eLucidate

Contents

Editor's Note

Welcome to issue 4 of eLucidate for 2016.

My opening article pays homage to the success of UKeiG's Tony Kent Strix Award, with a brief overview of the fascinating 2016 Annual Lecture. Chris Armstrong writes: "The panel that runs the Tony Kent Strix Award felt for a number of years that the winners should be celebrated in some way that extended beyond a simple presentation, and the inauguration of the Annual Strix Lecture in 2015 was the outcome. Peter Ingwersen followed Microsoft's Dr Susan T Dumais (see Understanding & Improving Search Using Large Scale Behavioural Data) and will be followed next year by the 2016 winner, Professor Maristella Agosti."

On his recent retirement from UKeiG, Chris, who with the Strix panel has managed the Award for many years, said: "It has been an honour to be associated with the Tony Kent Strix Award for so long. It is given in recognition and appreciation of a man I only knew slightly, but who made major contributions to information retrieval. The list of previous winners is impressive, from Professor Stephen Robertson through international luminaries such as Donna Harman, Peter Willett, Kalervo Jarvelin, Keith van Rijsbergen and Herbert van Sompel. The award stands as a fitting tribute to everything that Tony Kent accomplished. It should be said that it also marks the not inconsiderable effort put in over the years by my colleagues on the Strix panel who set up the Award following Tony Kent's death." In taking over the Award from the Institute of Information Scientists, UKeiG recognised its value and importance, and the group is proud to sponsor the Annual Lecture.

Amy Icke, recipient of UKeiG's Early Career award, reports on the IASL (International Association of School Librarians) Conference 2016, held in Tokyo, 21st - 26th August 2016. The theme of the event was "A school library built for the digital age" and Amy outlines and discusses key conference themes illustrated with examples delivered by librarians working in a range of countries including Japan, Australia, Sweden and Canada. Key messages for our readers in all sectors includes:

- The importance of context: knowing your organisation and your audience and tailoring your message to them
- Meaningful collaboration and relationship building: how to forge successful working relationships between staff and libraries
- The diversity of the LIS work role
- The importance of teaching digital literacies and getting students "work ready"

Similar themes are reiterated in Marja Kingma's report on the 2016 CILIP Conference. I was particularly interested in Dr. Alison Brettle's presentation on how to prove the value, effectiveness and importance of professionally trained librarians, information and knowledge workers. "Library, information and knowledge professionals make a significant

contribution to the overall aims of the organisations that they serve. And yet, their skill set is often over-looked and this contribution is under-valued." Alison provides evidence that all LIS professionals can use to demonstrate their value in four key sectors: public, schools, academia and health.

Martin White also introduces us to the theory of information asymmetry and the significant role it should play in effective information management.

Enjoy, and please share your feedback and join us in debate on Twitter and Facebook.

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Reflections on Information Retrieval:
the 2016 Strix Annual Lecture

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"I will no doubt be accused of elitism if I expressed my long-held view that the processes of information management and retrieval can never be simplified to a point where they be conducted by half-wits...Finding useful information is an intelligent process requiring intelligent people because at the end of the day only the intelligent can recognise what is useful."
Tony Kent in a letter to Jan Wyllie, 1991, excerpted from the Tony Kent Strix Award 2016 booklet

In 2015 Peter Ingwersen, Professor Emeritus at the Royal School of Library and Information Science, Copenhagen University, Denmark, was presented with the prestigious Tony Kent Strix award at a ceremony in London in recognition of his outstanding contribution to the field of information retrieval. It was both a surprise and an honour for him, and he marked the award with his 2016 Annual Strix Lecture "Context in Interactive Information Retrieval" on Monday 31st October. [Abstract and video available.] "There were many supporting letters from outstanding IR researchers worldwide. I was very grateful for their acknowledgement of my contributions to the field over three decades of research."

The 2015 presentation took place as part of the Enterprise Search Europe Conference held at the Olympia Conference Centre in Kensington. "The last time I'd participated in a similar conference was in 1993, when I had the honour of receiving UKeiG's Jason Farradane Award. At the time the IT explosion was just beginning. The personal computer was becoming a major player, but the Internet was not a hot topic and no smart phones existed, only ordinary cell phones. In 1993 the information profession was, unknowingly, coming to the end of the 'intermediary' era, because end-users were increasing their direct online access to (scientific) information. Within five years the global Internet and Web were with us. Boolean logic, operators and set combinations were still in use, but becoming less dominant. With Web searching, set combinations all but disappeared."

Ingwersen argues that, while value-added bibliographic databases and commercial (often costly) discovery tools still exist as part of the deep "hidden web", the rise of free and accessible-to-all search engines means personalised value addition is now taking place in real time during the search process using relevance ranking algorithms, spelling correction and auto-completion query suggestion and reformulation, for example. He articulates a spectrum of relevance ranking from algorithmic search engine generated results to the highly subjective social and "emotional" relevance based on perceived pertinence and

utility, highlighting an IR model which includes elements of relevance feedback where the assessment of search results is fed back into a new iteration of the search.

While ranking has its uses it is still inherently flawed and Ingwersen, playing devil's advocate, reflects that the peril of disintermediation still haunts the profession in an age of budget cuts and austerity. "We all know that more than 60% of the 'good stuff' is hidden and never found. The so-called 'deep or invisible web.' But who cares? There is always something found that is 'relevant' or useful. And this fact might be the big 'killer' of the information profession in the future, because politicians, institutional and business managers can be very short sighted. As long as you can find 'something' using a search engine, why bother to maintain a library collection or an in-house information system?"

Professor Stephen Robertson opened the 2016 Strix Annual Lecture with a thought provoking presentation, "Search: Then and Now." He reflected on the pre- and post-web worlds and the forces that have shaped search over the years, taking us back fifty years to library card catalogues, classification schemes and subject headings to printed indexes (back-of-the-book, phone directories dictionaries, encyclopaedias) and scientific abstract journals. He discussed human assigned indexing languages: thesauri, faceted classification and controlled vocabularies. It was fascinating to recall the early days of search engines in the 1990s: Jonathon Fletcher's JumpStation crawled and searched titles and headings only, but had no ranking capability. WebCrawler was the first full text index, Lycos – the first big commercial endeavour and AltaVista came on the scene offering ranking and natural language search. He argued that ranking and natural language searching both pre-date the Web, and that research and initiatives in these areas paved the way for modern web search engines.

Ranking research has been prevalent since the 1960s, and started to percolate into early web search engines in the 1990s using a variety of data including word matching, frequency, field information (title and abstract) and anchor text, for example. Natural language query formulation has been researched since the late 1970s, mainly associated with Boolean operators and machine extraction of terms. The Okapi text retrieval systems project, based at City University London in the early 1980s, was a great example of research into a best match ranking system. When Google came along in the late 1990s it implemented all the existing ideas (crawling, anchor-text gathering, word indexing, ranking) throwing PageRank into the mix.

Twenty years on, Google still strides like a colossus across the information landscape, changing search forever. Robertson articulated the state of play today. "Search is easy. We can search using a few natural language words. Search is almost instantaneous. If it doesn't produce what we want, we can just try again. We can search over a vast range of different types of information, for a vast range of different types of need. We don't need to be able to spell. We hardly need to think." I can visualise this statement as a potential exam question for today's LIS students.

Discuss ☺

"A School Library Built for the Digital Age":
A Summary and Discussion of Key Conference Themes from IASL 2016, Tokyo

Amy Icke, Digital Learning Platform Manager at The Girls' Day School Trust and UKeiG Early Career Award Winner (2015)

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After studying at UCL for an MA in Library and Information Studies, I worked as Assistant Librarian and E-learning Co-ordinator at St Paul's Girls' School, and until July 2016, was Librarian at Wimbledon High School. I am currently the Digital Learning Platform Manager at the Girls' Day School Trust, a network of twenty-four schools and two academies across England and Wales. In my role I support teachers and pupils in the effective use of digital learning platforms and tools, and design and deliver training around these.

I was awarded the UKeiG Early Career Award in 2015 and authored the SLA Guideline _Digital Decisions: Selecting and Using e-resources in the Secondary School Library, which_ was published in early 2016.

Introduction
From 21st-26th August 2016, I attended the IASL (International Association of School Librarians) Conference in Tokyo. This event enables school librarians and academics from across the globe to come together and share their research and best practice. Delegates attended from over thirty countries including America, Australia, Indonesia, the Philippines and Saudi Arabia. The theme of the 2016 conference was 'A School Library Built for the Digital Age'. My trip was funded by UKeiG (through their Early Career Award) and funding secured from the John Campbell Bursary Trust. A summary of this article can be found on their website. I am very grateful to both of these organisations for supporting my trip.

Preparing for the Conference
The aims of the conference were set out on the IASL website, and whilst upbeat in tone, recognised the challenges facing school librarians and the evolving nature of their role. Masami Zeniya (President, Japan School Library Association) wrote,

"We hope that the presented research outcomes of the forum will elucidate the tasks facing the school libraries, and will give us the opportunity to think together about arriving at solutions. These days, school libraries are reaching beyond their traditional boundaries and growing into hubs that interconnect schools and the world at large."

After reading comments from the conference organisers, I identified my own aims for attending IASL:

- To enhance my understanding of current trends in educational technology and consider how it could be used in libraries and classrooms in the UK
- To be able to develop and create resources using a range of digital tools showcased at the conference
- To reflect on how educational/country context influences digital strategies in school
- To gain an international perspective on trends in digital librarianship and share best practice with colleagues from different countries and different educational settings

After an amazing week of sightseeing, which included lots of opportunities to enjoy Japanese culture and wonderful food, the conference began on 21st August against the backdrop of a typhoon.

The Conference

Although there was huge diversity in the conference presentations and workshops, representing different strands of librarianship and current trends and areas of research, four overarching themes emerged and are discussed below.

1. Recognising the Diversity of the School Librarian's Role

The opening speech of the conference, delivered by the Japanese writer Mr Atoda, concluded with the line, "The most important thing for libraries is librarians." This was probably the most striking aspect of the conference for me and reinforced the idea that it's exceptionally difficult to write a job description that adequately describes the diversity of work a school librarian undertakes. It was evident from the conference that colleagues were working on such a diverse portfolio of projects, ranging from promoting reading for pleasure and teaching information literacy to encouraging citizenship skills, partnering with museums and art galleries and opening their library to the community.

One presentation, which captured this diversity, was led by an Australian librarian, Debra Brown, who described the work she had done in the area of citizenship, by establishing a "[Human Library](#)." This event helps foster a culture of empathy and respect and promotes tolerance within the community. In Brown's school only 7% of students come from non-English speaking backgrounds and they are largely from affluent homes. She wanted to create an "empathy experience" for her students where the library was seen as a place that "nurtures values and ethics." In a human library, you borrow a "real person" and have the opportunity to a have a conversation with someone from a different background, to gain an insight into their life and way of thinking. Powerful connections can be made, challenging discussions had and difficult topics explored in this open forum.

Likewise, Per Johansson, a librarian working in Sweden, spoke of the role the library played in integrating refugees into the education system. Schools are often the first port of call for refugee children, but without basic language and digital literacy skills, it can be alienating and overwhelming. Without these basic skills, refugees are at a disadvantage,

which, when compounded with their difficult background, means that this group often face high unemployment, segregation and discrimination.

In Johansson's schools, *Spånga gymnasium* and *Spånga grundskola,* new arrivals are integrated into mainstream classes and then supported with materials in their mother language. The school library supports these children by providing computers, talking books, print collections and a safe, neutral space they can visit. Playing a central role in the reading for pleasure agenda, Johansson noted that it's difficult to support English as an Additional Language (EAL) children, especially as rising numbers are leading to increased costs in getting new materials in other languages. He also spoke about the sensitivity with which he approached reading recommendations, noting that they are very different for these students, "a dystopian world for Swedish readers is a past reality for refugee children."

The job is particularly challenging, however, as there has been no formal training for librarians or teachers to help them support the ever-increasing number of refugees arriving in schools. Johansson explained that actions feel largely reactive rather than proactive, but argued that helping these children doesn't require a plentiful supply of money, but is rather about approach; the "new arrivals" must be seen and treated as children, not as refugees, as this is what will help to ensure they are integrated as smoothly and quickly as possible.

This diversity in the work of school librarians is, I think, likely to continue and develop in the future as the role of the school library evolves to support broader changes within education and the curriculum.

2. Meaningful Collaboration and Relationship Building

As is usually the case in the UK, school librarians across the world are often solo workers, and therefore partnerships are crucial to successful dissemination of their message and promotion of their work. Alongside internal relationship building (with subject departments), several presentations detailed successful collaboration with universities, charities, local communities and other schools.

A particularly striking example of in-house collaboration was explored by a librarian and English teacher from Meiji High School and Junior High School, Japan. In this school, the close relationship between the English department and the library has enabled students to benefit from an integrated and exciting reading programme (EER- English Extensive Reading). This partnership went beyond teachers encouraging students to read widely from the library, to teachers processing some of the reading stock and also reshelving it. By doing this, pupils saw teachers in the library, so there were lots of opportunities to discuss reading material and teachers gained a genuine familiarity with the books, thus being able to provide more targeted and appropriate advice to students and their colleagues (as a blog was established where teachers could review and discuss books).

Furthermore, an important citizenship initiative, explained by Japanese librarian Yuriko Matsuda, turned the library from a traditional resource centre into the Piccari Café. The aim of the café was to teach important life skills and provide an information service for

students without it feeling as though they were being "taught" in the traditional way. The café opened in the library serving soft drinks and snacks and was immediately popular with students, teachers and alumni, with over 5,000 pupils visiting the library café in 2015. The librarians explained that the project was underpinned by the Japanese concept of "ibasyo", which refers to the physical and emotional space where one can exist. The librarians wanted to create a neutral, non-judgemental space where both students and staff could gather together and feel accepted and listened to. In order to help create this feeling, outside consultants ran the project and visited the school each week.

The project was particularly successful in strengthening ties between adults and students and gave students the opportunity to gather advice, information and support from an adult network who were not parents, family or school staff.

3. The Importance of Context

One of my key reasons for attending the conference was to gain a greater understanding of how context affects organisations' strategies and approaches to embedding digital tools. In the two schools I have worked in, the strategic objectives set by senior leadership and the ever-changing tech landscape very much affected the school's individual approach to how educational technology should be used and embedded. For example, infrastructure upgrades (e.g. improving Wi-Fi signal) and introduction of whole school approaches to Bring Your Own Device (BYOD) or 1-2-1 projects (with e.g. iPads, tablets, laptops) significantly changes how digital tools are being used across the school.

Therefore, the success of smaller, local projects, for example those led by the library, depend on an appreciation and thoughtful interpretation of this overarching strategy. Many of the projects discussed at the conference illustrated that the librarian had identified a need or area of development and had adapted their role and work to suit the particular needs of the school.

The librarian at Seisho-Kaichi School in Japan ran one session, which really reflected the importance of context. This new build school opened to first grade students in April 2014, with a rolling introduction for students in all grades by April 2016. As this was a new-build, senior leaders and architects had the opportunity to design a space that broke down traditional barriers in the Japanese classroom (e.g. rigid room layout, linear organised buildings, separate ICT rooms) to create a space, which encouraged collaboration and reflected the desire for mobility and versatility within the fabric of the building. This flexible and creative space reflected the school's preferred curriculum of "research based learning" and, as a result, the library sits at the heart of this space. So, instead of thinking in terms of building a library within a school, the librarians used the tagline "a school within a library" to emphasise both the physical centrality of the space, and also the pedagogical centrality of the library in supporting students in their independent learning.

Moreover, Dr. Dianne Oberg's keynote speech also alluded to the importance of recognising context when evaluating and assessing the impact of your library service. After introducing the topic of evaluation, and particular difficulties of carrying it out in a school library, (e.g. the library serves the school but purposes are not always well understood by clientele, usually only one in the school, line managed by someone who is not a librarian)

Dr. Oberg went on to discuss the importance of "evidence based practice" and the role context plays in this. She identified three ways in which evidence could be used to illustrate the role of the school library.

Evidence **for** practice	What the research says?	Where do we get evidence from? Research, standards and guidelines (IFLA, national), library education.
Evidence **in** practice	What the data from practice says?	Where do we get evidence? OPAC, scheduling reports, instructional planning book.
Evidence **of** practice	What the outcomes from practice say?	Where do we get evidence? Statistical studies correlating student achievement measures with library inputs, student products, surveys of stakeholders, focus groups of stakeholders.

In Canada, this evidence is then measured against five progress markers:

- Exploring
- Emerging
- Evolving
- Established
- Leading into the future

However, Dr. Oberg was keen to stress that despite these important frameworks, the take home message from the session was that this evidence needs to be interpreted within the particular context of the library. Drawing on the example of her home country, Canada, Dr. Oberg explained that education is not managed nationally but rather policies are set by individual provinces and territories. As a result, there is significant variation in practice and provision and there's no statutory requirement to have a school librarian.

- More information about the building of Seisho-Kaichi school can be found on the Steelcase Website
- More information about the evaluation frameworks outline above can be found in *Leading Learning: Standards of Practice for School Library Learning Commons in Canada (2014)*

4. Teaching Digital Literacies and Getting Students "Work Ready"

The fourth overarching theme of the conference was the relationship between education and the world of work. In the UK press recently we have seen a number of headlines highlighting the digital skills gap and the increased pressure on universities who are accused of having "analogue academics" who are "failing to inspire students of the digital

age[1]" (Hurst, 2016). Acutely aware of the changing digital landscape, librarians are well placed to support the digital skills agenda in schools.

An interesting approach to teaching digital literacies was explored by Ross Todd and Virgilio Medina. They had been working on a project auditing students' digital literacy skills and began by asking the questions, "What is stopping pupils from achieving their potential?" and "What digital skills do they need to do so?" Their project acknowledged from the outset that educators may not know how or why students engage with the digital world and how they understand their own competences in this area.

When gathering data, they used questions developed by The Open University's "Being digital: skills for life online." "Being digital" is a collection of short, easy to follow activities designed to help students evaluate their skills in the following areas: searching efficiently; critically evaluating information; communicating and sharing online; and selecting the right online tool for their particular needs. Carrying out this sort of audit encourages students to be reflective learners, and practitioners to base interventions on evidence based practice. From the students' responses, Todd and Medina were able to identify a few common difficulties and challenges:

- Students struggle to evaluate information and engage with it critically
- Students were unsure of whether websites were safe and had difficulty managing digital disruptions and transfers
- Students found it difficult to organise and synthesise information once they'd found it online

By looking at student responses, a competency framework was developed to reflect the students' concerns. This framework contained advice and information about:

- Intellectual property
- Information organisation and synthesis
- Digital reading
- Effective research processes
- Internet safety

By auditing students' skills, a more focussed and relevant digital literary programme was developed with targeted interventions. This approach is one way of adapting more traditional information literacy training, based around a more rigid and linear programme of skills development. Initial evaluations of the scheme suggest it has been successful and Todd and Medina are continuing trials over the coming year.

In addition, Liselott Drejstam, a school librarian working in a primary school in Sweden, presented on a number of digital projects being implemented to develop students' digital skills from an early age. Drejstam explained that all educators in her area were encouraged to use digital tools in a variety of ways including for subject development, write to read tasks and to develop computational thinking. There is also widespread

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[1] Hurst, G., 2016. Analogue academics "are failing to inspire students of the digital age." The Times, 26th September 2016.

recognition that school libraries and librarians are an important resource in schools becoming more digitally literate and confident.

One of the key projects Drejstam spoke about, was the establishment of the platform *SkolArena*, a website where you can search across databases and upload student work to curate digital collections. This had been particularly successful because access to resources became much easier, and it also allowed the school to more readily share students' work with parents and the wider school community.

The presentations addressing digital literacy encouraged me to think about forming partnerships with school careers teams and employers to ensure students are well equipped to enter the increasingly competitive and digitally reliant workplace.

Concluding thoughts

Overall, IASL 2016 offered a varied and engaging programme that brought together practitioners and librarians from across the world. Coming back to the aims I outlined at the start of the article, the conference more than met my expectations. Throughout the four days, I noted several examples of best practice and heard lots of case studies I would like to share with educators in the UK including:

- Ways of successful partnership building both internally in schools and with external agencies
- An insight into global practice in the field of school librarianship and the challenges and opportunities facing colleagues
- Recognising the role of the library in digital skills auditing and developing targeted information literacy training
- Examples of how local policies set at country/district/school level influence approaches to creating a school library fit for a digital age

Alongside the formal conference, the welcome reception, school visits and gala dinner gave delegates the opportunity to network and share the best of Japanese culture and cuisine! A huge thanks you to the organising committee and colleagues from Japan who gave us such a warm welcome.

For anyone interested in attending the conference, I would whole-heartedly recommend it and information about IASL2017, which is being held in California, can be found at https://iaslconf2017.org/

Partnerships, innovation, collaboration: CILIP 2016 Conference

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On a glorious warm and sunny summer's day in July 2016 five hundred information professionals from all over the country gathered in the magnificent Brighton Dome for the largest library conference in the UK. This report will focus on some of the presentations and outcomes from the event. I can only comment on the sessions I attended, but all of the presentations are available on CILIP's website.

What struck me more than any other conference I've attended was how a well-organised event can help you re-focus, take one step back and reflect on what the profession is doing and why. For me the buzzwords of this conference were "Partnerships", "Innovation" and "Collaboration." The person ticking all these boxes was Scott Bonner who is Director of a small public library in the neighbourhood of Ferguson, St. Louis, United States, which erupted following the shooting of Michael Brown. Despite some hair-raising stories about events in autumn 2015, what impressed me most was how this completely ordinary guy dealt with a severe crisis by doing everything in his power to help his community. His view is that what we call "normal in libraryland" is "pretty darn awesome," only we don't see it like that. ("The work we do every day is good training for stepping up when our community is in crisis. In crisis, just be a library, only more so.") His keynote was the best I have ever heard, because it was so human. He did not hide his feelings of doubt, or failure. On the contrary, he told us not to be afraid of regrets, or to mess up, as long as we DO SOMETHING. Scott made sure that when all other public services including schools had closed, his library stayed open and took over the functions of the closed institutions. He also emphasised that in his view libraries are neutral, open to anyone and doing what users want them to do.

This was at first glance contrary to the last keynote of the conference, Lauren Smith, Research Associate, School of Education, University of Strathclyde, who very strongly proposed that what libraries do is always political in a period of austerity: library closures, de-professionalisation and redundancies. ("Libraries are not neutral.") However, I feel she and Scott want the same thing, namely to do what is good for the community and the people that live in it. It's just that Scott has a less partisan way of communicating this. No raised fists on his slides, but instead lists of actions he took, projects he started, partners he spoke to, always with the user at the heart. He innovated his services, not so much by technology, although social media played a big part, but by engaging with new audiences to a much greater degree than before. He collaborates with anyone who wants to do so. He doesn't confront authorities, but he shows his crucial role in keeping the community

safe in times of crisis and provides comfort and support. And yet, he hardly has any budget and is not supported by public funds. I found it profoundly heartening and encouraging. Scott Bonner set a practical example of how to prove a library's worth.

Evidence

Dr. Alison Brettle, Reader in Evidence Based Practice and Acting Director of Post Graduate Research, presented on how a rigorous systematic scoping review of the evidence has helped prove "the value, effectiveness and importance of professionally trained librarians, information and knowledge workers" at a time when LIS professionals are not always viewed as valuable to institutions. Her slides are well worth reviewing alongside the report "Being Evidenced Based in the Library Information Practice" (Facet) she co-wrote with Denise Koufogiannakis.

Knowledge Management

Rebecca Dorsett, Information and Knowledge Manager for the Defense Equipment and Support Service Airworthiness Team was employed after it became clear that a large number of information recording errors contributed to the deadly accident with a Nimrod aircraft in Afghanistan in 2006. She presented on the challenges of information management in a large government organisation highlighting the importance of information and information professionals to the defence sector.

Open Data

Changes in the information environment have compelled libraries to forge collaborations and partnerships, demonstrated to great effect in Sir Nigel Shadbolt's keynote about the opportunities and challenges of Open Data. His partners consist of everyone who deals with data, data centres, rights holders and information professionals. We are essential to organise and curate data, support data owners, make data more open, train people in data literacy and link data with other data. ("Your knowledge and insights, methods and techniques more important, more central more required than ever. You are essential to making data capture, publication, analysis and interpretation business as normal.") Open data has benefits for all aspects of society: political, economical, social and cultural.

Reinvent Yourself

It was exciting to hear about the innovative ways libraries have developed to adjust to changing environments, whether it is cuts to funding, or fast moving developments in technology. Neil Infield from British Library told us how the Patent Library was transformed into the BIPC. Librarians retrained to be business consultants, running workshops, organising networking events and advising would-be entrepreneurs on how to set up a business. It is one of the most vibrant departments of the BL, with off shoots in ten other cities in the UK.

Engaging on Social Media

Adam Koszary runs the social media for the Bodleian Library. His presentation showed the hard work that goes into engaging with the public via social media and provides some excellent practical tips and advice on how best to utilise social media for maximum

effect. ("Ensure that social media channels are being used optimally both strategically and tactically to maximise reach, engagement and impact.") He also highlighted the significant challenges of using social media: the constraints of Twitter, for example. The remark that stuck with me most was: "writing 25 captions and using only one." That made me sigh with relief: It is not just me! All his efforts pay off, as the statistics show.

Digital Creativity

Makerspaces are creative, participatory DIY spaces where people can go to "create, invent and learn." Libraries from the North of the Netherlands to Australia organise free, open events where people can play around with 3D printers, electronic cutters, robotics and electric circuits. Like Scott Bonner in Ferguson the staff are willing to try out something new, unfamiliar and work hard to make it happen with limited resources. These events are hugely popular. It's a matter of being brave, trying out something new and seeing how it goes.

A Public Library Vision

Kathy Settle, CEO of the Library Taskforce, presented on "Libraries Deliver Ambition for Public Libraries in England 2016-2021," which articulates a vision for, and commitment to, public libraries in England. She highlighted that libraries and the people working in them change lives in many ways:

- Promoting enjoyment in reading and other cultural and creative activities
- Raising aspirations and building skills so people can achieve their full potential
- Actively sharing information, encouraging people to engage with, co-create and learn from each other
- Providing trusted and practical support and advice to those who need it

Resulting in:

- Stronger, more resilient communities
- Increased reading and literacy
- Improved digital access and literacy
- Helping everyone achieve their full potential
- Healthier and happier lives
- Greater prosperity
- Cultural and creative enrichment

The conference exuded an atmosphere of optimism, positivism and energy.

Marja Kingma, December 2016

Jodie Hewitt, recipient of UKeiG's CILIP Conference Award and Assistant Learning Spaces Manager at Walsall College, also shared her experiences of her first ever professional conference, in an article in Information Today Europe (4th November 2016) entitled "Brighton Rocks - lessons learned at a national conference."

"I was lucky enough to win a UKeiG bursary to attend the CILIP conference in Brighton [last year.] Without UKeiG's help, I would not have been able to attend. It was such a great learning experience that I have been motivated to identify and sign up to other professional events. I work in the FE sector and am a student too. This helped me choose to attend talks in the Managing Innovations track of the conference. I found the Knowledge Management talks by Stephen Phillips and Paul J Corney incredibly useful as I am currently studying Information Literacy and Knowledge Management at university. The talks helped me think about the application of KM principles to my own work practices, such as reaching outwards from my department to target senior managers. At work we routinely achieve many things but unfortunately, as is common with libraries, that work is not easily translated into hard data that can be measured against targets. They suggested approaching the promotion of library work as highlighting the objective of the task and the subjective impact to enable management to see the work accomplished in a similar format to other data driven areas. In my case, working in a FE college facing budget cuts, it is vital to be able to showcase our reason for existing.

My overall impression of the conference was one of amazement. For the first time I was truly aware of the diversity of the Library and Information Sector. I really enjoyed meeting and talking to all the different attendees and hearing their stories of where they work and what they do. This was my first conference and it has greatly boosted my confidence and interest in information and libraries. The conference has given me a new perspective on what the professionals of the Information and Libraries world are involved in and what can be achieved with the right information at the right time. I would like to pass on my thanks to UKeiG for offering me the opportunity to attend the CILIP Conference."

The Management of Information Asymmetry

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For some time I have been warning against what I see as the dangers of treating digital workplace maturity in isolation and not in relation to the multiple supply chains that exist in all organisations. The concept of a supply chain is not just the movement of physical goods but could also be professional services. An organisation with a mature approach to digital working may not be able to gain the full benefits of the investment because other players in the supply chain cannot function in the same way. Very few reports have been published on trans-supply chain collaboration. Few people I have spoken with seem to have come across a report published by Accenture in 2012 entitled Making Cross-Enterprise Collaboration Work, which sets out very clearly the opportunities and challenges. There is also a fascinating but not exactly easy-to-read analysis of the challenges in a technical paper published in 2012 by HP Labs.

A key element of supply chain management is that of managing information flow. Much is now being made by Microsoft and other collaboration application vendors about the ease with which cross-enterprise teams can be set up to share information. Here comes the first paradox. Organisations are content (relatively speaking) to share information that they regard as common ground between them and other members of the supply chain. However, competitive advantage resides in information asymmetry. A pharmaceutical company may be willing to disclose to a national health service that it has a new active entity for cancer treatment but will almost certainly not wish to disclose the synthetic route, as this would enable other chemists to work out what the manufacturing cost would be, and even create generics. For four hundred years this asymmetry has been visible in patents. How much needs to be disclosed to gain protection without prejudicing commercial revenues.

So what is information asymmetry and why is it important to consider it within the context of information management? Wikipedia offers a definition as the study of decisions in transactions where one party has more or better information than the other. A couple of years ago there was a very interesting paper on this topic published in the International Journal of Information Management entitled "Interorganizational information systems visibility and supply chain performance" by Ho Lee, Moon Sun Kim and Kyung Kyu Kim which highlighted the requirement for informal and formal governance on what could be shared.

Autonomy and Control

The focus of the current interest in social networking is to enable the individual to make decisions about how they work, who they work with and what they share to achieve personal and business objectives. Take the concept of Working Out Loud. There is a

wealth of survey and anecdotal evidence that this fosters innovation and is good for employee engagement and many other attributes. However, all organisations work within some form of compliance, with a board of Directors that have defined responsibilities towards the organisation and towards shareholders and stakeholders. A research paper that I return to time and time again is "The role of information in strategic decision-making" by Charles L. Citroen, published in the International Journal of Information Management in 2011, though this is a summary of his PhD thesis that he undertook in his late 60's at the University of Twente. Charles interviewed senior executives in major Dutch companies to find out to what extent they knew how the information they used to make business-critical decisions arrived on their briefing papers for a Board meeting.

The interviews showed that in general there was a very high degree of trust in the information that filtered up to them but there was often no explicit knowledge of how the quality checks were made, and by whom. Back in 2001 when working at the International Monetary Fund, I was fascinated to see that as well as the summary report that went to the Management Board for decisions to be made on loans to countries, there was also a Work Book in which every single fact or opinion was marked down to a specific person, so that if there was a concern about a GDP growth figure "John Olsen" could be contacted to explain the basis for his forecast. This process was put in place after some disastrous decisions about loans to Thailand, for example, in the mid 1990s.

So at some point the information from WOL/collaboration/social information and knowledge collation has to be formalised into something that is rigorous enough to protect the Board against a malfeasance charge at some time in the future. Just say "Volkswagen" to yourself and count out eighteen billion euros quite slowly. Better still bring it up with your manager in your next performance evaluation.

The Importance of Information Management
What no one seems to be considering at present are:

- What should be the governance processes around what information can be shared with people outside of the organisation?
- At what point, and how, does social information need to be formalised so that it forms the basis for decisions that will almost certainly be subject to compliance regulations?

If ever there were a requirement for a formal information management strategy this would be it. Now of course most organisations have some form of "protective marking" to define layers of confidentiality, but this is usually applied to written documents and control of their circulation. In a social setting there may be no awareness of these levels of confidentiality and even if there is it might well be assumed that they did apply to social conversations for which there is no formal record.
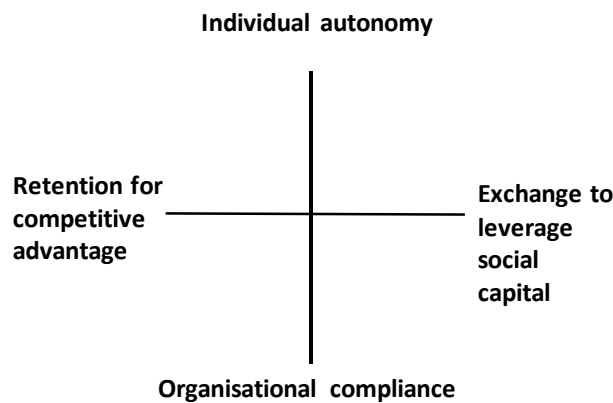
One of the issues here is that if the Information Security policy is written in the context of *ISO Standard 27001 – Information Security* then there will be no reference to protective marking as this is not included in the standard. In the UK there is a Government Security Classifications manual dated on the cover as both October 2013 and April 2014. This sets

out a very structured approach to levels of confidentiality but insists that the document concerned must be "marked". So just how are you going to mark a post to an enterprise social network or an informal exchange between team members in different organisations with different marking schemes?
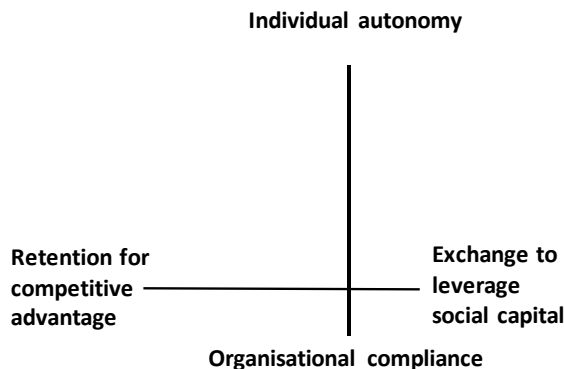
An additional problem, and one that I have experienced at first hand, is that at a meeting comments made by individuals might not on their own disclose anything confidential but if I add in my overall knowledge of the business, the roles of the people and what they have said or not said I can often build a reasonably accurate picture of the reality that has not been disclosed by any specific individual.

Who Decides?

Time for a 2x2 diagram! Organisations are going to have to take informed decisions on the balance between the open exchange of information and absolute confidentiality with business partners. Internally they will have to take a view on the autonomy of employees to work in a very open style and the need for many decisions to be taken on the basis of an audit trail that provides a high degree of veracity of the information.

Individual autonomy

Retention for competitive advantage

Exchange to leverage social capital

Organisational compliance

This reduces my values to two competing axis. My conjecture is that in some companies this might reduce to the following balance, where there is considerable individual autonomy but very significant restrictions placed on what could be shared with business partners.

Individual autonomy

Retention for competitive advantage

Exchange to leverage social capital

Organisational compliance

I will not bore you with the other options. I doubt that few organisations are clear about who makes the decisions about what can be shared and how this is governed in the organisation without (as an example) inhibiting individual autonomy because of the constraints on information sharing with external partners. The ever-wider adoption of enterprise social media and collaboration applications increases the danger that what the organisation regards as restricted information just leaks out into the enterprise cyberspace of a digital workplace with a supply chain with multiple partners, each of which has multiple partners.

Then along the other axis is there a clear gateway through which decisions made on social media are validated as being fit for the purpose of making fully-compliant decisions that could make or break the business?

I don't mind where the balance is along these two dimensions; there is no right and wrong balance. I just hope that someone in your organisation is worrying about it.

Online Resource Update

Joy Cadwallader, Aberystwyth University (Aberystwyth Online User Group)

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

BFI/BBC

The BBC and BFI are partnering to preserve an estimated 100,000 of the most at risk television programmes and clips from the second half of the 20th century recorded on obsolete formats, including children's TV (Tiswas, Basil Brush, How, Vision On, Shangalang), comedy (Do not adjust your set, At last the 1948 show) and dramas and documentaries (Nationwide, the Bandung File, Eastern Eye, Second City Firsts and Rainbow City). The BBC reports, "The BFI has budgeted £13.5m of Lottery funding towards its goal of making the UK's entire screen heritage digitally accessible", and the project is part of their 2017-2022 strategy.

CONUL

The National and university libraries of Ireland have announced that within two years' time the Irish public will have access to a combined online catalogue. The Consortium of National and University Libraries (CONUL) includes both Eire and Northern Ireland and was originally founded by seven universities and the National Library of Ireland and has since been joined by the Royal College of Surgeons in Ireland, the Royal Irish Academy, the Dublin Institute of Technology, Queen's University Belfast and the University of Ulster. The catalogue will comprise more than 10 million items and, "bring Ireland in line with its European and US counterparts, where national catalogues are available to citizens".

Elsevier/Jisc Collections

Elsevier and Jisc Collections have reached a 5-year opt-in pricing deal on Elsevier ScienceDirect journal bundle, the biggest deal of its kind in the UK, "granting academics access to globally-published, high-quality research at costs lower than the industry average". No-one has forgotten the long-term, international campaign of protest about Elsevier's high-cost bundles which has included academics boycotting the peer-review of Elsevier titles. As resource acquisitions staff in over 160 UK academic and research libraries pick over the detail, JISC have provided some Q&A in their blog including as yet incomplete negotiations towards an agreement to assist institutions implement green open access, a 10% discount on APCs (details in the blog) and an opt-out available after three years, "should a subscribing institution see a material decline in budget". Finally, "Once those institutions that wish to have entered the agreement, Jisc Collections will publish the total spend of the sector".

European Commission

The European Commission's Knowledge Centre on Migration and Demography (KCMD) has introduced the publicly-available Migration Data Catalogue and Dynamic Data Hub to, "centralise migration related data, to better understand migration flows, trends and their impact on societies across the EU". The Migration Data Catalogue comprises a structure of browseable datasets from member states, European institutions and other international sources and has a keyword search. The Dynamic Data Hub is intended to, "validate information, highlight limitations and put migration data into context".

Oxford University/edX

Oxford University are launching their first MOOC which begins in February 2017 with online enrolment available now. The six week course "From Poverty to Prosperity: Understanding Economic Development" is free (with an optional certificate for $49) and no prior qualifications are required. The course is, "led by Sir Paul Collier, Professor of Economics and Public Policy at the Blavatnik School of Government", and delivered in partnership with the online learning service edX.

ProQuest

ProQuest have issued an apology after a post on their GradShare blog recommended the use of essay mills to students saying, "there is no shame in using the services of professionals when you are short on time". After being widely reported, not least on social media, the post was swiftly taken down and an apology was posted by ProQuest on November 30th indicating that they hadn't vetted the post and, "we deeply regret that it appeared in our blog".

In happier news, ProQuest have announced their subscription Syndetics Unbound, "a new catalog enrichment service". Syndetics Unbound comprises sixteen features derived from their prior product Syndetics Solutions and from LibraryThing such as book jackets, tables of contents, book summaries and abstracts, recommendations and author profiles, browseable tags and series information, together with visual enhancements and tools for, "rating, sharing and reviewing books".

Wiley

Wiley have announced that it is now mandatory for researchers submitting manuscripts for publication to their ScholarOne series to supply an ORCID identifier (iD), and is the first major publisher to do so. ORCID is an initiative providing, "unique and persistent identifiers to researchers," with 2.7 million ORCID iDs issued worldwide and 24,000 used in Wiley journal article submissions. A list of institutions already using or planning to use ORCID have signed up to their open letter.

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, digital/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, but the editor is flexible on article length. 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

Please e-mail your copy to the editor gary.horrocks@gmail.com Articles should be delivered in a simple Word format. Hyperlinks to alternative/suggested content/further reading 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 welcome to suggest books for review or to submit reviews.