eLucidate

Vol. 4 Issue 4, July 2007

ISSN: 1742-5921

Contents

UKeiG Management Committee Annual Report

Incorporating the UKeiG Councillor's Report
January 2006 – December 2006

2006 was the year that UKeiG 'put the SPECIAL back into Special Interest Group' continuing to enhance a portfolio of services and activities that culminated in our attendance at Online in London. A series of newly designed posters and marketing documentation heralded the completion of a busy and successful year and visitors were invited to: 'Try UKeiG…Leading the way as your personal digital navigator'. Membership continued to rise at a steady rate throughout the year as UKeiG attracted CILIP and non-CILIP professionals from across all sectors, including academia, government, law and commerce; clear proof of our achievements to date.

Practical, relevant and cost-effective

2006 was a successful year for UKeiG's CPD training and seminars programme. Workshops and meetings continued to be renowned for their practical content, relevance and cost-effectiveness. Throughout 2006, the management committee brainstormed new content, extended the location of the meetings and continued to offer discounted prices for all members. Topics included: 'RSS, Blogs and Wikis' (February, Newcastle), 'Taming Your Intranet' (March, London), 'Searching the Internet: Google and beyond' (March, Birmingham), 'Electronic Information Risk Management' (May, London), 'Making websites accessible' (May, Sheffield), 'Reaching beyond bibliographic referencing' (June, Birmingham), 'E-Resources in Higher and Further Education' (July, Manchester), 'Finding Pharmaceutical Information' (July, London), 'Business Information on the Internet' (July, Warwick) and 'Knowledge Management: the Next Generation' (September, London). The hugely popular 'Developing and managing e-book collections' was repeated at home and abroad (April, Newcastle; September, Dublin). All events were well attended and received positive and constructive feedback which we have used to inform the 2007 programme. Your suggestions for topics and training venues are most welcome, so please contact the UKeiG Meetings organiser, Shaida Dorabjee at sdorabjee@sdis.demon.co.uk Tel: 01737 350767.

Calling all intranet managers & developers

A specific innovation of 2006 was the successful launch of the UKeiG Intranets Forum. It was established to enable staff managing intranets to share experiences in an informal environment. The meetings have generated considerable interest. They included guest speakers initiating debate on intranet management topics of mutual interest, such as 'intranets in academia' and 'working with sub-editors.'

Managing the flight deck

The UKeiG AGM and associated meeting 'Desktop Search Tools – Managing the Flight Deck' held in London on Wednesday, 14th June 2006 was a great success. Two years earlier our meeting 'I'm an information professional – get me out of here!' considered information management strategies for professionals suffering the detrimental affects of

information overload; so in 2006 we decided to revisit that theme by addressing innovations and new technologies for smarter desktop searching. The event explored developments in personal document retrieval evaluating some of the tools available to the information professional. The feedback was very positive, topped by one comment that UKeiG's CILIP Councillor Karen Blakeman was: 'the Judi Dench of the information world…worth the admission fee alone.'

London Book Fair

To extend our visibility, promote our services to a wider information industry and dabble in the world of publishing, UKeiG exhibited at the London Book Fair for the first time in 2006. It was a great success and generated some new members. UKeiG's Vice Chair Chris Armstrong, together with Ray Lonsdale from the Department of Information Studies at the University of Wales, Aberystwyth, presented an introduction to e-books, in the fair's e-content pavilion.

Internet Librarian International

Karen Blakeman flew the UKeiG flag at the Internet Librarian International conference in London in October 2006 with a presentation on 'Out-Googling Google: Finding what Google Misses.'

Online @ Olympia

In November 2006 UKeiG exhibited and presented at the annual Online conference at Olympia, London. Karen Blakeman offered two information skills masterclasses, one on 'Tricks and tips for better Web searching'; the other on 'What's new in search tools'. She had a lot to celebrate at Online, as she was presented with her Honorary Fellowship of CILIP by Chief Executive, Bob McKee during the event.

Outstanding contributions

During 2006 UKeiG explored how best to promote and develop its awards programme. A key innovation was the decision to transfer the UKeiG awards presentation from the Online dinner and dance to the heart of the day-time conference forum. On behalf of UKeiG, and sponsored by Sage Publications, I presented two awards during Online. The UKeiG Jason Farradane Award, recognising outstanding work in the field of information and library science, went to the University of Warwick Library for The Learning Grid – revolutionary information and learning service. The Tony Kent Strix Award, given in recognition of an outstanding contribution to the field of information retrieval, went to Stella Dextre Clarke. The award was given in recognition of her sterling work in developing first the Government Category List, and then its successor, the Integrated Public Sector Vocabulary. Photos from both presentations are on the Online 2006 website and there were photo features in both *CILIP Gazette* and *Information World Review*.

Web & Web 2 too ☺

2006 saw the demise of the remaining traces of UKOLUG when we decided to discontinue the use of the UKOLUG domains as a means of redirection to the new UKeiG Web pages. A considerable effort went in to enhancing the functionality of our Web content over the year. A welcome addition was the introduction of a wiki as a collaborative tool to complement the UKeiG blog. The wiki initially was set up to develop and share support materials for the UKeiG workshop on RSS, blogs and wikis, but is now being used as an experimental collaborative tool for developing fact sheets, FAQs and resource lists as

well as supporting the Intranets Forum. RSS functionality also was built into the site. Specifications also were articulated for a content management system. The committee continues to compare products; discussing required features, technology, support and budgetary considerations.

eLucidate

Under the continuing guidance and co-ordination of editor Michael Upshall, Volume 3 of UKeiG's e-journal eLucidate was published over 2006, and continued to achieve a healthy balance of topical and practical feature articles complemented by book reviews, industry columns, current awareness and press releases. Reports, discussions and questions generated from UKeiG training courses and seminars continued to be published in the journal or translated into 'how to' fact sheets, including one, for example, on social bookmarking by Tracy Kent, that included top tips, key facts and websites. Aligning training programme outcomes with service developments in other areas, particularly publications and Web content development, has proved to be hugely beneficial to the membership. Members actively were encouraged to write for eLucidate and share their practical experience and best practice with the wider community. The committee continues to assess content, distribution and publicity for eLucidate, whose visibility and continued success closely is aligned to the future management of the website.

UKeiG profiled in *Information World Review*

A communications and marketing strategy begun to reap significant rewards over 2006, with major UKeiG profiles in key industry publications. Some of you may have seen the two-page profile of UKeiG in the April 2006 issue of *Information World Review*. It's available on the Web at: *http://www.iwr.co.uk/information-world-review/features/2154539/ahead-game* and explains the work and planning UKeiG has been doing since re-branding in 2004. The exposure attracted interest in the Group and resulted in increased membership.

In late 2006 UKeiG also was profiled in CILIP's Gazette as part of a wider strategy to raise awareness about the nature and remit of CILIP SIGs in a feature entitled: 'Group focus: Electronic exchanges.' Groups like UKeiG continue to be the lifeblood of CILIP, and during 2006 we provided feedback for the review of branch and group rules.

LIS-UKeiG

The LIS-UKeiG email list continued to be a key mode of communication with members over 2006, but more has to be done to encourage active participation and livelier debate in this forum.

Bank balance

Jane Grogan did excellent work over 2006 to ensure that UKeiG continues to have buoyant and healthy finances; monitoring cash flows and exploring innovations in income generation.

On the move

In December 2007 the UKeiG office re-located. It provided an excellent opportunity to weed 28 years' worth of paper archives.

Looking ahead

Over 2006 the UKeiG management committee continued to work to six core objectives that informed operational planning and directed committee business. They are to:

- Stimulate communication and the exchange of knowledge about electronic information
- Disseminate high quality advice, information and publications about e-industry news and developments
- Raise awareness of existing and new technologies that retrieve, manage and process electronic information
- Support continuing professional development by delivering a high quality portfolio of practical and affordable training programmes and seminars
- Encourage innovation in electronic information retrieval, management and processing
- Increase membership through proactive marketing and publicity

Already UKeiG is building on the successes of last year and looking forward to the next three years. There are a number of developments in the pipeline including:

- Applying for the CILIP Seal of Recognition for our courses portfolio, ensuring that UKeiG plays centre stage in support for continuing professional development
- Building on the success of the Intranets Forum by considering further social and networking events
- Raising our visibility at additional conferences and events. A presentation by Phil Bradley on 'Practical issues for Web 2.0 in a library environment' is being hosted by UKeiG at CILIP's June 2007 Umbrella Conference
- Working actively with CILIP over 2007 by inputting into future strategic planning, including the recent draft specification for a Policy Forum

I'd like to thank all of the UKeiG management committee for their hard work, enthusiasm and commitment, none more so than our Honorary Secretary, administrator and membership coordinator Christine Baker, who continues to keep our show on the road with a firm but gentle hand. 2007 will be another challenging year, and the UKeiG committee hopes that you will support us in our endeavours. As the new UKeiG membership brochure states: 'Whatever area or discipline you work in, or specific interests that you may have, UKeiG membership will ensure that you are kept informed of news and developments across the e-information industry so that you always have the "bigger" picture.' Here's to the bigger picture.

Gary Horrocks, UKeiG Chair

Feature Article

Referencing in the 21st Century: the LearnHigher website

Colin Neville (c.neville@bradford.ac.uk)

In January this year, a new website was launched to give information on academic referencing. It differs from most referencing websites in that it had not been developed by one education institution for its students, as usually is the case, but had been designed as a site for all interested in referencing practice.

The aim of the site was to present an overview of the main referencing styles found in Britain, explain the principles that underpin citation and referencing, and offer site users an opportunity to test their knowledge, through quizzes and other participative exercises, of referencing practice, as well as demonstrating what constitutes plagiarism.

The name of the site is the 'LearnHigher Referencing Learning Area', and it can be found at www.learnhigher.org.uk. 'LearnHigher' is a collective project involving 16 UK institutions of higher education. Each partner institution is involved in the research and development of learning support resources for both student and staff, and comprises 20 'learning areas'. These learning areas include academic writing, assessment, reading and note-making, group work, and time management.

I volunteered to develop and manage the referencing learning area, as I work as an 'Effective Learning Officer' at the Bradford University School of Management. Many undergraduate and postgraduate students, particularly those from overseas, struggle here to understand, not just the 'how' of referencing, but also the 'why' and 'when' aspects of it.

My research for the site began early in 2004, and I quickly realised what I did not know about referencing! In particular, although I was very familiar with the author-date (Harvard) style of referencing, and had a nodding acquaintance with the Vancouver-Numerical style, I was unaware how many other referencing styles were in common use within UK higher education, how they differed from each other, and how many issues there were concerning reference practice for both staff and students.

As a first stage of research, I contacted colleagues in learning development support units, and UK higher education librarians, via their respective JISC discussion sites, and asked them to complete a questionnaire to learn more about the range and predominance of referencing styles in Britain. I wanted to gain answers to three main research questions:

- Which referencing systems are currently used in UK/HE?
- Which systems predominate in UK/HE?
- What is the relationship of referencing systems to subject disciplines?

I also raised for discussion the issue of what particular difficulties students were experiencing with citation and referencing. I received a total of 25 replies, 24 from separate institutions of higher education, and one reply came from an educational research foundation.

From these, I deduced that there were five main referencing styles, although when you include sub-variants on these, there are eight styles in common use:

1. The author-date (Harvard) style.
2. The British Standard Running-notes numerical style, including the Modern Humanities Research Association (MHRA), and OSCOLA legal referencing style variants on this.
3. The British Standard Numeric style, and the variants on this presented by the International Committee of Medical Journal Editors (commonly known as the 'Vancouver' style), and by the Institute of Electrical and Electronic Engineers (IEEE).
4. The author-date American Psychological Association (APA) style.
5. The author-page Modern Languages Association (MLA) style.

The Harvard style of referencing had been adopted by nearly 80 per cent of Schools and Departments within the responding institutions. The range was from 40 to 100 per cent, but 18 of the 25 replies indicated that Harvard had been adopted by approximately 80 per cent of the discipline areas. Two institutions had adopted Harvard for all its courses, but in the majority of institutions, although Harvard style was dominant, most of the other styles mentioned in this chapter were also in active use UK institutions.

Relationship of styles to subject discipline

The relationship of referencing styles to subject disciplines was a little ambiguous, with science areas and information technology showing the most inconsistency. The author-date (Harvard) and author-page (MLA) styles were consistently linked by respondents with:

- Business & management studies
- Most social science (except Psychology)
- Health Education
- Many of the humanities areas
- Sciences, particularly life & environmental
- Most computing & IT
- Languages

The 'Running-Notes' style is more common in:

- Law (usually the OSCOLA variant of this)
- Humanities, particularly History, Classics, Philosophy & some English departments
- Art & Design
- Architecture
- Some social sciences

(Computer Science was also mentioned by some respondents.)

The British Standard Numeric style, and related styles, including Vancouver-Numeric, is associated with:

- Medicine
- Applied science areas
- Engineering & technology areas
- Journalism and media studies

(Again, Computer Science was mentioned by some respondents).

The APA style with:

- Psychology
- Some health studies areas, e.g. Occupational Therapy.

Discussion

The result raised the proposition that institutions should adopt just one referencing style to help standardise practice among staff and students. This raised lively argument both for and against on the JISC discussion site for learning development practitioners.

Those arguing for the proposition did so mainly on the grounds that it would reduce the confusion many students experience about referencing, and particularly students on combined studies courses that may encounter two or more referencing styles. They argued that some styles are already very similar, for example, Harvard and APA; and British Standard Numerical and Vancouver-Numeric, and that there is a strong argument for adopting just one author-date and one numerical style per institution, instead of two author-date and sometimes three similar numerical styles.

Those who argued against the proposition did so mainly on the grounds that departments have adopted referencing styles that suit the style of assignments offered in the disciplines concerned, and that students can easily adapt to referencing practice once the principles underpinning referencing are understood.

The discussion also broadened to include other areas of concern among practitioners about referencing. In particular, on the inconsistency among academic and learning support staff on **why** referencing is required, and **when** sources should be referenced, especially the issue of what is 'common knowledge' – which is not normally referenced. These issues had come to the fore because of the large numbers of international students now studying within British universities, and the wide range of previous referencing experience – or lack of it – they brought with them. The 'why' and 'when' questions had risen in increasing frequency on courses, but students were often receiving inconsistent answers to their questions.

I have addressed some of these issues on the new website, but spent more time over them in a book I wrote to complement the site: *The Complete Guide to Referencing and Avoiding Plagiarism*, which is to be published by The Open University Press in August 2007.

As to the website, it has been visited so far by over 1500 students and academics, and has been described variously as 'dull', 'brilliant', 'clanking', and 'excellent'. I have avoided a Wurlitzer approach: with things that flash, whirl and whizz in a hundred different colours, for something, I hope, that will stand the test of time. We'll see. Have a look, and judge for yourself.

Colin Neville is Effective Learning Officer at Bradford University School of Management.

Online

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

AHDS http://ahds.ac.uk/
The Arts and Humanities Data Service (AHDS) is to lose funding from the AHRC and JISC from March 31st 2008. Following an announcement from the AHRC in May that they would cease funding for the AHDS, JISC have now announced their decision to follow suit. The AHDS have been actively supporting "the discovery, creation and preservation of digital resources in and for research, teaching and learning in the arts and humanities" for 11 years. In a response to the announcement from JISC, AHDS director Sheila Anderson indicated their commitment to finding ways to keep their digital content available, in consultation with JISC and the AHRC.

British Library http://www.bl.uk/
The British Library have made their Turning The Pages software available on licence as a toolkit for use by other libraries and museums. The 2.0 release combines the original digitising and viewing features of the software with enhanced 3D, zoom and comparison functions. Turning The Pages has been available on the British Library website since 2004, providing popular online access to rare and/or fragile items such as the Lindisfarne Gospels.

Cambridge University Press & MyiLibrary http://www.cambridge.org/
http://www.myilibrary.com/
The academic publisher Cambridge University Press are providing five collections of electronic books in the Humanities, Social Sciences, Medicine, Law, and Science and Technology subject areas, exclusively in partnership with e-content provider MyiLibrary. The 1,159 titles, dated 2005 to May 2007, are available for 30-day trial access by libraries, and the MyiLibrary platform provides full-text searching and other personalised features such as bookmarks and notes.

EBSCO http://www.epnet.com/ **& ABC-CLIO** http://www.abc-clio.com/
EBSCO have bought Historical Abstracts (HA) and America: History and Life (AHL) from ABC-CLIO. The databases are due to become available on EBSCOhost by January 2008 and will remain available at ABC-CLIO until June 2008. EBSCO intend to enhance the products with full-text services (by subscription) and will become a sales partner for ABC-CLIO. A corporate press release states that a long-term agreement consolidates the current editorial profile, and ABC-CLIO will also continue to provide content for and to prepare the printed products. EBSCO have an existing distribution partnership with ABC-CLIO, providing access to nine ABC-CLIO online database titles in world/American history and geography.

The DEPOT http://depot.edina.ac.uk/
JISC have launched a nationwide, OAI-compliant repository called the Depot at a conference held early in June. The Depot, hosted by EDINA at the University of Edinburgh, will be available to all UK researchers for the deposit of papers, articles, and book chapters and to provide re-directs to academic materials deposited at other university repositories, mainly from the UK.

Elsevier http://www.elsevier.com/ **& FAST** http://www.fastsearch.com/
Elsevier and FAST are collaborating on the provision of a new, free online service for scientists. Topic Pages, hosted on SCIRUS, comprise a summary and links to references, academic articles and other online sources on specific topics of scientific interest. Elsevier publishers currently invite authors for the pages and intend the resource to encourage new scientific communities on the web. A few Topic Pages are already available.

Google http://google.com/
Google have announced another block deal with universities in the United States to scan significant quantities of library holdings. This time the "Big 10" athletic conference (which comprises 11 universities) and the University of Chicago will provide up to 10 million books and periodicals for scanning, allowing full-text searching in Google Book Search which in turn provides bibliographic information and selections from the full text. A legal challenge to Google over plans to include selections of copyrighted texts has been brought by the Association of American Publishers and the Authors Guild. In a different move, the private Emory University in Georgia, has begun a mass digitization programme to make its holdings available online for students, with a charged print-on-demand service via Amazon.com.

OCLC WorldCat http://www.worldcat.org/
Social networking features are being made available at OCLC WorldCat, allowing users who register for their own account to assemble lists of items owned by different libraries. Lists of books, videos and other items found by searching can be public or private, and users can add their own reviews and ratings. These features expand on previous related developments at OCLC WorldCat, including an online profile for registered users, where they can record personal information such as an occupation, interests and a link to their home page.

Thomson http://www.thomson.com/
Thomson have completed the offload of their educational arm to a fund consortium for $7.75 billion. Following their announcement in October 2006, Thomson Learning and Nelson Canada have now been sold to a fund consortium comprising the private equity company Apax Partners and a Canadian pension fund OMERS. Famous brands sold in the deal include Gale, Wadsworth, Delmar Learning, Heinle, Brooks/Cole and South-Western.

Internet

Do you have a Second Life?

Susan Miles (s.miles@kingston.ac.uk)

The growing world of Second Life, and information sources within it

June 23 saw the fourth birthday of Second Life[1], but for those of us with hectic First Lives, this event may have passed us by. However, a growing number of individuals and organisations, including libraries and librarians, are exploring this virtual world. Second Life is described by its creators, Linden Lab, as a 3D-online digital world, imagined, created and owned by its residents. It is this aspect of the virtual being created by its inhabitants that distinguishes it from online virtual games, where the landscape is created by the owning company. It is being taken seriously by corporations, including Amazon, IBM, CISCO, and Reuters, who are developing a presence within the Second Life world. Here is a brief overview, with suggestions of other resources to look at if you want to delve a little deeper.

To enter the world of Second Life, an individual needs to download a piece of software and register themselves. You are represented online by an avatar, which can be configured as human or animal or abstract. Features and clothing can all be reconfigured and developed to reflect character or mood. It is possible to move around the world by walking, flying or teleporting to different locations. Sometimes links are given on real-life websites to take you to an 'in-world' location. A useful survival guide[2] has been put together by Aleks Krotoski to support visitors to the Guardian's SecondFest, a festival occurring within Second Life on June 29 - July 1. I wonder if they'll have virtual mud?

Librarians are actively following their users into this new and very different world. Perhaps, having cut their digital teeth on Web and Library 2.0 developments, the Second Life world is the next place to be seen. There is certainly plenty of discussion in the biblioblogosphere[3][4], some of it reminiscent of the doubts raised about the wisdom of librarians engaging with Web 2.0 applications. Second Life is a very visual world and quite a contrast to the text-based world of traditional libraries, but many of the challenges

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[1] Second Life. Your World. Your Imagination. [online] Available at http://secondlife.com [Accessed 29th June 2007]

[2] Krotoski, A (2007) 'The Second Life survival guide' *Guardian Unlimited* [online] Available at http://www.guardian.co.uk/secondfest/story/0,,2098676,00.html [Accessed 29th June 2007]

[3] Greenhill, K (2007) 'Ten very good reasons why your librarians should be in Second Life' *Librarians Matter* [online] Available at http://librariansmatter.com/blog/2007/04/30/ten-very-good-reasons-why-your-librarians-should-be-in-second-life/ [Accessed 29th June 2007]

[4] Greenhill, K (2007) 'Six very bad reasons to have a library branch in Second Life' *Librarians Matter* [online] Available at http://librariansmatter.com/blog/2007/05/01/six-very-bad-reasons-to-have-a-library-branch-in-second-life/ [Accessed 29th June 2007]

of enabling users to identify, locate and use resources occur in this virtual world too. One place where many libraries and librarians have congregated is the Alliance Second Life Library[1]. This was created from land bought by Talis and handed over to the Alliance Library System, a regional library system in central Illinois, USA. It is particularly striking that healthcare information is represented there with both a Consumer Health Library and a medical library.

Several of the e-learning librarians at Kingston University have begun experimenting within Second Life, since the University is creating a presence there. Initial thoughts, after a week's experience, are that the concept is great and could provide an interesting way of enabling overseas students and distance learners to interact with the University. There are some problems: finding your way around can be challenging, and the level of computer power required, especially for rendering graphics and displaying all the communication modes, could present a very real barrier to participation. Other universities are already present in Second Life, including the University of Hertfordshire, who have a learning resource centre, and the University of Warwick. In the US, Ohio University has a Second Life Campus; you can watch their promotional video on YouTube[2]

Second Life may become a model of a new way to interface with the Web around the world. It is unlikely to go away soon, and engaging with a visual rather than textual representation of reality and knowledge space may unleash further and unexpected creativity within the library community.

Further Resources:

- Roush, W. (2007) 'Second Earth' *Technology Review* July/August 2007. [online] Available at http://www.technologyreview.com/Infotech/18911/ [Accessed 29th June 2007]
- Tebbutt, D. (2007) Is Second Life a brave new world? *Information World Review* 5 March 2007. [online] Available at http://www.itweek.co.uk/information-world-review/features/2184795/second-life-brave-worlds [Accessed 29th June 2007]
- Pacific Rim Exchange – their Learning page aims to post links to videos, tutorials, wikis, programs, books and other useful tools for those new to Second Life. Available at http://pacificrimx.wordpress.com/learning/ [Accessed 29th June 2007]

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[1] Their real world website is at Second Life Library. [online] Available at http://www.infoisland.org [Accessed 29th June 2007]

[2] Ohio University Second Life Campus [online] Available at http://www.youtube.com/watch?v=aFuNFRie8wA [Accessed 29th June 2007]

Intranets

Just how networked are you?

Martin White, Intranet Focus Ltd (martin.white@intranetfocus.com)

How to contact, and to stay in touch with, other members of your organisation

Helen Henderson is one of my best friends in the information business. We have known each other for around 30 years, but as Helen lives in the USA and I live in the UK we now meet all too infrequently. Helen and I have both developed our careers in the information industry but in very different ways, and the result of being avid networkers is that we have developed contact lists with very little overlap. We like to think that between us we know everyone in the information business, but the reality is that we don't. As we get older (and in my case greyer) we have great difficulty in tracking the new entrants to our profession and business, and by the same account, they would probably not be aware that we even exist and have networks that they could use.

This scenario is played out in every organisation. Senior managers have well-developed networks, and can't see the problems that newcomers to the organisation face when needing to know who knows what, rather than having to rely on a list of hits from an intranet search engine of dubious merit. The problems get worse when one of the senior managers leaves. Too much attention is focused on the loss of the knowledge they have, which in reality is probably not going to lead to the demise of the organisation. The more critical problem is that they may well have been the node linking two or more networks, and with the node gone these networks now operate only in isolation. Don Cohen and Larry Prusak's book *In Good Company* (Harvard Business School Press, 2001) is an excellent introduction to these issues, and for more about social networking Rob Cross and Andrew Parker are the authors of *The Hidden Power of Social Networks*, also from Harvard Business School Press.

Organisations now work virtually to such an extent that employees may work on projects and business processes with colleagues they are never going to meet. Few organisations appreciate the issues around using virtual meeting applications such as NetMeeting or WebEx. They are taught the mechanics of logging on, but not how to build trust and collaboration with others when you do not even know what they look like. These problems were brought into sharp relief by the launch decision for the Challenger Space Shuttle (Diane Vaughan's book, published by The University of Chicago Press in1996 tells the story brilliantly).

Over the last few years, the growth in social networking applications, such as LinkedIn, has been colossal. As few months ago a search for a missing woman in the UK was supported by her friends who set up a social network hub to give people a chance to provide any information they had that might lead to her being found. Tragically she was found dead, but an important precedent has been created.

The need to have access to global expertise is now widely recognised by companies, and usually the most heavily used feature of an intranet is the staff directory. However the staff directory needs to go beyond address and telephone number information. James Robertson specializes in the development of staff directories, and has written a handbook on their development (http://www.steptwo.com.au/products/staffdirectories/index.html). In a global survey for the handbook carried out in 2004, 89% of respondents had a staff directory, and this number has almost certainly grown over the intervening period.

To be of benefit, a staff directory has to be

- Comprehensive across the entire organisation

- Maintained in a fully current condition for the end of the business week

- Compliant with data privacy legislation, where that is a legal requirement. (http://www.intranetfocus.com/governance/legalissues.pdf)

Too many organisations play lip-service to providing effect staff directories that go beyond name, telephone number and email address. People want to know about where other people are in the organisation, which projects they are working on, what expertise they have, who else might they know through professional affiliation, and a great deal more. In Europe there are some tricky data privacy issues, but these can, and should be, overcome rather than being used by HR departments as an excuse for inaction. Often the problem is that the information than is held in an HR portal cannot easily be exported to an intranet application, and even when export is possible, enabling staff to revise and enhance the information seems to be beyond the capabilities of the IT department.

The issue is often what information such a directory should contain. Here is a maturity model for a staff directory:

- Level 1 – Name, location, contact details, email address (hyperlinked if possible) and job title. A photograph can be added, though this always has to be optional

- Level 2 – Name and job title can be linked to an organisation chart so that direct reports can be identified, and more clarity gained on role and responsibility

- Level 3 – All staff names in the intranet are hyperlinked to the staff directory

- Level 4 – Staff who are not employees (contractors) are added

- Level 5 – Free text field in which the employee can add in their view of their expertise

- Level 6 – Expertise is managed by a set of controlled terms, so that expertise is comparable

- Level 7 – Search of the staff directory is integrated into the intranet and other enterprise search applications

Another excuse is that people do not like being phoned and being asked silly questions, and as a result hide their expertise. That is easily overcome. Several organisations I know have a policy that any 'first contact' has to be by email, and the email has to set out what the enquirer has already done to try to answer the question. This gives the expert a chance to assess a whole range of parameters about the enquirer, and to give a response that ranges from being very busy to call me now.

The cost to a business of not facilitating knowledge exchange is probably quite colossal. Not only does the new employee in particular not work effectively for months because they have difficulty in building a network, but they feel that the organisation is not taking them seriously and helping them build a career.

So what does your company do to facilitate knowledge sharing? Are there courses in how to manage virtual teams? How do you promote your expertise and your career in the organisation you work for? It's time to get a better balance between information and expertise.

Reference Management

Tracy Kent, Librarian for Physics and Computer Science, University of Birmingham (t.k.kent@bham.ac.uk)

Still more new reference packages

This month's column has a range of new reference packages. If I am missing your favourite please do let me know.

InfoSelect

http://www.miclog.com

For keeping track of research notes and other kinds of information in either a structured or unstructured format you might like to try InfoSelect.

Backpack

http://www.backpackit.com

This is a useful package for keeping track of research notes. There is both a free version and a fully fledged package to boot. It has an advantage over other packages in that it is accessible from any Web browser in any location, eliminating the need to synchronise multiple computers on the go. It is very versatile and permits collaboration completely under the user's control, with shared pages and whiteboards

Bibblywiki

http://www.giffmex.org/bibblywiki.html

Bibbly wiki is an adaptation of Tiddly wiki software designed to create bibliographies, personal library inventories and notes on books.

BibMe

http://www.bibme.org/

This is a one-stop source allowing searching of references from a central repository and to then autofill the entry or you can manually put your own references in.

LiteRat

http://www.literat.net/

is a free German-language reference program especially suited to managing citations and their transfer to the word processor

Endnote version XI

http://www.endnote.com/

It's mid June, so there must be another version of Endnote being released! Version XI promises to be better than ever! There is now a feature that allows you to group references (taken from the reference manager grouping feature) allowing up to 50 custom groups. You can append up to 45 files of many types to each record using the new file

attachment feature. This expands the storage capabilities of the software. The software provides more support for Word 2007.

For many academic institutions the upgrade to Endnote XI is free – but nothing is ever free, is it? Documentation will now need to be updated, colleagues advised, Web pages updated, etc. To aid this process, there is an online tutorial on the website to talk you through the new features. It would be worth a look through. One particularly useful change for me has been the inclusion of reference type as a subject field for the subject bibliography. This aids researchers when submitting reading lists, so the can clarify what they are submitting to us.

Comparison of reference packages

www.wikipedia.org

Wikipedia has an article and several categories on reference software that compares the different packages in terms of operating systems, costs, options, etc. A useful starting point. Just type in reference management software and follow the links

Research into referencing

Issues concerning academic referencing are part and parcel of an Information Professional's life, and yet seems to pass a lot of others by. Therefore, any attempt to seriously consider which referencing styles exist, the history and origins of referencing, and when or when not to include a reference is to be welcomed. Colin Neville, from the School of Management at the University of Bradford, has been involved in researching issues concerning academic referencing as part of CETL Learn Higher project. As a result of his work, Colin has developed a section on the Learn Higher Reference website at www.learnhigher.ac.uk There is an accompanying book which, although aimed at students, would be of interest to anyone within the information profession who needs guidance. See his article in this issue of eLucidate.

Public Sector News

Jane Inman, Technical Librarian, Environment and Economy, Warwickshire County Council (janeinman@warwickshire.gov.uk)

Guidelines for Official Publications in Local Authorities

When you think of local authorities you may not immediately think of them as publishers. In fact, local authorities publish a vast quantity of information on a huge variety of topics. Some of the information has a short shelf-life but it is essential information for the local community. It could cover education, social care, planning, and maintenance of the highway network, road safety, community safety, waste management, recycling and much more. More substantial publications are also produced, and include the record of an authority's decision making process in the form of minutes and policy documents.

Keeping track of publications is made easier if they contain the standard information with which we are all familiar, if the requirements of legal deposit are met and certain other standards are adhered to. If they are produced electronically instead of, or as well as, in print form, there are further things to consider. Not least of these is access for those who do not use the Internet, and the future availability of material that is removed from websites without thought about the need to store material for future reference.

A new publication has been produced to give guidance on publishing to local authorities. *Guidelines for Official Publications in Local Authorities* is designed to help all those who have responsibility for writing, compiling and publishing official documents to make their publications as easy as possible for others to find, use, refer to and cite. The *Guidelines* cover the essential and additional information for inclusion in official publications, and set out basic publishing guidelines, set in the context of the various duties and responsibilities placed on local authorities by legislation and the nature of their work.

Back in 1989 a guide was produced by SCOOP, the Standing Committee on Official Publications, part of CILIP's Information Services Group. This new version has been a joint project with the bulk of the work undertaken by the National Foundation for Educational Research funded by Local Authority Analysis and Research, part of the Local Government Association. SCOOP and the Affiliation of Local Government Information Specialists (ALGIS) which is affiliated to the LARIA (Local Authority Research and Intelligence Association) have supported the project. The *Guidelines* are available as a PDF, as a printed document and as a Web tool. One free copy will be sent to all local authority chief executives. For further information or to access the Web tool, go to www.nfer.ac.uk/LApublishing.

Public Sector News is supplied by ALGIS (The Affiliation of Local Government Information Specialists) which represents information professionals providing information services to local authority staff and elected members. Jane Inman is currently Chair of ALGIS. ALGIS welcomes anyone with an interest in public sector information who feels they would benefit from being part of a community working in the same area. For more information go to http://www.algis.org.uk.

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Meeting Report: RSS, Blogs, Wikis: tools for dissemination and collaboration

UKEIG Training Day, Edinburgh

Mark Bargon

The day started with a cup of coffee and a biscuit in one of the training suites within the main library at the University of Edinburgh. We were then seated in front of a computer in a bright room with lots of natural light. We had already been given a folder containing a wealth of information, including fact sheets, exercises, further reading and information on other workshops, all printed on a rainbow of different coloured paper.

The UKeiG workshop on RSS, Blogs and Wikis aimed to explain the workings of these Web 2.0 technologies, to cut through the jargon and hype, and to suggest ways they can be used in a work environment. Presentations as well as practical exercises were held, so that we had time to set up and try our own tools. The workshop leader was Karen Blakeman, who was full of enthusiasm.

I knew the basics of Web 2.0 technology, but I was looking forward to increasing my understanding of how it all works. Despite the course name, Karen decided to start on blogs instead of RSS, as she felt that blogs were easier to understand. At the moment, my organisation does not have any blogs, but I have been thinking of getting one of our directors to have an internal blog to help with the two-way flow of communication between management and staff.

Karen started by explaining what a blog is, and going through the different parts of a blog. She then went on to explain where you would use a blog, what to look out for when using a blog as source of information, and how you must never ignore a blog which may contain information about your organisation. The workshop was relaxed, with lots of two-way interaction. We then moved on to the part we had all been waiting for, setting up a blog.

I used both Blogger and Wordpress to set up blogs, and found both services very easy to use. The blog I set up on Blogger appeared on a Google search within an hour of setting it up. I can now set up a blog to talk about myself and anything I am interested in. It could be useful to read if you suffer from insomnia!

We then moved onto RSS feeds, which were a bit more complicated. This part of the workshop was run in a similar way to the blogs session. I found setting up a page to receive RSS very easy in both Google and Pageflakes, but found the structure in Pageflakes much better. However, I really struggled on setting up a RSS feed on my-rss.co.uk. If I play with it a lot more I will get a better understanding of how it works. [Editor's note: UKeiG will be producing a fact sheet providing a step-by-step guide to My-RSS]. However, it has given me a few ideas of how to use it at work. RSS feeds could solve the problem of the number of emails colleagues receive.

The afternoon session kicked off with wikis. Karen informed us that Wiki Wiki means quickly in Hawaiian. Hawaii and the Web seem to have a lot in common. First we had surfing and now we have Wikis. (Wish we had the weather as well.) As Karen took us through what a wiki is and how to set them up, I was thinking of so many different ways that a wiki could help us work with colleagues. They could be used in running a project. Any papers being used within a group could be put up on a wiki for other people using the 'group amend' facility. With all the add-ons, like a to-do list, this could be the main

communication channel. The only draw back could be security. The good news is that I found wikis so interesting, I might not have time to bore you with my blog.

On the whole I found the workshop very productive, and I know that it has given my colleagues who went on the course and me a new enthusiasm to use Web 2.0 technologies to help our work.

Mark Bargon is Information Officer (New Media), Communications Service, The City of Edinburgh Council

Meeting Report: Image Management in Bio- and Environmental Sciences: New Directions

Manchester, 31 May 2007

Anne T Costigan

An interesting and stimulating event, organised by the UKeiG and the IAALD (International Association of Agricultural Information Specialists). PowerPoints and other information relating to the sessions may be found at:
http://www.ouls.ox.ac.uk/isbes/forestry/fibs/fibs2

Roger Mills, of Oxford University Library Service, gave the first presentation, on finding images via the Internet. This excellent session was not just a list of websites (although he did include a very good list, available at the website above), but a fascinating discussion of the issues involved, with an excellent example of the difficulties involved in attaching metadata to images – a photograph of a monster from Dr Who!

Roger Mills' presentation integrated very well with the next talk, by Dr David Shotton of the Department of Zoology at Oxford University, on image analysis for retrieval. There are many millions of images available via the Internet. Most have no metadata attached and it is impossible to force image creators to attach valid, reliable, consistent metadata to each image. Dr Shotton showed how automation is attempting to solve this problem.

Dr Shotton then gave a further presentation, called 'Research images as first-class publication objects'. Journal articles include only a small sample of the images and data that are collected during research. Dr Shotton discussed how more of this information can be made available, with particular reference to Web 2.0 and Semantic Web technologies.

After a very pleasant lunch, Julia Hoare of the Linnaean Society explained how the Society is digitising its world-famous taxonomic collections. The programme includes creating digital images of every specimen in the herbaria and the Insect and Fish Collections, among others, and these images will then be made available on the Web. This will reduce wear and tear on the specimens, and will also enable global access. Web 2.0 technologies are also involved here – user tagging of images will be encouraged.

Anne Donnelly and Sara Bowler of Proquest-CSA introduced CSA Illustrata, which takes a new approach to retrieval of images and data found in journal papers. These are rarely indexed directly, but may contain much useful information. CSA Illustrata indexes images and tables so that they can easily be retrieved. Records include a citation for the article and links to the abstract and the full text of the paper. At the moment, only the natural sciences database is available, but coverage will be extended to technology, arts and social sciences in the future.

In the final session, Roger Mills returned to give us an introduction to Web 2.0 technologies in general and the issues associated with them.

Overall, this was a fascinating and thought-provoking day. The venue (John Rylands Library of the University of Manchester), hospitality and organisation were all excellent, and a brief trip outside in the rain (due to a bomb scare) in no way impaired our enjoyment, thanks to Anne and Sara of CSA Illustrata who bought us all refreshments while we sheltered in the Refectory!

Anne Costigan is Life Sciences Librarian at the J B Priestley Library, University of Bradford

Meeting report: UKEIG intranet forum

7 June 2007, TUC, London

Roshan Khan

An intranet forum meeting was held on Thursday 7 June 2007 at the TUC's London premises. Forty attendees heard from three speakers, and a participative discussion ensued.

1. Information architecture: how is your site structured?

The first speaker was Mel Morey, Intranet Projects Officer at the TUC. Mel talked us through their current site, ToUChbase, and gave us a sneak preview of a proposed new structure that has been developed in response to comments from staff and Web analytics.

Figure 1 shows that the first navigational menu item horizontally across the top of the screen is About Us. This expands to show information about departments, committees and projects etc. However, as part of the restructure this will be called "Inside TUC", because members of staff who have been with the organisation for up to 40 years may not look under a menu item called About TUC as they may feel they know everything about the TUC. 'Departments and offices' will also be moved up a level to make its content more accessible.

Figure 1

The next section is Documents, which is both a repository and archive, followed by Tools, which includes external resources such as websites, and Internal Resources, such as a people finder, acronym finder and access to HR and Finance systems. Finally, the Help section will be removed, as Web analytic statistics (extracted from their Refocus content management system) show that this is rarely used.

The homepage itself consists of quick links, Latest Events, Spotlight on a news issue, Latest Announcements, and a Google search box to search the external web. The Add to My Touchbase plug-in, which allows users to tag favourite pages, will be removed in the revamp, as feedback indicates that this isn't used.

All TUC members of staff have permission to directly publish a story on the Latest Announcements section of the homepage, and, amazingly, there has not been a single instance of this privilege being abused with inappropriate content.

Issues

Mel recounted how search statistics showed that some frequently used items (e.g. an expense claim form) were too difficult for staff to find because they were positioned four levels deep in the structure. To resolve this issue, the item in question was added to an A-Z listing of the site, and a quick link was created on the homepage and to the Spotlight section to promote it. The following month's statistics showed there were zero searches for the expense claim form, so this approach was therefore successful. While it appears that an A-Z listing to a site has the advantage that users don't have to understand the architecture of the site, the point was also raised that A-Z listings may also be used to compensate for unreliable search results. The audience had differing experiences of intranet search, and so this will be a topic for a future forum meeting.

Another issue is whether to categorise content by the department that owns it, or by function. For example, Mel felt that the Learning and Development section should be on the same level as Personnel rather than within it, to encourage usage. However, the Personnel Manager understandably didn't want to lose control of the content, so Mel had to exercise her influencing and negotiation skills to resolve this issue. Similarly, how many of you have copyright or data protection sections within your Library/Information Centre pages? Would users know which department is responsible for these policy issues, and so where to look for them?

It sometimes seems that all content authors think their content is the most important and want it to be one click away from the homepage. For example, the staff responsible for the Going Green initiative wanted it to be a higher level menu item but this just would not fit with the rest of the structure.

Decisions also need to be taken when naming categories. For example, should the organisation's pension provision be referred to as the TUC superannuation fund or just plain old pension scheme? And take care when categorising subjects - for example, grouping Wales TUC under Regions is incorrect as Wales is not a region!

Mel and her colleagues have the opportunity to explain the structure of the intranet and highlight key content in a 1.5 hour slot in a staff induction programme four times a year, and the forum audience enjoyed this insight into their information architecture today.

2. What is your intranet worth?

Next up to the lectern was Paul Miller, Chairman of the global Intranet Benchmarking Forum (IBF). Launched five years ago, IBF is the leading intranet benchmarking group driving forward the intranet management, performance and best practice of its members' intranets. Although Paul does not have an information professional background, one of his team is Helen Day, who won the International Information Industry award for Best Intranet Project in 2004 for her work at Boots the Chemist.

Paul spoke about the importance of assessing the financial value of our intranets. IBF is currently working with a team of economists to put precise valuations on tangibles and intangibles. In January 2008, IBF will launch a tool that will be deployed within member organisations to calculate the financial value of a major intranet. In the meantime, Paul recounted that when the BBC put all its taxi bookings on the intranet, this saved about £2.50 in administrative cost per booking, which in total saves c.£1.7m per year of costs.

He also spoke about British Airways saving £40 million in the past three years by putting payslip and rota information on their intranet for pilots and cabin crew to access remotely from home or hotels. And Microsoft has saved huge amounts using LiveMeeting as a collaborative tool instead of physical business travel.

As well as financial value, Paul spoke about how intranets add value in other ways too. Flexible working (e.g. from home or remotely), has created a need for the virtualisation of the workplace, which can be fulfilled by an intranet. Culture and branding is also encapsulated in an intranet, and this helps with staff retention and recruitment by creating a sense of belonging.

The forum felt that leaders tend not to use the intranet to its fullest potential, although Paul did know of one MD who has a two hour live chat session ("e-Ben") with staff. And IBM have what is known as a "jamming" session, where a topic (for example, "What should we invest in for our Corporate Social Responsibility remit?") is posted on the intranet, and staff have 48 hours to blog on and participate. A summary report on the results is then published.

With annual membership at just under £18K, membership to IBF is restricted to Global 200 (IBF Global), FTSE 100 (IBF 100) and Fortune 500 (IBF North America) organisations, so those of us from smaller organisations were very grateful to hear Paul's expertise at the forum.

3. An electronic social medium for UKeiG Intranets Forum

Finally, Dion Lindsay wrapped up the meeting by reporting on the results of his question-naire regarding the need for an e-social medium for the UKEIG intranet forum. Using surveymonkey.com, 25 responses were received from the 50 forum members polled. 21 members wanted to dialogue between meetings and 17 already had a topic they wanted to post. Respondents stated their potential reasons for posting as:

- Seeking solutions to my intranet problems

- Discussions started at face to face meetings

- Providing examples of what I am doing

- Learning about what others are doing

- Because I can't attend face-to-face meetings

- Organising visits

- Sharing news – useful articles, future developments

It was agreed that the e-medium would be closed to involve only intranet forum and UKeiG members due to the potentially confidential nature of some posts. There was some discussion about whether an email based listserv, blog or wiki might be appropriate mediums, and we look forward to an appropriate technical solution being agreed between Dion and Karen Blakeman.

Meetings

Our thanks to Helen Davies, TUC Information Manager, for hosting and chairing the session. The next meeting is on 5 July 2007 at the Disability Rights Commission in Manchester (or via videoconference at their Gray's Inn offices in London). The theme is accessibility. It was also announced that the 12 December 2007 meeting will be held at 3pm at the Foreign and Commonwealth Office and the theme is marketing.

The following were raised as ideas for future topics: content standards, archiving, Web 2.0, usability testing and discussion forums.

Roshan Khan is Group Know-how Manager at Maitland, a wealth management and professional services firm providing legal, fiduciary, asset management and fund administration services.

Meeting Report: Riding the waves or treading water? Confronting the challenges of a volatile electronic environment

Fiona McLean

This meeting took place at the UKeiG Annual General Meeting on 13 June 2007 at SOAS, London. The chairman for the day was Gary Horrocks (UKeiG Chair).

1. Introduction by Gary Horrocks, UKeiG Chair

Gary's introduction included some key points that which were demonstrated by the later sessions. He described what our role and responsibility are in this volatile electronic environment. There are three converging issues

The first is that new technology needs to be assessed rationally and logically for its possible place in the workflow that helps the organisation to fulfil its mission and business plan. It is our responsibility to monitor for new technology, and keep senior management informed. It is up to them whether they decide to go for it or not.

We need to keep up with the rapidly evolving new technologies. Web 2.0 applications and their huge take-up by users have had a particularly powerful effect, and things are changing rapidly. Web 2.0 applications use more interactive approaches. Some are currently in use on the level of gaming or other non-work content. We need to feel confident about including time for this in our schedules, and acknowledge that the main use of the applications may not be work-related content.

The second issue is that our users are already using this technology. Younger ones, such as in HE, will be 'digital natives' who take it for granted, whereas it will be something new beyond past experience for others, who are 'digital immigrants'. 'Digital natives' will do whatever they find useful in new applications – we need to learn about it, assess its functionally. If adopted, we then need to be able to teach and support this new application.

The third issue is that we must also manage our careers: no-one else will! We need to keep notes of activities/skills so that we maintain a current, comprehensive CV. And be positive! Jobs in the electronic sector are growing, and the inclusion of strap lines by organisations that acknowledge the importance of information shows a new acceptance.

The next two talks were by Dr Jan-Martin Lowendahl, Research Director, Gartner (http://www.gartner.com) His work is based in their Higher Education Team, but his talks had a more general relevance.

2. Emerging IT trends and tools to deal with hype, maturity and alignment.

Jan-Martin described the key issues to address as: what IT trends will affect (higher education) organisations; what services will the internal IT organisations need to develop/discontinue, and what tools can be used to frame the discussion on IT (in a university)?

His talk described the challenge of rapidly changing and increasing use of technologies, and how they have changed the teacher/student role, and enabled new communities.

Jan-Martin stressed that the role of IT is to facilitate and support the aims of the organisation's mission and operational plan, and not a separate function. Specialist staff have the responsibility for accurate and timely briefings, but it is not their role to make decisions: that is the responsibility of the leaders of the organisation. IT staff need to develop a well-planned process to investigate the potential and relevance of new technological possibilities. He gave an example of a model with several clear steps. The needs of the end-users were a fundamental part of this assessment and planning process.

The importance of using data was stressed, whether from internal or external sources; many of the statistics in use are only estimates. One source he uses is the Horizon report[1]. The technology only provides the infrastructure. He gave the example of the many innovative uses of the 3D virtual world 'Second Life'[2]. It is entirely built by its millions of 'residents'. Gartner even uses it for their staff (as their avatars) to hold meetings. Another example is a collaborative project to build a mosque.
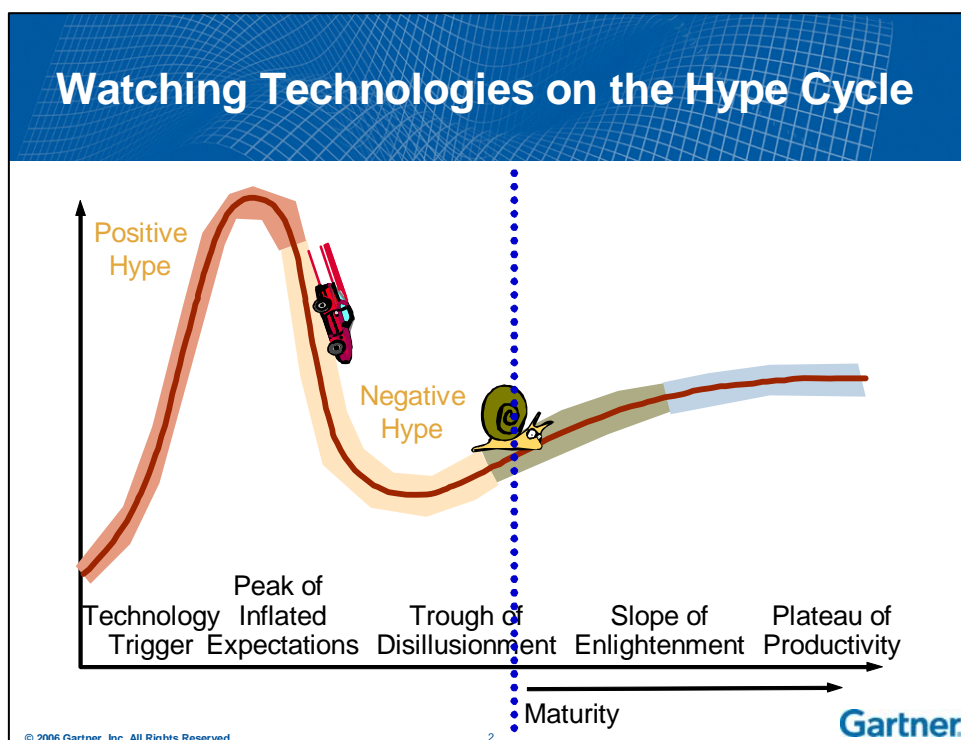

Figure 2 Emergent technology cycle

[1] **2007 Horizon Report.** The New Media Consortium & the EDUCAUSE Learning initiative. Posted February 15th 2007. Download from http://www.nmc.org/horizon/2007/report (viewed 26/06/2007)

[2] **Second Life** http://secondlife.com/ (high speed connection needed). Requires registration before entering the site. Outside the site: user-developed videos e.g. Orientation Island 1: Moving and Flying http://www.youtube.com/watch?v=ZF77gx0BqmY (viewed 26/06/2007).

HealthInfo Island: 2nd life library describes the project http://infoisland.org/health_info (viewed 26/06/2007)

He presented a graph showing the 'Emerging Technologies Hype Cycle, 2005', which represents the fluctuations of hype when a new technology emerges. This starts in a huge wave of hype, followed by a fall as the problems with it become clear. However, there is then a gradual rise again as the realistic potential of the technology is recognised; then it becomes an ordinary tool to support productivity. He explained that most technologies will take several years to reach that stage, and many will not get there at all.

The talk concluded with his recommendations that IT staff need to support the main missions, build a framework to support decision-making, understand relevant standards, and always remember that IT is a tool.

3. Digital natives hit the workplace: fodder for digital culture wars?

His second talk focussed on how there is now a 'digital culture war'. This model defines two groups: younger people take the digital world for granted: 'digital natives'. Others are 'digital immigrants' whose model of transferring information is based on pre-digital concepts[1].

Applying this to the HE context, he described how the students are likely to be 'digital natives', and teachers and others 'digital immigrants'. Students preferring information to be delivered rapidly, randomly accessed via multimedia information, and to be instantly gratifying and useful. All these contrast with most teachers being 'digital immigrants' with opposite preferences. An example he gave was that a 'digital immigrant' would have talked about a 'digital camera', whereas a 'digital native' would always have just called it a camera. Workplace culture was likely to change as the 'digital immigrants' gradually retire.

The following two sessions looked at issues for information professionals themselves.

4. Information professionals: swimming upstream, or going with the flow

This stirring presentation from Sue Hill, Managing Director of Sue Hill Recruitment (http://www.suehill.com/) stressed the importance of information professionals taking active control of their careers and development. Sue stressed that continuous learning, particularly of specific skills, is essential. We need to acquire the skills (and identify those we have already), then to 'document it – prove it – keep the CV career ladder up-to-date.' They skills can be job related, such as practical skills, and more general soft skills (e.g. communication). It's essential to adapt our skill set to meet changes. We also need to keep up with topics such as professional issues, the rapid technological innovations, and changes in user behaviour.

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[1] Ian Jukes and Anita Dosaj, The InfoSavvy Group (Feb 2003). Source: website currently being rebuilt http://web.mac.com/iajukes/iWeb/thecommittedsardine/Home.html (viewed 26/06/2007)

Sue moved on to describe how we must have an understanding of what employers want. This is likely to include expecting staff to know the issues relevant to their job, employer and profession, in addition to the necessary skills. Leaders rely on the professional to use their expertise to keep up with the latest innovations, and advise them on ones relevant to the organisation's needs, even if the managers do not decide to take them up.

We need to have a high profile to market ourselves, for example put our successes 'up in lights'. Sue said that this linked with the importance of knowing what is going on, inside the organisation and outside, and to network in a calculating way, targeting important people. Then it's up to us to create a career plan, with an accurate insight into what employers can offer as well as what they want, in addition to an awareness of the job market. We need to identify things that motivate us, and seek evidence that an employer (of choice) can offer them.

Sue concluded by listing the visible signs of the consummate professional: a successful career with good moves, working with their employer of choice.

5. Who is managing information?

Val Skelton, head of training and learning, TFPL Ltd (http://www.tfpl.com/), described how information work skills have – and have not – changed in the last 20 years. She used examples from TFPL's training courses 20 years ago: the use of microfilm may be outdated, but records management continues to be a key skill. Most of the talk was based on the TFPL research project 'Who's managing information? Information responsibilities in the digital world.'[1] which is available to download free. The definition they used for e-information roles was any role of which at least 50% of time is spent in information or knowledge management. This includes a very wide range of roles and job titles, and these do reflect real developments. They are new representations of a traditional role. Val described two examples of specific projects, and finished her presentation with examples of 'real jobs' from their books.

6. Information literacy in the age of amateurs

The last presentation of the day was by Peter Godwin, Academic Liaison Librarian, University of Bedfordshire. Peter told us how HE is facing a wide range of projects and culture, and also the rapid changes in technologies and consequent changes in student behaviour. Information professionals need to decide how to react. In his talk, he described information literacy in the context of HIM, and then discussed the 'Web generation'. This included a review of Web 2.0 tools and what they mean for information professionals in HE and their effects on what and how they teach.

HE is also facing rapid changes in technologies and consequent changes in student behaviour. Information professionals need to decide how to react. CILIP provides this definition: "Information literacy is knowing when and why you need information, where to

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[1] Who's managing information? Information responsibilities in the digital world. TFPL Feb 2006. Free from TFPL website (registration required) Downloads page: http://www.tfpl.com/form/report_dl.cfm?ct=t (viewed 26/06/2007)

find it, and how to evaluate, use and communicate it in an ethical manner"[1]. There have also been projects such as SCONUL's '7 pillars' framework[2].

We can become 'information gurus' with a wider knowledge of high quality resources (e.g. Google Print), and teach users about quality evaluation of resources. We can also recommend other search engines to Google, such as Exalead (www.exalead.co.uk/), CrossEngine (www.crossengine.com/) and Quitura (www.quintura.com/).

Peter then focussed on Web 2.0 tools, and their implications. They have led to much more interaction between people and groups. He gave examples of some major tools, which are all Web applications designed for anyone to add, edit, store and share information. Innovative uses have flourished, particularly interactivity and development of communities, and they are now heavily used sites:

- Wikipedia (http://en.wikipedia.org/wiki/Main_Page) online encyclopaedia

- MySpace (http://www.myspace.com/) social networking website offering interactive information in many formats

- YouTube (http://www.youtube.com/) online video streaming service

- Del.icio.us (http://del.icio.us/)sharing bookmarks ('favourites')

- Library Thing (http://www.librarything.com/ details of books

- Flickr (http://www.flickr.com/) a photo sharing website

Peter noted how one feature of such sites is the need for users tag their resources with their own choice of words. This is central to the linking of ideas, and is part of critical thinking to make links that involve evaluation, categorising and formulating keywords. He pointed out how this could this could also develop an understanding of subject headings and summarising a topic. There are more Web applications, and rapid development will continue. There is a risk of information overload, such as in checking several RSS feeds and blogs (which can be a distraction as well as a valuable resource).

Peter described the Web 2.0 challenge to information literacy. The needs of the 'Google generation', and these tools, means that information literacy is increasingly needed; it is not a 'given'. Information professionals need to trial these tools to help us connect with that generation, as well as investigating how they could be useful in our work (for example, storing presentations or developing YouTube presentations for tutorials) We must spend more time: teaching how information is created and communicated, help to develop a sense of context, encourage scepticism and ability to evaluate, guide toward assimilation, deep thinking and reflection, and stress the need for ethical use of material.

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[1] A short introduction to information literacy CILIP, 2004
www.cilip.org.uk/professionalguidance/informationliteracy/definition/introduction.htm
(viewed 26/06/2007)

[2] The seven pillars of information literacy model. SCONUL Updated October 2006
www.sconul.ac.uk/groups/information_literacy/sp/model.html (viewed 26/06/2007)

Peter concluded that we can play a key role in creating information-literate citizens. We are ideally placed to investigate and use Web 2.0 tools to encourage reflective learning. And we have a whole new set of tools to enliven our delivery!

I found this seminar thought-provoking, useful and informative. It was also a bit daunting, as it emphasized the rapid changes in technologies and their uses, and therefore how essential it is to put time and effort into keeping up to date. It has raised my awareness and interest in technology issues, such as mainstream news now including mobile phone videos, and interactive features.

Fiona McLean is a health information professional with a particular focus on consumer health information.

Current Awareness

Column editor: Jane Grogan (Jane.Grogan@gchq.gsi.gov.uk)

This column contains summaries of articles (print and electronic) about information access and retrieval, electronic publishing, preservation and virtual libraries etc. including, with permission, abstracts identified with an * next to the author initials, drawn from Current Cites, the monthly publication distributed electronically by a team of Librarians and Library Staff and edited by Roy Tennant: (http://lists.webjunction.org/currentcites/).

If you are interested in providing reviews for the column, please contact Jane Grogan for further details.

Content Management

Byrne, Tony. **The WCM renaissance** *EContent* 30 (5) (June 2007) 38-42 – Why Web content management still has a place, despite the rise of enterprise content management. Byrne explains that ECM tools primarily support operational standardisation and enterprise control. WCM tools principally support informational standardisation while empowering individual publishers. Web 2.0 has forced managers to become more aware of the Web as an interactive tool. A breakout box looks at Ajax content management system – [CP]

McClure, Marji. **A case of measuring content's impact** *EContent* 30 (4) (May 2007) 44-46 – Case study of a hip hop music site which uses FeedBurner tools (http://www.feedburner.com). As the concept of content view becomes more common, this site is using these tools to measure feed items – [CP]

Miller, Ron. **Today content delivery is a two-way street** *EContent* 30 (4) (May 2007) 32-36 – "These days, content is a two-way street. The trick is to avoid content traffic jams". Miller looks at how organisations can handle fluctuations in traffic. Content Distribution Networks are one such method. A breakout profiles the FlightCentre blog (http://www.flightcentreblog.com) – [CP]

Digitisation Projects

Gorman, G.E. **Google Print and the Principle of Functionality** Online Information Review 31(2) (2007): 113-11 – G.E. Gorman obviously hasn't gotten his copy of 'The Long Tail'. In this piece, he warns against the "spurious, economically unsound views" of Google Print in their intention to digitize "everything [they] can lay their hands on". He recommends using "professional judgment" as a selection method instead. All I can say is beware of what you wish for! There already was a selection method in place that produced the original collections. None represent the universe of all publications. Furthermore, past use on the shelf is no indicator of future use once in digital form. Digitalization of low-use material surely promises more than simply "clutter[ing] the web" as Gorman argues. Also thankfully, Google Print isn't the only game in town. Its academic partners are free to pursue their own digitization schemes using methods hopefully more to Gorman's liking – [*LRK]

Grogg, Jill E., and Beth Ashmore**. Google Book Search Libraries and Their Digital Copies** *Searcher* 15(4)(April 2007)

(http://www.infotoday.com/searcher/apr07/Grogg_Ashmore.shtml) – Entire articles have been written about the Google Book Search Library Project – how Google's doing it, why libraries are joining in, and the issue of copyright – but not much has been said about what those libraries plan to do with their copies of the digitized materials once they've been scanned. Grogg and Ashmore survey the field and study how the project fits into existing and future digital libraries at various institutions. Plans include open access to all, inclusion in OPACs and digital repositories, and archiving and preservation. Many of the libraries are still developing the infrastructure and delivery system to handle the sheer volume of materials they are receiving. Of the twelve institutions reviewed for the article, seven are sticking with scanning materials in the public domain, and five are scanning all materials regardless of copyright (at least until any court decisions have been made). Grogg and Ashmore answer the question of motivation to join when they write, "Google can offer digitization on a grand scale at a price libraries can afford." It's a bargain that's hard to turn down, even with the threat of pending litigation – [*KC]

Puglia, Steve, and Erin Rhodes. **Digital Imaging – How Far Have We Come and What Still Needs to be Done?** RLG DigiNews 11(1) (15 April 2007) (http://www.rlg.org/en/page.php?Page_ID=21033#article2) – Few are as qualified as Steve Puglia to pen this history of library- and archive-based digitization efforts. Having long labored in that particular orchard for the National Archives and Records Administration, as well as served on the faculty of the highly regarded School for Scanning, Puglia has lived much of what he recounts. But this is by no means simply a history of NARA's efforts, Puglia casts a wide net over all the major players and the documents and procedures they promulgated over the years. The table of "Imaging Specifications and Guidelines" that identifies many of these is an impressive statement to the body of work produced by those active in the field. This and the other article cited in this issue of *Current Cites* are a fitting end and tribute to this part of *RLG DigiNews* history – [*RT]

Treloar, Andrew and Groenewegen, David. **ARROW, DART and ARCHER: A Quiver Full of Research Repository and Related Projects**. *Ariadne* 51 (April 2007) (http://www.ariadne.ac.uk/issue51/treloar-groenewegen/) – Describes three inter-related projects to support scholarly outputs and the e-research life cycle which have been funded by the Australian Commonwealth Government. Arrow is the Australian Research Repositories Online to the World, DART the Dataset Acquisition, Accessibility and Annotations e-Research Technologies and ARCHER the Australian ResearCH Enabling enviRonment. Looks at the design, development and deployment and success of each – [CP]

E-Publishing

Davis, Jan. Referenceware by Books24x7 – *EContent* 30 (4) (May 2007) 20–22 – Review of full text IT and business books and reports for which all content, including tables, equations, charts and illustrations are tagged and indexed. The search engine has a patent pending, and Davis remarks on the powerful and precise search results. Other features include downloadable tables with MathML encoding and the ability to create custom topics to link to an organisation's training programmes or projects. In short a just-in-time library (http://www.books24x7.com) – [CP]

Education

Cosgrove, Lynn, Wise, Steven L. & Lottridge, Susan M. **The Development and Validation of the Information Literacy Test** College & Research Libraries Vol 68 (3) May 2007: 229 – 236 – Cosgrove et al describe the development and validation of the Information Literacy (IL) Test at James Madison University (JMU). Interestingly, the IL test is specifically designed to be used by other universities or university libraries outside JMU. Student assessment is via 60 multiple-choice questions which can be completed in one hour, and are delivered via the Web. It measures four of the five (Standards 1, 2, 3, and 5) ACRL Information Literacy Competency Standards for Higher Education. The test was developed collaboratively by the JMU Center for Assessment and Research Studies and JMU Libraries.

The authors describe the measures taken to ensure that the IL test provides both reliable and valid measures of information literacy. Rigorous standard-setting procedures are described, which means students achieve performance levels of proficient, below proficient, or advanced. The test is available for a small fee of 7 US dollars per test. For those who want more details visit the webpage at: www.jmu.edu/icba/prodserv/instruments_ilt.htm or contact one of the first two authors at camerosl@jmu.edu or wisesl@jmu.edu – [AS]

Stacey, Paul. **Open Educational Resources in a Global Context** First Monday 12(4) (April 2007) (http://www.firstmonday.org/issues/issue12_4/stacey/) – This article provides a useful overview of the state of development of open educational resource (OER) initiatives and some of the questions regarding their use and effectiveness in improving global access to education. Based on an online discussion that took place in a UNESCO-sponsored forum in November/December 2005, the author provides examples of different models of OER initiatives (MIT's *OpenCourseWare*, Rice University's *Connexions*, and Carnegie Mellon's *Open Learning Initiative*), explores various business models, and suggests next steps that can help OER initiatives realize their full potential. Especially interesting are the discussions on global issues such as language, the digital divide, and international cultural considerations. The author also discusses some technical issues from a user's perspective, looks at the possibility of social and community-based authoring, and points to some convergences with other "open" initiatives, such as open-source software and open access to research and scholarship – [*BR]

Thomas, Kim. 2007: **An inspection calls.** *Information World Review* 236, June 2007: 10-12 – A three page article looks in depth at universities' preparation for the 2008 research assessment exercise (RAE); the first since 2001. This exercise is intended to evaluate the quality of research undertaken in higher education institutions and also affects future funding decisions. The opportunity for and role of information experts in supporting such assessments is discussed; including checking bibliographic sources and impact factors of published work using citation indexes. Gary Horrocks, Chair of UKeiG, talks about the impetus for institutions to integrate information provided by the RAE – [RH]

Wilber, Dana J. **MyLiteracies: Understanding the Net Generation through LiveJournals and Literacy Practices** *Innovate: Journal of Online Education* 3(4) (April/May 2007) (http://www.innovateonline.info/index.php?view=article&id=384) – This month's issue of *Innovate: Journal of Online Education* focuses on the Net Generation student and how educators and the educational systems could or should response to the

challenges these student impose. While there are a number of good articles, Wilber's deserves particular note, which is a summary of an ethnographic case study she conducted in Fall 2005. During the course of the semester, Wilber studied the literacy and technology practices of college student, focusing specifically on her use of the social networking and the blogging site LiveJournal. She discovered an emerging set of new literacy practices that challenge the once clear delineation between author and reader – [*SG]

General

Arfeuille, Erik. **New Technologies in Libraries – The End** *New* Technologies in Libraries (5 April 2007) – Anyone interested in digital libraries over the past 10 years is sure to recognize the name of Erik Arfeuille. His regular compendium of articles on library-related topics, *New Technologies in Libraries*, was a welcome source of current awareness. It certainly gave me pointers on what to read (and recommend). Alas in a farewell message dated 4/5/07, he announces that his "workload" no longer allows him to produce the lists. While this is a shame, the nature of his contribution for so many years is appreciated – [*LRK]

Caldwell, Tracey. 2007: **Thomson bids for Reuters to survive exchange shake up**. *Information World Review* 236, June 2007: 1 – In the context of a rapidly changing stock exchange trading environment, Reuters and Thomson are reported as being involved in an £8.7bn 'super-merger' deal. The development of quasi-automatic trading systems based only on intelligence and analysis providing alongside data-feeds is anticipated. The consequences for choice, information pricing and competition are discussed – [RH]

Carlson, Scott. **Are Reference Desks Dying Out?** *The Chronicle of Higher Education* 53(33) (20 April 2007): A37+. (http://chronicle.com/weekly/v53/i33/33a03701.htm) – Despite the overblown title, this article explores some interesting issues regarding modern library reference service. The article begins with the example of a UC Merced librarian answering text-message reference questions from students via cellphone while thousands of miles away at a conference. "Doing things the way I'm doing them now," Carlson quotes the librarian, Ms. Michelle Jacobs, as saying, "I have reached almost twice as many students as when I sat on a reference desk." That isn't the whole story, though, and Carlson goes on to give those advocating face-to-face reference services airtime as well. The article does not come down on either side with any force, but rather leaves the reader thinking about options. This reader thinks that the real answer is not one or the other, but both, implemented in ways that maximize the benefits of each while minimizing the staffing impact – [*RT]

Daily, Geoff. **Lights, camera, action: is vodcasting ready for primetime in the enterprise?** *EContent* 30 (5) (June 2007) 24-29 – Offers a definition of vodcasting, how and why it's being implemented in enterprises, and barriers to its wider implementation. Whilst using the same model as RSS the delivery often differs. Podcasts and vodcasts are cheaper than webinars, and have applications in corporate training and internal communication. Readers with advanced media capabilities include Attensa for Outlook and NewsGator's FeedStation. The author suggests that RSS-delivered video has potential for offloading the strain on corporate networks, as video could be uploaded and

pushed out to subscribers at night. Companies featured in the article: Attensa – reader with advanced media capabilities, Feedia, NewsGator and PodTech – [CP]

Gibson, Craig, and Dorothy C Lockaby. **The Johnson Center Library at George Mason University** *Reference Services Review* 35(2) (2007): 322-330 – Can a library center built in 1995 already be obsolete? The construction of any library is naturally a reflection of the technology and perceived needs at the time. If both these change, the role of the library might have to be reconsidered. That at least is the challenge confronting the Johnson Center Library at George Mason. The authors make clear through an interesting discussion that the developers got some things right and some things wrong. The question now is how to build on the positive while making optimal use of the space – [*LRK]

National Science Foundation **Cyberinfrastructure Vision for 21st Century Discovery** Arlington, VA: National Science Foundation, March 21, 2007. (http://www.nsf.gov/pubs/2007/nsf0728/nsf0728.pdf) – Often libraries are overlooked when issues related to cyberinfrastructure are discussed, but this is not the case in the latest in this series of reports on cyberinfrastructure development. In five chapters, this report looks at the major issues to be addressed in the next several years including high performance computing; data analysis and visualization; virtual organizations and distributed communities; as well as learning and workforce development. Throughout the document, but particularly in the chapter on data analysis and visualization, the critical role of libraries in developing the cyberinfrastructure is made clear. Not surprisingly, many of the issues discussed in the report will be familiar to those in the information professions. Perhaps the biggest (unaddressed) question in the report is how we in the information professions will take up the challenge to lead in the further development of the cyberinfrastructure lest it be left to others – [*FC]

Pothen, Philip and others. **The JISC Annual Conference 2007** *Ariadne* 51 (April 2007) (http://www.ariadne.ac.uk/issue51/jisc-conf-rpt/) – Overview of the proceedings of this Spring's JISC Annual Conference held on 13 March 2007 at the International Convention Centre, Birmingham (http://www.jisc.ac.uk/conference2007). Sessions covered the e-Framework, e-Theses service, the learner's experience of e-learning, virtual research environments, knowledge transfer, preserving and managing institutional digital assets, e-content and compliance. The closing keynote from the project director of BBC 2.0 covered the principles guiding Web development at the BBC - [CP]

Powell, Andy and Recordon, David. **OpenID: Decentralised Single Sign-on for the Web** *Ariadne* 51 (April 2007) (http://www.ariadne.ac.uk/issue51/powell-recordon/) – A brief look at OpenID (http://openid.net) and how it is relevant to e-learning. OpenID is a user-centric technology that allows users to control how their identity is managed and used online. It is decentralised, so users make their own choice of OpenID provider. The authors believe it will be adopted by more Web 2.0 services – [CP]

Smith, Steve. **My Internet, my self** *EContent* 30 (5) (June 2007) 6 – "The Web becomes a shadow self…monitoring what we work on and feeding us the content we need to complete tasks, because it knows us as well as a personal assistant." Smith asks if our content is ready to converse with the next generation – [CP]

Smith, Steve. **Virtual worlds open for business** *EContent* 30 (4) (May 2007) 6 – Looks forward to the possibilities when people become as comfortable with virtual world engines as they are with webcasting and instant messaging, and content providers leverage There.com or Second Life worlds to become environment providers – [CP]

Van Orsdel, Lee C., and Kathleen Born. **Serial Wars** *Library Journal* (15 April 2007) (http://www.libraryjournal.com/article/CA6431958.html) – *Library Journal* has published its annual review of serials prices. The bottom line: "In 2007, academic libraries saw overall journal price increases just under eight percent for the second year in a row. U.S. titles rose nine percent on average; non-U.S., 7.3 percent." STM journals continued to be quite expensive, with average 2007 prices for the top three disciplines being: $3,429 for Chemistry, $2,865 for Physics, and $2,071 for Engineering. The country with the highest average price per title ($3,362) was the Netherlands. There is considerable discussion of open access issues in this article, and Peter Suber has commented: "This is an excellent picture of where OA stands today. If you have colleagues who want to know what's been happening and only have time for one article, give them this URL." – [*CB]

White, Martin. **Wanted: Intranet Leadership** *EContent* 30 (4) (May 2007) 30 – There is no easy answer for which department should manage an intranet when it is on every desktop. Mostly the choice is between human resources and IT. White argues that the solution is strategic, with a steering group of representatives of all stakeholders reporting to one executive level sponsor – [CP]

Information Access

Grogg, Jill E. Ashmore, Beth. **Google Book Search Libraries and Their Digital Copies** *Searcher* 15 (4) (2007): 18-27 – This article looks at the institutions that are participating in the Google Book Search Library Project, which seeks to digitize the print material contained in library collections across the globe. The Google project is not the first experience participating libraries have had with digitization, but the resources at Google's disposal allow digitization to proceed with far greater speed. The intention is that the project will preserve material for generations to come, and provide increased access/functionally for current users. Some institutions, like the University of Oxford, are only allowing the scanning of out of copyright materials, but others, like the University of California, are permitting the scanning of materials regardless of their copyright status – [MT]

Thompson, Henry S. **The W3C Technical Architecture Group** *Ariadne* 51 (April 2007) (http://www.ariadne.ac.uk/issue51/thompson/) Introduces the W3C Technical Architecture Group and its work – [CP]

Information Retrieval

Bradley, Phil. **Search Engines: Why Ask Me, and Does 'X' Mark the Spot?** *Ariadne* 51 (April 2007) (http://www.ariadne.ac.uk/issue51/search-engines/) – Thorough analysis of the workings of the Ask search engine (UK and US versions) and the test version Ask X – [CP]

Chau, Michael, Xiao Fang, and Olivia R. Liu Sheng. **What Are People Searching on Government websites?** Communications of the ACM 50(4) (April 2007): 87-92 – Quantification from search log analysis meets some big questions of political philosophy: we don't get final answers here, but are introduced to an avenue of exploration, and that's a start. The authors analyzed a log of over a million search queries at the Utah.gov website. Their first conclusion gets the "at last we have the numbers to support the obvious" prize: the top categories of what people search for are different at a government website to at an all-purpose search site such as Alta Vista. (Of course, queries for sex on Utah's site might reveal evidence of an interesting fetish subculture for state government porn, but I'd rather not imagine what that could look like.) We hit the big questions when the focus turns to search terms of potential interest to terrorists, and the issues around open government come into play. Is someone searching for "water system" interested in poisoning it, or looking for good news about irrigation? "Smallpox" – spreading it or avoiding it? The authors can't even get close to a solution to the problem of which information might be too sensitive to remain freely available, not that we'd expect them to pass judgement on issues more appropriate for the state Supreme Court. Their effort is commendable in that it makes a good case that ignorance certainly isn't bliss and data gathering and analysis may eventually inform some very difficult debates – [*JR]

Lally, Ann M., and Carolyn E. Dunford. **Using Wikipedia to Extend Digital Collections** D-Lib Magazine 13(5/6) (May/June 2007) (http://www.dlib.org/dlib/may07/lally/05lally.html) – An example of a library "getting in the flow," this article documents the University of Washington Libraries' effort to put their digital collections where their users will see them – in Wikipedia. The result was so successful in driving more users to their collections that they "now consider Wikipedia an essential tool for getting our digital collections out to our users at the point of their information need." It's a nice way to strengthen Wikipedia too. The article also contains some useful tips on creating articles and cross-references within Wikipedia, monitoring for changes and vandalism, and communicating with other Wikipedia users – [*BR]

Manafy, Michelle. **Who's zooming you** *EContent* 30 (4) (May 2007) 3 – Forget "Googling" someone. ZoomInfo is more accurate, and has ambitious plans for the future – [CP]

Marks, Paul. **The people's search engine gangs up on Google** New Scientist, 2 June 2007, 30-31 – Jimmy Wales, co-founder of Wikipedia, along with an army of rebellious engineers are hoping to knock Google off its search engine perch. Their weapon is their open source algorithm, which they believe creates greater transparency and trust, and allows users to tweak it in line with technology. This revolutionary approach is intended to exploit the questions about the quality of Google's, and other search engines, results and their possible bias to advertised clients. The development is at a very early stage, with much discussion on forums about the best way forward. There are many hurdles to overcome, not least finding the cash to develop the infrastructure, but they remain defiantly confident – [LF]

Miller, Ron. **Multimedia search matures…** *EContent* 30 (5) (June 2007) 32-37 – The big search engines lack a way to search inside multimedia content. This article profiles leaders in multimedia search, using voice recognition technology (matching words to words in dictionaries) and phonetics (much faster indexing). Companies profiled are Blinkx, TVEyes, Nexidia and Podzinger – [CP]

O'Neill, Nancy. **ChaCha, Yahoo!, and Amazon-mail is evolving are you?** *Searcher* 15 (4) (2007): 7-11 – ChaCha is a search engine that uses human guides to sort through search results. The article evaluates the ChaCha search engine http://www.chacha.com and makes brief comparisons with Yahoo Answers! http://answers.yahoo.com and Askville http://askville.amazon.com. When testing ChaCha's human guides with some standard queries, the results were not particularly impressive. The current ChaCha guides fail to ask questions that would clarify the information needs of their users. The article concludes that unless ChaCha can attract a lot more human guides it unlikely to satisfy many users – [MT]

Read, Eleanor J. **Data Services in Academic Libraries: Assessing Needs and Promoting Services** Reference & User Services Quarterly 46(3) (Spring 2007): 61-75 – Back when data services meant a place for running magnetic tapes on mainframes, it was a contained specialization without wider ramifications for information providers generally. However, the explosion of networked numerical data deliverable to desktops has created challenges for technologists and public service people. Read's article can help both groups see through the haze of this data cloud to identify sources, skill sets and support networks. It springs from a data services awareness survey conducted at the University of Texas, polling faculty and graduate students in disciplines using social sciences data. One paradox is that the wider availability of datasets has not been accompanied by a greater awareness of their availability; one conclusion is that today's data service providers have outreach and instruction as major job components – [*JR]

Spoerri, Anselm**. What is Popular on Wikipedia and Why?** First Monday (April 2007) (http://www.firstmonday.org/issues/issue12_4/spoerri2/) – "Google giveth, Google taketh": this paper about Wikipedia's popularity is even more pointedly an impact analysis of Google's secret source. Spoerr's discussion of "which pages and topics are the most popular on Wikipedia and why" uses data generated from Wikicharts to swiftly move through a discussion about what's popular on Wikipedia (which despite Wikipedia's reputation as an "encyclopedia" turns out to be entertainment and sexuality). Spoerr then steps beyond these observations to the larger question of "what precisely drives Wikipedia's traffic and growing popularity," which is apparently a back-scratching relationship with large search engines, particularly Google. Though we can't crack open Google's black box to find out how it works, Spoerr's analysis strongly suggests that Google, recognizing Wikipedia's popularity and high trust with users, gives precedence to Wikipedia's entries so that results are likely to show up within the highly-desirable top three results. Spoerr points out that Wikipedia's favored placement only increases the ferocity of competition among other websites to make the top three, or at least top ten, search results. An unspoken question underlying this article is where library-based Web

resources fit into the competition for Web turf – then again, maybe we don't want to know the answer – [*KGS]

Stanley, Tracey. **Developing a Virtual Research Environment in a Portal Framework: the EVIE Project** *Ariadne* 51 (April 2007) (http://www.ariadne.ac.uk/issue51/stanley/) Overview of the EVIE Project, which was funded under the JISC Virtual Research Environments Programme. Based at the University of Leeds Library, the project was to integrate the Virtual Research Environment (VRE), Virtual Learning Environment (VLE), e-library and other resources within a portal. The benefits would be awareness of the tools, uptake and use of the tools and improving the ability for researchers to share information across systems. Stanley describes the project's progress, including the phases of research and user requirements gathering, implementation and testing, evaluation and dissemination. The author recommends that VREs adhere to published and open standards and specifications, in view of the increased use by researchers of social networking applications – [CP]

Knowledge Management / Social Networking

Ardito, Stephanie C. **MySpace and YouTube Meet the Copyright Cops** *Searcher* 15 (5) (2007): 24-34 – MySpace and YouTube quickly give people easy access to music and video content they are interested in over the Web, but this has caused conflict with traditional content suppliers who are keen to protect their investments. The article looks at copyright issues that are emerging in the media, film and music industries as a result of new social networking and file sharing sites. Section 512 of the Digital Millennium Copyright Act www.copyright.gov/legislation/pl105-304.pdf makes provisions similar to "fair use" in the copyright act. These apply as long as sites don't benefit financially from posted content. It is argued that MySpace and YouTube maybe unwise to rely too heavily on this "safe harbour" provision if they place advertising next to videos – [MT]

Bates, Mary Ellen. **Communications two point oh!** *EContent* 30 (5) (June 2007) 23 – Muses on blogs and wikis. While blogs have introduced a new way for people to become thought leaders, there are more than 200 million abandoned blogs. Bates believes blogs may have peaked, but is more optimistic about wikis. "Blogs and wikis strike me as polar opposites in terms of whom they work for." What will the next self-expression tool be? Bates is betting on YouTube, as it's entertaining at least – [CP]

Butters, Geoff, Hulme, Amanda and Brophy, Peter **Supporting Creativity in Networked Environments: The COINE Project**. *Ariadne* 51 (April 2007) (http://www.ariadne.ac.uk/issue51/brophy-et-al/) – Description of the European Commission-funded project Cultural Objects in Networked Environments (COINE), which aimed to enable users to create and share their own stories, thus contributing to the development of cultural heritage at the local level. Libraries, museums and archives were chosen to act as mediators, providing advice, training and the necessary infrastructure. A Web-based system was developed to provide the tools for individuals to publish their cultural material online. Screenshots are included of the system which deliberately used a very simple interface with plain English terms such as "My Ways of Finding Stories" instead of

"Saved Searches". The authors conclude that such a localised system may prove to be the 'long tail' of great lasting value compared to global systems such as YouTube and MySpace, which lack authority and provenance – [CP]

Davis Kho, Nancy. **Networking opportunities: social networking for business** *EContent* 30 (4) (May 2007) 24-29 – How social networking is being used by the corporate world to improve internal communication and to deepen customer relationships – [CP]

Dye, Jessica*.* **Meet generation C: creatively connecting through content** *EContent* 30 (4) (May 2007) – 38-43 – "Generation C is the "You" in YouTube, the "My" in MySpace and the i in Ipod. They're you (and me), and they're shaking up the way people make, think about, and use digital content – [CP]

Emamy, Kevin and Cameron, Richard. Citeulike. **A Researcher's Social Bookmarking Service** *Ariadne* 51 (April 2007) (http://www.ariadne.ac.uk/issue51/emamy-cameron/) – describes a tool that assists researchers to gather, collect and share papers and fuses web-based social book-marking services with traditional bibliographic management tools. The authors claim it turns the linear 'gather, collect, share' process into a circular 'gather, collect, share and network' process, enabling the sharing and discovery of academic literature and research papers. RSS feeds and watchlists are available to allow users to track tags and libraries that interest them. Publishers can also be alerted to tags being used by Citeulike users of their journals – [CP]

Foggo, Lisa. **Using Blogs for Formative Assessment and Interactive Teaching** *Ariadne* 51 (April 2007) (http://www.ariadne.ac.uk/issue51/foggo/) – Case study of using a blog for formative assessment in a library session designed to teach students the skills they need to find information relevant to their subject area. The blog helped the tutor identify what students wanted to achieve, understand if learning outcomes had been achieved and measured student expectations. The blog was successful, but the author concludes that more time was needed for it to be fully used and integrated – [CP]

Hendrix, Dean. **Peer-to-Peer (P2P) Knowledge, Use, and Attitudes of Academic Librarians** portal: Libraries and the Academy 7(2) (April 2007): 191-212. (http://muse.jhu.edu/journals/portal_libraries_and_the_academy/v007/7.2hendrix.html) – Discussions about P2P networks on academic campuses usually focus on various dangers – security holes, bandwidth usage, and legal threats from ambitious music industry lawyers. But P2P technologies are also driving new library activities and initiatives, such as instant messaging reference services, and Stanford's LOCKSS program for preservation of e-journals. This article analyzes the use and knowledge of P2P technologies among librarians in the U.S, taking into account variables such as age, gender, year of MLS, and library job description. The general conclusion: academic librarians are behind the curve. Nearly 45% of the total questions on all the returned surveys were answered with: "not sure." One shortcoming of the study (acknowledged by

the author) is that it asks only about file-sharing applications, and doesn't include instant messaging. Still, the general conclusions of the article remain valid: as a group, we do not extensively use P2P technologies, and thus we don't have a great understanding of the relevant technical, social and legal issues, haven't thought a lot about how we might use P2P to help advance our missions, and don't have a strong voice in larger, campus-wide discussions about P2P – [*BR]

Lopresti, Michael. **TechPresident takes a Web 2.0 Look at the 2008 Presidential Campaign** *EContent* 30 (4) (May 2007) 10-11 – TechPresident (http://www.techpresident.com) is a blog that aims to cover the web's effect on the 2008 US presidential campaign. It shows the online footprints for candidates, including mentions in blogs and number of MySpace friends – [CP]

Miller, Ron. **Blogger behave: blogger code of conduct proposed** *EContent* 30 (5) (June 2007) 14-15 – After a blogger received hate comments, publisher Tim O'Reilly has proposed a blogger code of conduct. Miller scans the blogger community's reactions to the proposal – [CP]

Sparkes, Matthew. 2007: **Web 2.0 Wealth Check** *Information World Review* 236, June 2007: 14-16 – In-depth analysis of attempts to generate revenue from user-supplied content in social computing. Sites considered include: *Newsvine*, a mix of traditional news agency and user-written articles; *Netscape's* strategy of paying 'super-users' for content; Photo-agency *Scoopt*, paying royalties for sold photographs, and *Zopa,* which allows users to set up financial accounts then lend to other users. The pitfalls in developing income generation models for social networking sites are considered, including needing to let the community grow and not making the site just a 'sterile' profit making machine – [RH]

Staley, Laura, Rachel Van Noord, and Betha Gutsche, *et. al.* **Blended Learning Guide** Dublin, OH: OCLC, March 2007 (http://webjunction.org/do/DisplayContent?id=13893) – This 38-page guide is an excellent overview of the present mix of learning technologies used by a number of organizations to provide e-learning courses. Their definition of blended learning is "a combination – or blend – of different online learning modes, or of online and in-person learning." Summary sheets on each of these modes (e.g., Discussion Boards, Instant Messaging/Chat, Podcasting, etc.) are followed by a set of case histories about how various libraries have used blended learning techniques. Highly recommended for any individual or organization to gain a better understanding of current learning technologies and how they can be used effectively in a blended mode. *Full disclosure:* I was on the WebJunction Advisory Board and soon will be employed by OCLC – [*RT]

Legal Issues

Fitzgerald, Brian F., Jessica M. Coates, and Suzanne M. Lewis, eds**. Open Content Licensing: Cultivating the Creative Commons** Sydney: Sydney University Press, 2007. (http://eprints.qut.edu.au/archive/00006677/) – This freely available e-book presents

papers from the 2005 Open Content Licensing: Cultivating the Creative Commons conference in Brisbane, Australia. It includes two papers by Lawrence Lessig: "Does Copyright Have Limits? Eldred v. Ashcroft and Its Aftermath" and "The Vision for the Creative Commons: What Are We and Where Are We Headed? Free Culture." While much of the book has an Australian slant, the underlying issues raised about open content licenses, such as Creative Commons licenses, in areas such as computer games, creative industries, and government resonate worldwide – [*CB]

Smith, Laura. 2007: **MPs blow in a hole in FoI by voting personal opt-out**. *Information World Review* 236, June 2007: 3 – The passing by MPs of David MacLean's Private Members Bill to exempt members of both houses of Parliament from the 2005 Freedom of Information Bill is analysed. The bill, due to go to the Lords on 21 June, has drawn criticism of hypocrisy from some quarters, and it is noted here that this may yet get defeated in the upper chamber. The information commissioners reiteration on using existing legislation to deal with 'vexatious' requests is also noted – [RH]

Preservation

Allinson, Julie, Hey, Jessie, Awre Chris and Mahendra Mahey. **What Is an Open Repository?** *Ariadne* 51 (April 2007) (http://www.ariadne.ac.uk/issue51/open-repos-rpt/) – Report on the Open Repositories 2007 conference, held in San Antonio Texas over 23-26 January (http://www.openrepositories.org). User group sessions were held for DSpace, EPrints and Fedora. The conference promoted interoperability and openness between repositories, development communities, implementers, librarians and repository managers – [CP]

DigCCurr2007, an International Symposium on Digital Curation (April 18-20, 2007) (http://www.ils.unc.edu/digccurr2007/program.html) – Last month's DigCCurr conference (it's pronounced "Dig Seeker" and stands for Digital Curation Curriculum) in Chapel Hill focused on "what digital curators do and what they need to know." The conference is part of an initiative to prepare students to work in the field of digital preservation, but the discussions will be just as useful for cultural heritage organizations trying to develop expertise and skills among their own staff. Several points were made repeatedly: digital curation is a collaborative endeavor; the range of skills required goes far beyond the technical; terminology matters because it helps define what we do (Cliff Lynch called the term digital curation "truly frightening"); and when the future is unclear, a return to the foundations of our professions can help illuminate the way forward. There are many good papers and presentations are on the conference website, including Adrian Cunningham's forceful discussion on the experience of the National Archives Australia, in which he "draws a line in the sand" and calls on us to remember the differences between archives and libraries, and Ken Thibodeau's bird's-eye view of the "critical competencies for digital curation." At a more nuts-and-bolts level, Liz Madden describes some "data-wrangling" approaches to moving data from one stage of the digital life cycle to the next. Hers is wise advice based on experience in the trenches, and not to be ignored – [*BR]

McGovern, Nancy. **A Digital Decade: Where Have We Been and Where Are We Going in Digital Preservation?** RLG DigiNews 11(1) (April 15, 2007) (http://www.rlg.org/en/page.php?Page_ID=21033#article3) – Nancy McGovern provides a remarkably clear assessment of developments in the digital preservation community over

the past ten years, and provides a look at what is needed as we move forward. One of the most important recognitions here is that a digital preservation program built upon a "three-legged stool" (organization, technology, resources) is more sturdy and sustainable than "a technology pogo stick." Organizationally, in the last decade we have seen the emergence of the concept of the trusted digital repository (TDR), the creation of numerous policy statements, and the acknowledgment of the need for evidence-based audit and certification. Still needed is the ability to move such polices and theories into action, and the development of better digital preservation skills. On the technology leg, developments include the OAIS Reference Model, the development of numerous repository and digital library applications, and the development of various other tools to perform digital preservation tasks such as identifying file formats, normalizing data, and generating metadata. In the coming years the community will need to enhance and integrate these tools and software to help create modular, automated and scalable workflows. The resources leg – developing an understanding of and commitment to the costs of maintaining a digital preservation program over time – is perhaps the least developed of the three legs, and there is no general community model. (TDR and OAIS provide this function for the technology and organization legs). Various resource models have been proposed, but we need more responses to these contributions from the community, and more transparency in reporting resource usage, in order to move from "just-in-time" funding to more programmatic, sustained support for digital preservation. The article helpfully includes numerous links to many of the resources and documents discussed – [*BR]

Security

Huang, Phil. **How You Can Protect Public Access Computers and Their Users** Computers in Libraries 27(5) (May 2007): 16-20 – When I worked in a public library, we were always on the lookout for strange goings-on at the public computer terminals. It's amazing how many patrons could get around our security software, and how many users didn't think to safeguard their personal information while surfing the Web or creating a resume. Phil Huang gives libraries tips on both sides of this issue – how to protect public access computers from unwanted security breaches and how to protect your users from unwittingly giving away their personal data. If you're looking for a framework to create a workshop on computer and Internet safety for your users (and maybe even for your staff), this article is a great starting point – [*KC]

Web Design

Arnold, Erik. **Let the Tail Wag the Dog** *Searcher* 15 (4) (2007): 52-54 – It is argued that where websites do not possess a decent search facility, visitors to the site are likely to leave and not return. Web log files should be analysed to find out what search terms people are using, then this information should be used to improve and change a website. To guarantee site traffic it is stated that page designers should focus the same level of attention on their SERP, or search engine results page, as they do on their home pages. Tie every change in your site design to information gleaned from the evaluation of your search engine log files, a process known as site search analytics – [MT]

Fichter, Darlene. **The Age of Darwinian Design (Intranet Librarian)** Online 31(2) (March/April 2007): 52-54 – Insightful article by Darlene Fichter on the joys of "Rapid Iterative Design". This is a method, traditionally used in the development phase of designing a website, where you go through prototypes, testing them on users, refining

them when problems arise and then testing the results until you have a complete solution. Fichter extends this procedure to websites even after they've been launched arguing that it makes no sense to wait for the next iteration of the site for improvements to be made. In this way, she points out, library websites can mirror the "permanent beta" of successful commercial sites – [*LRK]

McDermott, Irene E. **Escaping Ugly: Graphic Design Aids for Untrained Librarians** *Searcher* 15 (5) (2007): 12-16 – The article reviews a number of sites dealing with the topic of graphic design that librarians can use to improve their marketing materials and websites. These include the Principles of Design http://www.digital-web.com/articles/principles_of_design , Web Style Guide http://www.webstyleguide.com and Graphics Software for MAC and PC http://graphicssoft.about.com – [MT]

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Press Releases & News

Cambridge University Press and MyiLibrary announce partnership

LaVergne, TN – Cambridge University Press, one of the largest academic publishers globally, and MyiLibrary, a leading global provider of digital content, today announced an exclusive partnership to offer hundreds of titles in five digital collections: Humanities, Social Sciences, Medicine, Law, and Science and Technology.

"Cambridge University Press is delighted to be able to partner with MyiLibrary to offer these subject packages in our core publishing disciplines, which we believe will offer invaluable access to Cambridge e-Books for the academic community and beyond," said Andrew Brown, Managing Director, Academic & Professional Publishing, Cambridge University Press.

Cambridge University Press worked with MyiLibrary to create the structure for the five collections and to organize the material for the first time ever into subject packages of digital content. These specific collections dated from 2005 to May of 2007 are available exclusively through MyiLibrary.

The MyiLibrary platform enables users to have access to full text searching and view by page functions, features like bookmarks and notes, COUNTER compliant usage statistics, as well as making the collections RefWorks compatible and utilizing endnotes.

The five collections offer 1,159 titles from predominant authors and some of the top scholars in the world. The Humanities collection consists of over 290 titles from Cambridge's world leading collection in classical studies, film & media studies, language & literature, music and history. Over 360 titles from the world of psychology, sociology, economics and politics can be found in the Social Sciences package. The Medicine collection has titles ranging from student texts, handbooks and hospital and laboratory manuals, to major clinical reference texts. There are more than one hundred titles on the topic of Law, including international law, humanitarian law, European law, and corporate law. The Science and Technology collection offers over 320 titles. This collection includes must have titles in such fast-moving areas as bioinformatics, genomics and neuroscience.

EndNote X1 for Windows

Adept Scientific (Letchworth, Herts.) announces the release of a major upgrade to EndNote® for Windows, the bibliographic management software used by millions of researchers, authors and students to publish their research. Developed by the Thomson ResearchSoft division of Thomson Scientific (Carlsbad, California), EndNote X1 introduces custom groups to view and manage subsets of references, new 'Cite While You Write'™ integration with Microsoft® Word 2007, seamless connectivity with EndNote Web to simplify collaboration with colleagues, and more.

EndNote allows users to search Internet-based libraries for the literature references they need to cite in their research papers; build and maintain their own reference databases that can also hold PDFs, figures and illustrations and other associated files; and create bibliographies and figure lists automatically as they write, formatted consistently to the exact requirements of their institution or the publication they're writing for. New EndNote X1 offers a broad range of enhancements that makes working with EndNote even easier and more productive.

EndNote X1 utilizes the new Microsoft Word 2007 ribbon technology for intuitive access to 'Cite While You Write' commands. 'Cite While You Write' allows users to locate citations and create bibliographies instantly while writing in Microsoft Word. In Word 2007 the frequently used commands are organised on an EndNote tab, making them easy for the user to find and select when citing references in scholarly papers.

Talis launches Income Manager

21 May 2007, Birmingham, UK – Talis has launched a flexible income management solution, strengthening the Talis Library Management Suite for existing customers. Since the launch, Income Manager has already been successfully implemented within eight libraries across the UK.

Today, libraries are managing more money, from a wider variety of sources than ever before. Payments for penalties, services and additional products account for a significant proportion of the budget for both academic and public libraries. Managing this growing income has become increasingly challenging for libraries, with the increase in the range of chargeable services, payment methods and amounts tendered.

Income Manager provides all of the facilities of a till to deliver flexible payment handling, daily banking/accounting tools, and powerful management information reporting. It networks all of the library's payment points together, delivering accurate, site-wide access to income data.

Keith Aston, Library Systems Manager, Swansea Institute explains "Previously we would have to re-key payment information from the LMS into the stand-alone till. Income Manager does this automatically. It calculates the transactions, the change we need to give and it prints receipts, as well as processing refunds – all from within our LMS. We see this module as a great improvement to our existing method of income management."

Wendy Lewis, Library Assistant at Swansea Institute commented "Income Manager has undoubtedly improved cash management at the desk. The biggest benefit has been the improvements to audit and financial control. Feedback from library counter staff has been very positive. As well as releasing our time to concentrate on other library services, Income Manager has enabled us to provide students with a more efficient, professional service."

Emerald launches innovative service for academic research community

United Kingdom, 16 May 2007 – Emerald Group Publishing Limited is pleased to announce the launch of InTouch, a Web space and hosting service that supports research networking, learning, and collaboration.

Designed for Emerald's author and editor communities, InTouch places a range of collaborative technologies and social networking tools in one simple, easy-to-use, secure space. It can also link directly into the Emerald Management Xtra database so that users can search for articles, abstracts and research alongside InTouch blog posts, multimedia files and researcher profiles.

Amanda Briggs, Head of Research and Development at Emerald, says, "InTouch was developed with our research and contributor communities in mind. Online technologies have had a dramatic effect on the educational and learning environment and students regularly use informal social networking sites such as MySpace and Facebook to communicate with their classmates. Now, Emerald authors and editors can take advantage of these technologies in a space that is designed specifically for the academic and business community – InTouch. Users can create online communities based around journals or research interests, share ideas and expertise with (and learn from) their peers. This service supports our commitment to building and facilitating communities around key management research areas."

Emerald contributors can use InTouch to find out about forthcoming articles; create a personal blog; share research findings and collaborate on future projects. As well as providing networking and collaboration services, InTouch also contains tools to support students, particularly in a distance learning setting.

Glenn Hardaker is Professor of Innovation Management at The University of Huddersfield and editor of Emerald's *Campus Wide Information Systems* and *Multicultural Education & Technology Journal*. He has been working with Emerald to develop InTouch by introducing the service to support new students throughout their first term on his "ICT in Practice" degree course. Hardaker believes online services like InTouch "are changing the face of research collaboration and education. There are a variety of tools available; yet few currently offer such a range as InTouch in one single learner-centric space. Students can store files, blog, receive RSS feeds, record personal learning and reflection as well as communicate directly with their peers. InTouch supports the bridge between formal and informal learning."

As Emerald seeks to enhance this service in line with the needs of its users over coming months, an online focus group will be assembled to provide regular feedback. To join this group, please contact Anna Torrance, InTouch Market Manager (atorrance@emeraldinsight.com).

Notes for Contributors to *eLucidate*

eLucidate welcomes articles or ideas for articles in the areas covered by the magazine. We are always on the lookout for feature writers, reviewers both for books and for meetings, as well as respondents to articles. Sadly, we don't pay contributors, but contributors retain copyright of their articles and can republish their articles elsewhere.

Brief for feature articles

If you are writing for *eLucidate*, please follow these simple guidelines.

About the group

Membership is information professionals, involved in dissemination of or receipt of information electronically. A key aspect of the group is that it provides insight from one area to another – members see it as a way of keeping up to date in areas outside their core. Very few organisations provide this cross-sectoral awareness. But the issues of digital provision are of course global. The most popular training courses we run are on search tools – Google and others; e-books and how to deal with them. Other popular strands include content management, bibliographic software, and e-books

Technical level

Although members rated themselves highly for technical awareness, they are typically users rather than creators of technology. Articles should not assume understanding of technical terms without explanation.

Length of article

Feature articles should be in the region of 1500-2500 words. Each article should be prefaced by a short summary (around 50 words) that can be used when displaying on public search engines an outline of the article, and to display on the non-member section of the website.

How to submit

Please e-mail your article to michael@consultmu.co.uk. Articles should be delivered in Word or in an ASCII format. Images are welcome – they may be in gif or jpeg formats.

Rights

Authors retain full rights in their content and remain the copyright owner. By submitting an article to *eLucidate*, authors grant UKEIG the non-exclusive right to publish the material in any format in perpetuity.

About you

Please provide a 10-20 word biographical summary about yourself to appear at the end of the article.

Editorial process

Your article will be copy-edited for spelling and for sense. If there are major changes to the article we may return it to you for your comments and approval, but most articles require only light corrections before appearing in *eLucidate*, and do not need a further review by the author.

Brief for book reviews

A key aspect of UKEIG is that it provides insight from one area to another – members see it as a way of keeping up to date in areas outside their core. Because the membership is quite disparate, ranging from pharmaceutical information professionals to public librarians, you should not assume the readers are as familiar as you with your core expertise. Book reviews are typically 500-750 words. Because UKeiG is independent, it is not obliged to have favourable reviews. If the book is poor and you can explain why, then please do so. The most valuable viewpoint you can give is that of an end user. UKEIG is not a place for theoretical debate, but a forum where peers can share their experiences and understanding. So, if it worked for you, tell others. If it didn't, tell others why not.