or bringing your baby outside, with some comparisons with conditions in other cities. There is also a list of cities to browse. Plume Labs are based in Paris and are, "a maker of environmental software for health and

wellbeing” (from Plume’s 02/12/2015 [press release](#)), and their World Air Map is available as a free download to Android and Apple devices.

ProQuest/Ex Libris

Hard to miss the biggest information industry takeover story of last quarter; October 2015 saw the acquisition of library systems firm Ex Libris by ProQuest, content provider and recent acquirer of Coutts. What will this mean for libraries? There’s an [interesting article](#) in Ithika S+R by Roger C. Schonfeld highlighting some important questions including how ProQuest will manage product overlap (for example, the discovery services Summon and Primo Central), whether and how the takeover will drive changes in their rivals’ strategies (particularly EBSCO), and the potential for ProQuest (and others) to offer, “what could amount to a nearly completely outsourced digital library solution”.

TELL/Agatha Christie Productions

I’m a big fan of crime fiction so this [story](#) in the Bookseller caught my eye; an iPhone/iPad [app](#) telling stories based on the Agatha Christie’s short stories about her lesser-known and very mysterious supernatural character Mr Harley Quin. The *Game of Thrones* actor Gethin Anthony plays Mr Satterthwaite whose role has been updated to a magazine editor with a blog through which viewers can, “participate within the narrative and communicate with the characters in real time”. The app has been developed on the TELL mobile platform in partnership with Agatha Christie Productions (ACP). At the time of writing, the app costs \$2.99 on the Apple Apps store.

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. While UKeiG welcomes theoretical debate, we are primarily 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.

How to submit

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