



# ***eLucidate***

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## Web 2.0

Phil Bradley

### Using Social Media as a Personal Learning network

I recently ran a session for the School Libraries Group on using social media to create your own personal learning network (PLN) and I thought that I would shamelessly plagiarise myself (if that's even possible) and cover a few points here as well.

Given that we're all in a position where budgets are being cut, people are expected to work twice as hard for half the salary and there's no money left for anything, let alone training, taking responsibility for your own professional learning and updating is a must. I'm firmly of the opinion that we need to regard ourselves as being self employed in this area, because no-one is going to look out for you except yourself. Of course, this may (and probably will) mean that you have to spend time updating yourself at home in the evenings and the weekends, but that's the price that we have to pay in order to still have a job sometimes! I'll list a few of the resources that I use on a regular basis which keep me up to speed. However, just before I do that, there are three golden rules to keep in mind.

Firstly – using social media is just about communicating. It's 'social' if you're talking to friends, but it's 'professional' when talking to work colleagues. Too many organisations and managers can't understand the difference, I'm afraid. If they're happy

with you talking to other professionals on the phone or via email or at conferences, they should in theory (and I know it's easy to say) be OK with you using other resources to communicate as well. If they don't, it's sometimes going to be necessary to go on the offensive, and stress the value of professional updating. Secondly, there's only so much that you can do by reading or by dipping your toe in the water. Just dive in and start off. No-one will mind if you make mistakes – we all do, it's part of the learning process. If you really are a bit shy, just make up a fake account, play around with it for a while until you feel more confident, and then start another, real account. Finally, it's about sharing. The more that you can share, the better off you'll be. Reputations are now built on the amount that you can help and share with other people, not by holding stuff tightly to your chest.

If you're only going to use one PLN tool, I would suggest using Twitter. It's very quick and easy to start using, and you can quickly locate people who are worth following by allowing Twitter to access your email account to identify contacts who are already using it. Visiting <http://Wefollow.com/> and doing a search for "librarian", or just go to <http://wefollow.com/twitter/librarian> You can also

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search for other subject areas of interest and can add yourself to lists as well, so people can find you. It's also worth using Twitter's own search engine, <http://search.twitter.com>, to find people who are talking about things you find to be of interest. Follow people, and just dive in and start chatting. People will soon start to follow you and before you know it you'll be building up your own list of contacts. It's also worth making two further quick points – you can search Twitter without registering, so it's still a useful tool, and it can be used on laptops and desktops – it's not limited to smartphones. If you're still in doubt, do feel free to follow me at <http://www.twitter.com/philbradley> and if you have 'Librarian' and 'UK' in your Twitter biography I'll follow you back. While you're at it, follow the UKeiG account as well (just replace my name with ukeig in the previous link).

If you're looking for good resources to learn stuff, and to identify experts in particular areas, I would recommend taking a look at Slideshare.net, Authorstream.net and Prezi.com, as all of these sites will provide you with instant access to millions of online presentations. They are excellent ways of discovering basic introductions to subjects and to see what advanced work is being done as well. If you register with services such as these you can start to follow people, be alerted to new presentations when they make them available, and of course you can search and then favourite presentations yourself.

I'd also recommend YouTube as a single 'go to' site to learn about almost anything – from plumbing in a washing machine, to installing software and learning about what libraries are doing in a variety of different subject areas. However, while I'm considering multimedia, it's

always worth looking at the TED talks, which are short, interesting and informative. You can find them at <http://www.ted.com/talks>. Not exactly social media perhaps, but I'm happy to take a fairly wide interpretation of the term! If you find those interesting, it's also worth exploring the iTunes University at <http://www.apple.com/education/itunes-u/>, which provide free access to an enormous variety of different presentations in various formats. A combination of iTunes and multimedia does inevitably lead us to podcasts, and if you're the type of person who enjoys their learning in a aural format, you can subscribe to many hundreds via iTunes, or do a simple search for 'podcast directory' to find other examples where people are making their knowledge and expertise freely available.

Obviously we shouldn't forget social networks. The primary example has to be Facebook, of course, and the main problem here seems to be that annoying term 'friends'. I suspect it would be much easier to access in work if we could replace that with 'Professional colleagues'. However, be that as it may, I have found that in the last few months more and more of the information in my news stream is coming from such contacts, and while it's still fun to see what friends and family are doing, Facebook is – along with Twitter – the place that I will look to find someone I can ask, or who will be updating me on useful material. Of course, I also use other social networks, and another good choice would be LinkedIn – not just for the contacts that you can create, but also for the discussion forums. While I still use 'old fashioned' mailing lists I'm a firm believer in going to where the communications are, and these days I find more interesting discussions and learning

opportunities on forums than I do on those mailing lists that I've been subscribing to for years.

If you have specific questions or learning needs, you could always ask a direct question, using a resource such as Quora at <http://www.quora.com/>. This resource styles itself as "a continually improving collection of questions and answers created, edited, and organized by everyone who uses it. The most important thing is to have each question page become the best possible resource for someone who wants to know about the question." There are other similar resources, but this is quite new and has been enthusiastically embraced. Questions are being asked on just about every possible subject, so dive in, ask questions and have a go at answering some! Alternatively, try using Aardvark at <http://vark.com/> which is an answer engine. You simply send it a question, it finds people who have registered with it and who have listed particular interests, Vark sends them the question and if they think they can answer it, they do. You get their response in a few minutes, and can ask follow-up questions as well. This is a service that I've used a lot myself, and it's a lot of fun, both in the asking and the answering of questions.

Bookmarking services such as Diigo at <http://www.diigo.com/> and Delicious at <http://www.delicious.com> allow you to store your bookmarks (and allow others to see them), and you can create your own network – passing on suggested links to colleagues and getting links back yourself. Diigo also offers forums so you can keep in touch with people who have similar interests to your own.

Now, all of this is very good, but there are only 24 hours in any day, and you're probably working 23

of them as it is, so how can you keep up to speed with all of this? Remember that one of the basic tenets of social media is that information should come to you; you shouldn't have to go out and hunt it down. Consequently, an RSS reader such as Google's RSS reader at <http://www.google.com/reader> will be your saviour. Virtually all of the resources that I've pointed at in this column support RSS, so you can simply set up your reader to point to them, and it will quite happily visit on a regular basis and retrieve any new information for you. You can then scan through your listings at your leisure and click on links that are of interest to you. Of course, if you don't know much about RSS, perhaps you could start using your PLN and ask for some ideas and pointers?

# Information Management

## Martin White

*A new column from Martin*

After countless columns on intranets for *eLucidate* I've persuaded the Editor to let me loose on the subject of information management.

Who first coined the term 'information management' is not clear. In 1984 a paper by Peter Vickers "Promoting the concept of information management within organisations" was published in the *Journal of Information Science* (Vol.9, pp 123-127). Peter was a member of the Research Department of Aslib at the time. He defined 'information management' as "the coordination of an organisation's information handling skills, its information technology and its information sources and stores, both internal and external". However the term failed to be widely used, and by the early 1990s there was a great deal more interest in the development of knowledge management as a discipline and as a profession.

It was Professor Don Marchand, Professor of Information Strategy at IMD, Lausanne (<http://www.donaldmarchand.com/>) who positioned information management as one of three areas of

business competence, the other two being information technology and information systems. In Marchand's view information management relates directly to the content, quality and use of information necessary for running the firm, such as operational controls, customer services and financial reporting. He wrote two superb books on the subject, *Competing with Information* and *Making the Invisible Visible*, both published by John Wiley and Sons.

Another stimulating book on information management is *Information First*, by Roger Evernden and Elaine Evernden, published by Elsevier in 2003. The authors make a very good attempt to link together information management and knowledge management, and the opening chapter sets out a set of objectives for any organisation seeking to maximise its investment in information. Far too many organisations still do not see the need to treat information as an asset. In that respect I was pleased to see that in the Government's new ICT Strategy, published in March, that there is at least

a statement to the effect that information is an asset.

<http://www.cabinetoffice.gov.uk/content/government-ict-strategy>

One of the actions in the Strategy is, within the next 6-12 months:

“To recognise information as an organisational asset and to deliver improved access to clean and consistent information, the Government will develop an Information Strategy while maintaining necessary protection for sensitive information”

Of course I should not forget the report from the Government in 2008 entitled *Information Matters: building government's capability in managing knowledge and information*.

<http://gkimn.nationalarchives.gov.uk/gov-strategy.htm>

I have to say that this not was the best of reports from HM Government. In my view the issues cover a much wider area than the public sector, but I will come back to the ‘Information Matters’ agenda in my next column, as I am trying to find out the relationship between this report and the new ICT and Information Management Strategies of the Cabinet Office.

It is certainly not easy to define just what ‘information management’ means to an organisation. Last year I developed an ‘information charter’ which I challenge organisations to commit to on behalf of their employees.

<http://www.intranetfocus.com/about/information-charter>

Individually none of the eight commitments are especially challenging or difficult to implement, but committing to all of them is beyond most organisations.

For organisations implementing, or planning to implement, SharePoint in the near future, having an information management strategy is absolutely essential. There is an absolute need to take a strategic view of corporate information management requirements, ranging from records management to forms processing, so that SharePoint applications could be effectively integrated with legacy systems or even replace these systems. After all it is obvious that no organisation would be able to make effective use of an HR application if there were no HR policies or a finance system if there were no accounting policies. Yet time and time again I come across organisations that have acquired SharePoint on the basis that it will meet all corporate information requirements without any work having been carried out to determine just what those requirements are, and no assessment of the extent to which SharePoint will be able to meet those requirements.

However I will try not to let this column become a SharePoint column, and as I have mentioned above in the next issue of *eLucidate* I will come back to *Information Matters*.

## Online

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

Please send your submissions for the next edition to [jrc@aber.ac.uk](mailto:jrc@aber.ac.uk).

*What was the result of the Google Books Settlement? New image and text collections*

#### Britain from the Air

[Britain from the Air](#)

100 high-quality aerial photographs of natural and man-made British landmarks, some showing floods or snow, are now freely available online. The Britain from the Air site has been created using the Ordnance Survey's mapping service OS OpenSpace; visitors to the site can choose photos by location or feature and find further descriptive information. Britain from the Air opened as a street gallery exhibition in Bath in September 2010, created jointly by the Royal Geographical Society and WeCommunic8. The exhibition is closing for relocation to Oxford where it will be available from June-September.

#### Colwiz

[colwiz](#)

Scientists at Oxford University have launched an impressive free, cloud-based research application

that is intended to provide researchers "an integrated suite of tools custom-built for fast and efficient management of the research process" (Professor David Gavaghan). Described as the "killer app" in the [press release](#), colwiz (Collective Wizdom) is suitable for Windows, Mac and Linux, and includes tools for importing and exporting references, scheduling, task management, collaborating and publishing. The Colwiz project won development funding through a competition held by ISIS Innovations, an Oxford University-owned limited company for commercialising research products.

#### Early Modern Theatres Online

[Early Modern Theatres Online \(EMLoT\)](#)

This site was down when I went to check it out, so I'm relying on Southampton University's [press release](#) for details. A product of collaboration between Southampton University, Kings College London and the Arts and Humanities Research Council (AHRC), EMLoT has been created by



finding and transcribing primary documents “relating to eight early theatres north of the Thames, which operated outside the capital’s city walls”, in the 16<sup>th</sup> and 17<sup>th</sup> centuries. Stories of rivalry between the theatres, vandalism, riot, kidnap, and murder have emerged. The project may be extended to include theatres south of the river, which would include the Globe.

### **e-Book mania**

The information press and the popular press is ebook-crazy with many stories about the plethora of products, platforms, consortia, licenses, ebook readers and apps etc which just seem to indicate a “no rules” approach right now. HarperCollins have caused much blogging, tweeting etc with their 26 loan limit on an e-book licence, which is apparently based on the notion that a printed book needs replacing after 26 loans (see *Library Journal’s* [piece](#) on this). The Internet Archive and partner libraries in the US have launched an [e-book lending library](#) of over 80,000 books, which library users “borrow” when visiting their own library. The Independent has reported on what may be [the world’s first airport e-book library](#) at Taiwan. Then came the big news ...

### **Google Books Settlement**

After more than year of fact-finding and deliberation, on Tuesday 22<sup>nd</sup> March New York District Judge Denny Chin found against Google in the matter of the revised Google Book Settlement. Rather than authors being required to opt-out to prevent Google scanning and exploiting their work without permission, Judge Chin recommends an opt-in instead. He has called for a “status conference” on April 25<sup>th</sup>. INFOdocket, the new

information market blog from library heroes Gary Price and Shirl Kennedy, posted a [fascinating digest of news and views](#) from all sides following the decision.

### **Journal Tables of Contents**

#### [JournalTOCS](#)

The free table of contents service JournalTOCs based at Heriot Watt University has enjoyed two recent enhancements: RSS feeds for incoming TOC entries matching custom search terms and follower counts for journal titles. Also a free institutional trial for the JournalTOCs customisation service is available (until the end of April) which comprises indexing for up to 15,000 journals subscribed to by the institution, and a range of features including full-text linking, email alerts, saved searches and export to reference software. See the custom service for Heriot Watt (WattJournals) and find pricing information at: <http://www.journaltoocs.ac.uk/index.php?action=librarians>

### **Knowledge Bases and Related Tools**

#### [Knowledge Bases And Related Tools \(KBART\)](#)

The UK Serials Group (UKSG) and the National Information Standards Organisation (NISO) have announced that another 30 publishers are able to create metadata that meets the NISO RP-9-2010 standard. In their [press release](#) UKSG and KBART also described the second phase of the KBART project to “improve the library user’s experience when using link resolvers and their related knowledge bases, and will specifically address consortia-specific metadata transfer, open access

metadata, and enhanced support for e-books and conference proceedings" (Sarah Pearson).

## The OED

### [Oxford English Dictionary \(OED\)](#)

Wassup! The OED have included OMG, LOL and FYI (and wassup) in their [most recent update](#). Among other instances they cite usage of the "laugh out loud" form of LOL in the Usenet news group comp.misc in 1990. They also quote earlier usage of LOL as a short form for "little old lady", in the US.

## Research Libraries UK

### [Research Libraries UK \(RLUK\)](#)

The headline "[Cash-strapped libraries threaten to end journal subscription deals over rising costs](#)," (Kadhun Shubber) heralds an excellent article in the Imperial College London (ICL) union magazine *Felix* describing the efforts of RLUK and their current leader ICL library director Deborah Shorley's efforts to "pressure big publishers to end

up-front payments, to allow them to pay in sterling and to reduce their subscription fees by 15%". Contingencies include individual subscriptions to "must-have" journal titles and use of the British Library electronic document delivery service, should RLUK member libraries find themselves doing the previously unthinkable and walking away from the big bundled journal deals. In a climate of budget cuts, rising subscriptions and big profits for publishers, the stakes for UK higher education libraries are high.

Meanwhile Cornell University Library have [announced](#) that they won't sign off on new or renewed licenses which have confidentiality clauses for "pricing information or other information that does not constitute a trade secret", as they feel it drives "anti-competitive conduct" by some publishers.

# Intranets

**Dion Lindsay (dion@dionlindsayconsulting.com)**

## Employee engagement with the Intranet

*If you build it, they will come – or perhaps not, in the case of intranets.*

One of the perennial problems for intranet managers, and indeed for strategic managers of organisations with intranets is how to get colleagues and employees to use the intranet. In the “old days” (the 1990s and early 2000s) when intranets were mainly the repository for the organisation’s key documents, this was a problem of “we’ve provided the water, why won’t they drink?”, and solutions centred on making the content key not just to the focus of the organisation but also to the day to day work of the staff.

The main perceived benefits then were efficiency – tasks would be performed more quickly with more accurate information, and reducing the risks of inconsistent action: everyone would sing from the same hymn sheet and hopefully speak with a single voice, or at least sing in the same choir! Now leaders also hope intranets will function as springs of creativity and act as platforms for cultural change, in a time when the environment we must respond to is changing in unpredictable and ever quickening ways.

Although comprehensive figures for the use of intranets are as hard to come by as they are for their adoption by enterprises (and for the same kind of reasons, commented on often in these columns) the results of recent surveys chime well with the more anecdotal experience of those involved with intranets in this country: intranets are under-used. In 2009 Wyatt Watson Worldwide was reported to have found that 50% of employees didn’t access their intranet on a daily basis<sup>1</sup>. Jane McConnell of New Strategy JMC in her *Global Intranet Trends for 2011* reports that one of the two major challenges for organisations in this context

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[http://intranetblog.blogware.com/blog/\\_archive/s/2009/4/17/4156487.html](http://intranetblog.blogware.com/blog/_archive/s/2009/4/17/4156487.html)

continues to be how to engage all stakeholders and make the intranet the “natural” way to work<sup>1</sup>.

To address this commentators over the last couple of years have been pointing to the need for intranet managers to take a more business approach, and treat employees as customers who need to be engaged and converted. Bill Ives brings the traditional and the current themes together in his review<sup>2</sup> of the Global Intranet Trends 2010 Report:

The intranet is starting to become the entry point into the “workplace Web” – the collection of resources and information needed by staff. This includes applications, intranet sites, specialized portals, team spaces, collaboration spaces and so on. This was the original vision for many intranets but rarely realized.

But what action can be taken to increase the uptake of the intranet in the daily lives of

employees, without which the vision cannot be realised?

### **Six suggestions for improving employees’ engagement: turning occasional users into everyday users, and non-users into users**

#### **1. Survey the non-users, not just the users**

Whether you are conducting employee surveys, running focus groups, or usability testing, involve non-users as well users: these are your new customers. Include the use of the intranet in the questions on your organisation’s “employee commitment” surveys.

#### **2. Use feedback actively**

Encourage suggestions as well as problem reporting. Whether you use online feedback facilities or a phone helpdesk, make sure the person who provides the feedback and the employee community see what you have done about the feedback.

#### **3. Make the intranet the default desktop in the organisation**

Even if you can only force the intranet to appear when the employees first log on each day, leaving them with the choice of clicking away from it, you will increase visibility of the intranet and make it seem less of a luxury, more a key function which your organisation takes seriously.

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<sup>1</sup> Global Intranet Trends for 2011 Executive Summary, p2. <http://www.digital-workplace-trends.com/wp-content/uploads/2010/11/Global-Intranet-Trends-2011-Executive-JMC.pdf>

<sup>2</sup> <http://www.fastforwardblog.com/2010/03/02/global-intranet-trends-2010-report/>

#### 4. **Make sure your use of communities of practice and social media is appropriate to your organisation**

The value of communities of practice was established mostly through use by specialists and professionals in worldwide organisations. If you are a single-site organisation, with a heavy burden of routine work, they may take a lot of effort to establish and maintain. If you are a creative organisation, with multiple sites or staff working remotely, you may find a ready participative audience. Brand them in whatever way appeals to potential users – they may not have to be called communities of practice!

#### 5. **Link information to business processes**

Don't leave support information languishing in silos, out of sight of business users: when employees are filling in online forms via the intranet, have the information they need accessible from the form they are using.

#### 6. **Focus on "people search".**

Though there is a belief in the industry that intranet/enterprise search capability may have reached a plateau, it is still far from Google-like quality, and this is one of the most common criticisms by non-users and occasional users. Focussing on getting the people results right will increase users' tolerance, by connecting people to people, not just users to documents.

## Book News

### Global Intranet Trends for 2011

Jane McConnell published her 5<sup>th</sup> annual *Global Intranet Trends Report* in November 2010. <http://www.digital-workplace-trends.com/>. The report is available in two forms: in full (priced at 550 EUR, 750 USD, 470 GBP), or in full with briefing delivered in a 60-90 minute telephone conversation with Jane (1100 EUR, 1500 USD, 940 GBP).

The executive summary is available as a free download at <http://www.digital-workplace-trends.com/wp-content/uploads/2010/11/Global-Intranet-Trends-2011-Executive-JMC.pdf>.

There has been much blog recognition of the value of the report. See for instance:

Martin White

<http://www.intranetfocus.com/archives/295>

Michael Sampson

<http://currents.michaelsampson.net/2011/01/resource-git2011.html>

In previous years, Jane has posted interviews on YouTube about the results of the Global Trends report:

2010

<http://www.youtube.com/watch?v=aEm8uyP29-Q&feature=related>

2009

[http://www.youtube.com/watch?v=wUZ9INM\\_lw](http://www.youtube.com/watch?v=wUZ9INM_lw)

## **Intranet Management Handbook**

Facet Publishing published Martin White's latest book on 14 February. This is his 6<sup>th</sup> (most recently *SharePoint 2010 for Intranets*, published by Intranet Benchmarking Forum in 2010). The *Intranet Management Handbook* has gained great reviews by

Jed Cawthorne <http://ecm-stuff.blogspot.com/2011/02/book-review-intranet-management.html>

Jane McConnell <http://netjmc.com/reference/intranet-resources/the-intranet-management-handbook-by-martin-white>

James Robertson

<http://www.steptwo.com.au/columntwo/book-review-the-intranet-management-handbook/>

# Reference Management

**Tracy Kent, Digital Assets Programme Advisor, University of Birmingham  
(t.k.kent@bham.ac.uk)**

*Visualisation tools for reference management – and in colour, too*

As well as managing and preserving references, information professionals may be required to provide results of bibliographic searches in different ways, such as visually using a co-citation network. That is by drawing links between two

citations that are co-cited by other papers. Co-citation analysis then relates the bibliographic data based on co-citation strengths, which is usually derived from the count of co-citations between separate documents. The resulting analysis will

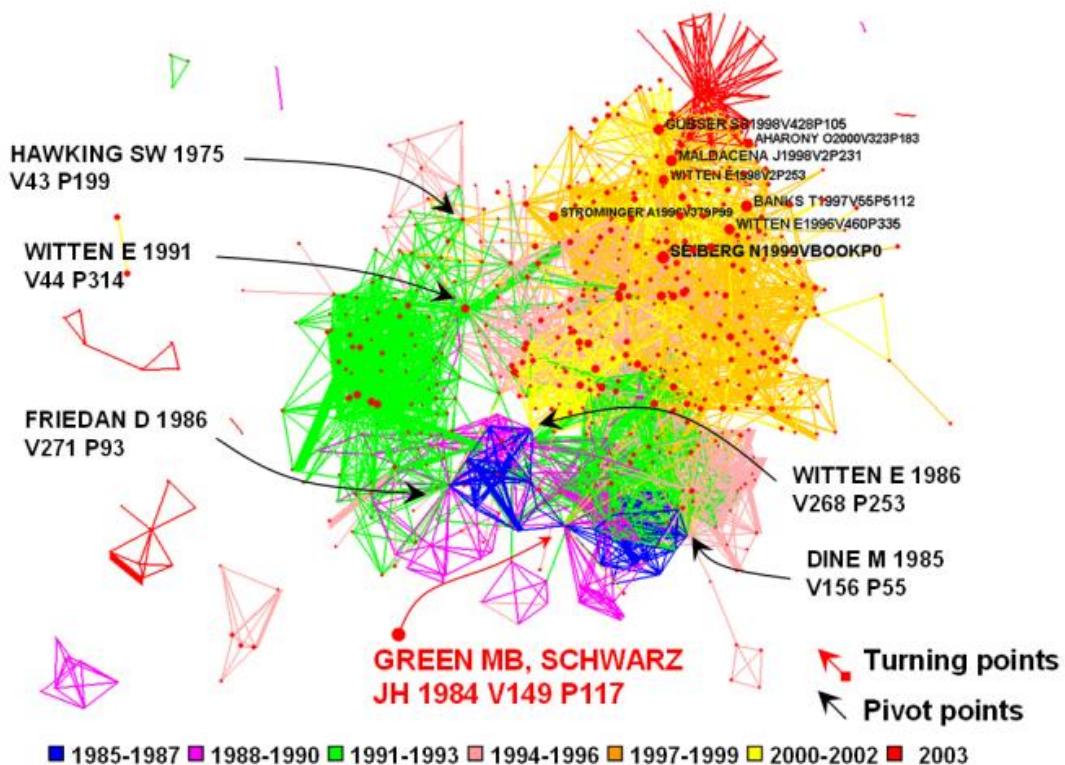


Figure 1 Citespace

enable information professionals to display the contributions to a given discipline. There are many inadequacies of existing co-citation visualisation tools, including the context being lost by the conventional co-citation network.

Visualisation can facilitate the understanding of the structures of a collection of documents that are related to each other by links, such as co-citation in formal publications.

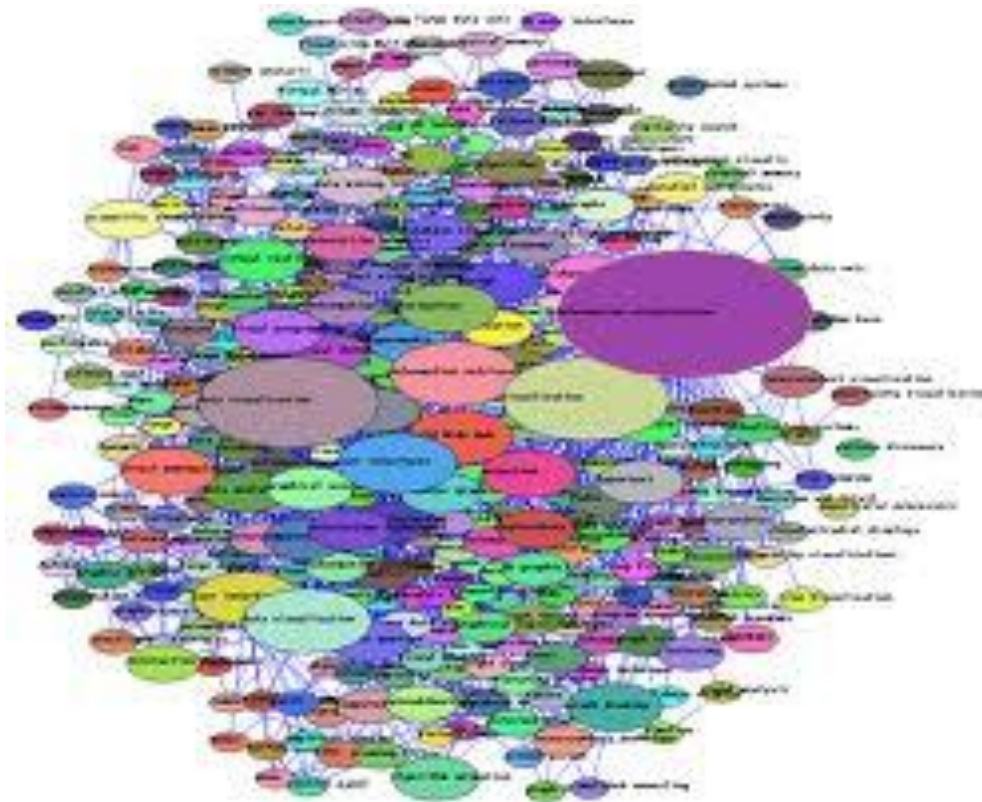
Which tools can you use to begin to manipulate references into various network diagrams? Here are some:

**AuthorMap** explores author relationships through co-citation patterns. The assumption is that if two authors are often cited together by many other authors, these two authors likely have common

intellectual interest in their research and writing. When many related authors' pair-wise co-citation patterns are explored, you have a map of a subject domain where authors on the map represent ideas or subtopics as well as their relationships. AuthorMap currently attaches to ISI Arts & Humanities Citation Index (AHC), <http://project.cis.drexel.edu/authorlink/>.

**Citespace II** are java applications used to analyse and visualise co-citation networks. <http://cluster.cis.drexel.edu/~cchen/citespace>.

**CircleView** is a citation network browser that uses circles around circles as its visualisation method to show focused papers and two forward levels of the citation network.. See





<http://www.sciweavers.org/publications/circleview-new-approach-visualizing-time-related-multidimensional-data-sets>

**CiteWiz** is a tool for bibliographic visualisation of the chronology and influences in citation networks. The system seeks to emphasise the visualisation of articles and their inter relationships. <https://engineering.purdue.edu/~elm/projects/citewiz.html>.

Circle view and CiteWiz are essentially visualisation interfaces of digital libraries that facilitate the exploration of papers and their references. Neither of them have co-citation visualisation facilities per se.

**CociteSeer** is a system to visualize large co-citation networks [10.1108/02640471011033602](http://dx.doi.org/10.1108/02640471011033602)

**D-Dupe** is an interactive tool that combines data mining algorithms to facilitate resolution of duplicated entries. <http://www.cs.umd.edu/projects/linqs/ddupe/>

**Digitometric tools** for OAIPMH are used to retrieve a co-citation map using a particular publication as the initial point in the navigation of the co-citation space. The Digitometric software consists of a back-end database to store the collected metadata, software to interact with this database and provide the base functionality of the framework, and several interchangeable and extensible modules representing each of the "e-services". [Http://eprints.ecs.soton.ac.uk/.../Digitometric\\_Services\\_for\\_Open\\_Archives\\_Environments.doc](http://eprints.ecs.soton.ac.uk/.../Digitometric_Services_for_Open_Archives_Environments.doc)

The Open-access movement has also caused some services to look at visualizing references. A useful example is *Citebase*, which has a download/citation correlator <http://www.citebase.org/analysis/correlation.php> which correlates downloads and citations across an adjustable time window. Natural future extensions of these metrics include *download growth-rate*, *latency-to-peak*, and *longevity indices* and *citation growth-rate*, *latency-to-peak*, and *longevity indices*. A useful article in this area is <http://cogprints.org/4841/1/shad-bch.htm>.

On a more light hearted note you may wish to look at <http://www.mapofscience.com/> Mapofscience

Finally **CrossMark** from CrossRef, a new development that considers different versions of articles and how they can/should/might be maintained, and how you will know if they are: <http://www.crossref.org/crossmark/index.html>

## Endnote

Endnote x4 has been released at the end of March 2011. New features include the ability to import and search pdfs into any Endnote Library, and the ability to add wildcards within search terms when building search strategies. In line with the co-citation networks above, Endnote x4 allows you to present your personal references in researcher ID format where the citation metrics are provided by ISI Web of Knowledge. ResearcherID is a identifying system for authors, generated by ISI. See [www.researcherid.com](http://www.researcherid.com).

## **Digital Curation and Preservation Bibliography 2010**

This 80-page book presents over 500 English-language articles, books, and technical reports that are useful in understanding digital curation and preservation. This selective bibliography covers digital curation and preservation copyright issues, digital formats (e.g., data, media, and e-journals), metadata, models and policies, national and international efforts, projects and institutional implementations, research studies, services, strategies, and digital repository concerns. Most

sources have been published between 2000 and 2010; however, a limited number of key sources published prior to 2000 are also included. Many references have links to freely available copies of included works.

<http://digital-scholarship.org/dcpb/dcpb2010.htm>.

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## Public Sector News

**Jane Inman, Customers and Communications Manager, Environment and Economy, Warwickshire County Council ([janeinman@warwickshire.gov.uk](mailto:janeinman@warwickshire.gov.uk))**

*Nottingham challenges Government ruling; data transparency*

### Public spending information

Nottingham City Council is refusing to publish the spending data which the Secretary of State for Communities and Local Government, Eric Pickles, required local authorities to publish by the end of 2010. Unlike central government departments who are required to publish details of what they spend above £25,000, local authorities have to make available details of all spending of £500 or more. This means vast amounts of data are being published each month, with the idea being that this will expose extravagance and waste. There is no legal requirement to publish the data, and Nottingham City has said it will only comply once a legal requirement is in place. Armchair auditors are expected to examine the data and hold local authorities to account for what they spend. Having looked at the data for my own authority, I cannot see that there is enough detail to be able to make any sort of judgment on an authority's spending.

### Citizen journalists

It may not be possible to judge an authority's performance by its spending data, but being able to understand how an authority is tackling the major budget cuts that we are all facing is important. In an age of blogging and tweeting it is possible for anyone to share information about what is happening at, for instance, a budget-setting council meeting. In some authorities, though, the use of social media tools to communicate the democratic processes more widely have been discouraged.

This led to the Secretary of State, Eric Pickles, writing to all local authorities to encourage them to take a modern approach and allow the use of blogging, tweeting etc. to communicate the decisions being taken by elected members more widely.

### Code of recommended practice for local authorities on data transparency

The government launched a consultation into a code of practice for local authorities on data

transparency in February, and this closed on 14 March.

The code is designed to support the government's transparency agenda, and will set out the requirement to publish data and minimum expectations. It defines public data as "the objective, factual, non-personal data on which policy decisions are based, and on which public services are assessed, or which is collected or generated in the course of public service delivery."

The code goes on to set out a minimum list of datasets to be released. Much of what it requires should already be routinely published, such as the constitution, election results, committee minutes, policies, performance, audits and, of course, expenditure over £500 as we have seen above. What may not always be published will be councillors' allowances and expenses (although these may well have been supplied in response to Freedom of Information requests) and salaries of senior staff (those over £58,200). Also to be published are copies of contracts and tenders to businesses and to the voluntary community and social enterprise sector. I suspect this will cause some concerns.

You can view the consultation at [www.communities.gov.uk](http://www.communities.gov.uk).

## **And finally... spatial asset information**

Communities and Local Government (again!) are looking at publishing details of public sector assets and are aiming to have a demonstrator map on the internet shortly. The idea is to publish details of all public sector assets to encourage better management of them through collaborative working between local authorities and other public sector bodies.

*Public Sector News has been supplied by ALGIS in LARIA (The Affiliation of Local Government Information Specialists in the Local Authority Research and Intelligence Association) which represented information professionals providing information services to local authority staff and elected members.*

*At the LARIA AGM in April ALGIS announced its intention to cease operating. The decision was made for a number of reasons which included the difficulties in the present financial climate of people being able to spend time out of the office to attend events or serve on the committee. LARIA will continue and, if it identifies sufficient demand, will run seminars and events on aspects of information work in local authorities.*

For information on LARIA go to [www.laria.gov.uk](http://www.laria.gov.uk)

## New books of interest

Here are some book titles that might be of interest to UKeIG members. The list isn't exhaustive; members are welcome to suggest other books for review. If you are interested in reviewing any of these titles, or if you are publisher and you have titles that you think would be of interest to the UKeIG readership, please contact the editor. A copy of the book is provided free for you to review. Most of the titles are recent, but some earlier ones are included that may have slipped the net!

**Books, Bytes and Business:** the Promise of Digital publishing, Bill Martin and Xuemei Tian, Ashgate, October 2010

**Classification made simple** (3rd edition) Eric J Hunter, Ashgate Publishing, September 2009

**E-books in Academic Libraries** (Mincic-Obradovic) Chandos, December 2010

**Managing Image Collections** (Note) Chandos, Jan 2011

**Creating Digital Collections** (Zhang) Chandos, 2008

**Metadata for digital resources** (Foulonneau) Chandos, 2008

**Information Architecture for Information Professionals** (Batley) Chandos, 2007

**Organising Knowledge** (Lambe) Chandos, 2007

**Web 2.0 and Libraries** (Parkes) Chandos, April 2010

**Improving Students' Web Use and Information Literacy:** A guide for teachers and teacher librarians (James Herring) Facet, November 2010

## Book Reviews

### **The 2011 guide to free or nearly-free e-books**

**Chris Armstrong, UKeIG, 2011**

With free e-information high on the agenda of many librarians in this era of rapidly diminishing resources, Chris Armstrong's 2011 guide to free or nearly-free e-books could not be more timely. In our institution, we have been scanning the Web horizon for a number of years for free material (particularly ebooks) to supplement or even to substitute items from our collections, so we awaited the publication of this book eagerly.

The brief introduction describes the purpose of the work "to facilitate easy access to free e-books and e-book collections which can enhance their digital collections" (p.x), then launches into an annotated list of 232 resources, divided into two main sections: adult e-books and younger than adult e-books, with an additional section for late entries. The adult e-book section makes up the bulk of the book, with 208 entries, and is further subdivided by type of resource (archives, publishers, single titles, gateways and so on). Two indexes (general and title) aid navigation. There is also a useful list of references for wider reading.

Having spent over ten years working on locating e-books on the Internet, Chris Armstrong clearly has an impressive knowledge of freely available e-resources. This book gives a good overview of the breadth of material available, from large multi-disciplinary collections such as Project Gutenberg – "the oldest archive of e-books" (p.57) – to single texts including a mathematics textbook and a biography of Chomsky. Interesting approaches to e-book creation are highlighted in the sections focusing on experimental publishing and social e-books, including graphic novels and an e-book based on reactions to the *Golden Notebook* by Doris Lessing. Each entry contains the URL of the resource, one or two keywords and a description. In many cases the format is mentioned, and the introduction contains a brief description of different format types and the applications needed to access them.

Chris notes that "the directory is essentially descriptive ... and ... does not offer literary or textual criticism" (p.xii) so it is essential for readers to evaluate each resource for suitability. It helpfully flags up issues such as presence of adverts, limitations with display navigation, searching and so on.

There are some inconsistencies in the keyword descriptions – for example Classic Bookshelf is described as “Literature”, whereas Classic Book Library is “Fiction”. “Various” is frequently used where another more meaningful term might be appropriate for resources such as the Biodiversity Heritage Library.

The most obvious observation is that this book would be fantastic as an e-book itself. Navigating the resources via a single click would be straightforward, and it could include scope to update and add entries, add comments, become a social tool. However, the print format makes it a good starting point for anyone new to this area who may find the new technologies and number of resources available on the Internet overwhelming.

Colleagues experienced in this area suggest that searching the Internet for free ebooks relies to an extent on serendipity due to the organic and constantly changing nature of the Web, which in turn relies on a user’s confidence and familiarity with navigating the Web. This book provides a friendly and reassuring introduction to what can be an unmanageable and overwhelming subject. For those already working in this area, it highlights many resources worth investigating that may have been overlooked. Ideally this will be the first of many future revised and expanded editions!

*Ann Etkind, Sarah Halliday, Sue Thomas, Cathy Tong*

## **Improving students' Web use and information literacy: a**

## **guide for teachers and teacher librarians**

**James E. Herring, Facet Publishing, 2011**

This latest addition from Herring’s body of publications for teachers and teacher librarians on the internet has many benefits. The Web is established as an information source, so it is only befitting to have an update of his practical tips based on sound pedagogical theory.

The style layout is clear, making it a joy to dip into. Each well-structured chapter follows the same format stating clearly its scope, with individual introductions followed by helpful headings, and completed with conclusions re-emphasising the coverage, supported by lists of references. There is of course a comprehensive index, and the chapter references are compiled together to form the bibliography, which in itself makes for an interesting read.

Increasingly the Web is seen as the first tool for information so it’s imperative that all students are information literate. It is commonly recognised that Google is the most popular search engine – though not necessarily the best, so professionals need to raise awareness of specialist search engines. However, the advanced search facility of Google can be exploited much more. Another gem for schools suggested by the author is the use of copyright-free images. We are also reminded that metasearch engines are better than single search engines, and are advised to try Dogpile or Ixquick.

He flags up the emergence of visual search engines – a positive development for visual learners.

The author includes references to guides on effective searching on the Web, such as the Berkeley Library guide and an easily digestible catalogue of other guides for those wanting to focus on Web searching in schools. Most information professionals will want to hone their information literacy skills and use the tips in this book to enhance their quality of teaching. Herring helpfully provides outlined staff in-service training sessions with detailed timings.

The growth of Web 2.0 is covered in a chapter about blogs, wikis, social bookmarking, podcasting, photo sharing (Flickr's Creative Commons) and social networking. There is a nice comparison between blogs and wikis, with wikis coming out as the better tool for learning. Anyone not yet familiar with social bookmarking can read briefly about Sqworl, Diigo and the better known Delicious. It's always useful to be reminded of freely available tools.

The chapter on information literacy attempts to define this term, although I suspect it will be changing again before too long. Those wanting to

read about a different model of information literacy to the UK's Seven Pillars<sup>1</sup> will find this enlightening as it includes the Big 6 model, the ISP model, NSW DET and the PLUS model, with examples from schools in Australia, UK and the USA. He makes the point that there needs to be a whole school culture, and he provides some bulleted suggestions of how to achieve this collaboration. Herring asserts that there is little evidence to support the premise that if students are Web users they will be effective Web learners. Even university students can falsely believe that Web searching is easy and intuitive, yet to be effective, search strategies have to be learned/taught.

Towards the end of the book, the author goes on to describe clearly some of the emerging terminology such as learning objects (another term for learning websites), so that the reader can feel in touch with new developments. It's also reassuring for some to read that website development is not such a technical challenge these days. Very practical advice is offered on the different stages of website design and tips about format, templates and use of colour. Also, advice is given about navigation with tabs and windows, links to specific parts of websites, enhancements with

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[http://www.sconul.ac.uk/groups/information\\_literacy/papers/sp/model.html](http://www.sconul.ac.uk/groups/information_literacy/papers/sp/model.html)



graphics, sound and video, and lastly accessibility considerations. The author admits that ICT changes are made swiftly, and one of the biggest difficulties is that while information is easily accessed, and will be more so with new mobile devices, but students' abilities to search effectively, evaluate and reflect, still needs to be developed through information literacy. This affords a great opportunity for collaborative work between teachers and teacher librarians.

My only criticism was a slight irritation at the repeated use of the full phrase "teachers and teacher librarians" throughout the text, but here is a book that should be passed around the staffroom to various members whether they are practitioners and teachers or those deciding on the curriculum content.

*Janet Morton, Faculty Team Librarian, University of Leeds*

## Permissions: a survival guide

**Susan Bielstein, Chicago University Press, 2006**

Susan Bielstein's book on clearing permissions is subtitled "Blunt Talk about Art as Intellectual Property", and blunt it certainly is. But it's also funny. I don't think I have ever laughed before

when reading a book about picture permissions, but page 7 of this book made me laugh out loud. The page is completely blank, apart from a caption:

Plate One: Francis Bacon, Study after Velasquez's Portrait of Pope Innocent X (1953). The Bacon Estate asked to read the relevant text for this image and subsequently refused permission to publish it.

As a publisher, you will frequently be confronted with the seeming wilfulness of IP owners who insist on unreasonable terms for reproduction, or who simply (as here) refuse permission at all.

Any book that reveals how much was paid for permissions for all the images in a book will be of interest to anyone who has ever been involved in clearing rights for image reproduction in books or websites. Bielstein's book shows how the picture budget for her book totalled \$1511.18, with 18 of the book's images cost nothing at all.

The book is a mixture of practical tips and general principles, which is what makes it interesting. Alongside an examination of the laws of intellectual property is an attempt to state what a reasonable position on rights might be; the actual state of affairs for image rights is inconsistent and perverse, varying from country to country and from year to year. Clearing rights frequently applies to many or all countries, but of course IP law varies widely from country to country, with the further

complication that case law has interpreted seemingly similar laws in contradictory ways. Hence the same picture can at the same time be in copyright and out of copyright in adjacent countries.

As an example of general principles, Bielstein pertinently refers to the patent laws. Why does copyright last so long when patents typically last only 13-16 years (kept short to prevent monopoly)? We all agree that the creator of a work should be justly rewarded for his or her endeavour, but should his or her partner? Should their grandchildren? And if so, should not the inventor of an object or process not be entitled to similar rights?

Unfortunately the desire to write an entertaining book sometimes gets in the way of the book's usefulness as a guide to clearing rights. It's only in chapter 10 that the author gets round to what you have to do to clear the rights to reproduce an image in copyright, and even then her desire to be helpful sometimes gets in the way of the message. On page 104, she give a list of several dictionaries of art, to help you find the birth dates of any prominent artist. She reminds you that you need to know the artist's nationality, and then reveals that if the artist is from North Korea, then their work is not protected internationally. I don't expect many of us will be clearing rights from photographers or artists in North Korea.

Again, as a how-to manual the book has some defects. There is a whole chapter on "fair use"

(chapter nine), but it's only in the following chapter that the author reveals there is a British English term for it, "fair dealing". As far as I know, the terms are interchangeable, but if there are to be two terms described, their equivalence (or otherwise) should be stated at the first mention in the book.

Despite the author's blunt talk and ability to see through the deviousness of many picture agencies,, she reveals herself to be rather credulous when told by an author of an undiscovered painting by Antonella da Messina image from a monastery in Sicily. Her publisher commissioned a highly expensive photograph of this so-called new work, which turned out not to be by him at all – an expensive way of establishing the extent of an artist's corpus.

For those who aren't going to read the book, but who want a summary of the problems of clearing rights, I suggest the following points, extracted from Ms Bielstein's book:

1. Copyright law varies from country to country, and is not consistent between the US and the UK. In the EU, copyright is currently 70 years after the creator's death.
2. In the US, the situation is more complex. Before 1978 copyright in the US was based on the date of creation, not of publication.
3. There are other key differences between the US and the rest of the world. For example, In the US there is an intriguing concept of "reproduction rights", which refers to photographs of works of art. These have no artistic right in themselves, and are not copy-

rightable in US law. This is how Wikipedia is able to reproduce major works of art in public collections without paying royalties to the photographer.

4. Ownership and copyright are two different things. Just because a gallery owns a painting does not give them rights to prevent reproduction of that painting if the painting is in the public domain. This is how it is possible to reproduce an image of the Mona Lisa but pay only the Bridgeman Archive, who happens to own a photograph of the painting. The Louvre could also provide you with a copy, but their rights are restricted to the photography, not to the painting itself.
5. But for a work in copyright, permission is entirely in the hands of the owner of the intellectual property, which is why there is a blank page at the beginning of Bielstein's book.
6. By asking someone for permission to publish their images, you are granting them the right to say no, or to charge you, whether or not that charge is legal. In other words, it's better to know the situation before you contact presumed rights owners.

*Michael Upshall*

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## Training Update

UKeiG has been awarded the [CILIP Seal of Recognition](#) as a training provider for another three years. following the assessment of sample CPD activity. The Seal is awarded in recognition of the range of Continuing Professional Development activities provided that are relevant to the library and information community.

The **Annual Seminar** is an opportunity for the Information Community to come together to listen and discuss how the semantic Web can help the profession create smarter content to push their organisations through these difficult economic times. All the speakers are key practitioners in utilising the semantic Web and exploiting all that it offers. Come and join in the debate with those in the know:

[Smarter content with the semantic Web: Is your organisation ready? : UKeiG Annual Seminar and AGM](#) Wednesday, 15 June, 2011 – 09:30 – 17:00 Royal Society of Chemistry, Burlington House, Piccadilly, W1J 0BA, London.

### Training 2011

Training courses to the end of 2011 are being planned with courses to date listed below

The **Intranet Roadmap workshops** now has a second date listed. These are a new development for UKeiG, providing real hand- on and focussed workshops for colleagues who manage intranets.

[Intranet Roadmap Workshop 2 : Using your intranet to support collaboration and knowledge exchange](#) Wednesday, 11 May, 2011 – 09:30 – 16:30 Maple House, 150 Corporation Street, Birmingham.

Difficult economic times calls for practical courses that will allow information professionals to get ahead of the game. Why not look in more detail at attending one (or all) of the courses outlined?

[Effectively influencing your Stakeholders : powerful techniques for marketing AND change management – Course Presenters Elisabeth Goodman and Shaida Dorabjee](#) Wednesday, 18 May, 2011 – 09:30-16:30 CILIP, 7 Ridgmount Street, London, WC1E 7AE

[Getting to grips with developing and managing e-book collections: an introduction Course Presenters Chris Armstrong and Ray Lonsdale](#) Wednesday, 25 May, 2011 – 09:30-16:30 Foresight Centre, University of Liverpool, 1 Brownlow Street, Liverpool

[Getting better at everything you do: optimizing the way you work : Elisabeth Goodman](#) Tuesday, 28 June, 2011 – 09:30-16:30 Aston Business School Conference Centre, Aston Triangle, Birmingham B4 7ET

Trimming the fat: How do your users filter information and what can you do about it? Drew Whitworth Wednesday 7th September 2011, Manchester.

## Press Releases

### **Development of UK public library catalogue progresses to next stage**

Birmingham, UK, 15 April 2011:— OCLC has today announced that its project to develop a Web-based, national public library catalogue has now been made available to a selection of pilot institutions. Over the next two months a small group of libraries will have the opportunity to review the catalogue, and feedback on things such as data quality and overall user experience.

Developed in conjunction with The Combined Regions (TCR) and based on holdings indexed in WorldCat, the world's largest database of bibliographic information, the customised union catalogue provides a view of the 9 million holdings contributed by the 149 local authorities that currently subscribe to UnityUK, the UK's only nationwide network for resource sharing.

As part of this initial roll-out, pilot institutions will help refine the catalogue by providing input in areas including user experience and completeness of holdings data. Currently around 80percent of British public libraries participate in UnityUK. By

subscribing these libraries contribute details of items they wish to make available for inter-lending. Therefore, one of the main objectives of the pilot is to establish what additional data will be needed in order to improve holdings coverage and provide a credible national catalogue experience for the public.

"Offering a complete view of the UK's public libraries, online, in a user friendly way is our ultimate goal. Our pilot participants will be integral to the success of the project, and entering this phase is a significant step toward accomplishing our objectives," says Elisabeth Robinson, Product Manager at OCLC.

"We are relying on our users' experiences and feedback to ensure the group catalogue meets their needs, before we move to the next step. The initial announcement, made back in January of our intention to develop the catalogue has been really well received and we want to make sure that the catalogue is going to meet community expectations. More importantly, in the short term, we want to ensure that we maximise the return on investment already made by our existing UnityUK customers," concludes Robinson.

Rob Froud, Chair, The Combined Regions, continues: "I think it's great to have reached this stage so soon. It's important that we ensure that the national catalogue meets all our user requirements, and these pilots are important in that respect. The Combined Regions is working very closely with OCLC to ensure that this exciting development helps provide a much needed boost to the public library offer."

This announcement coincides with a number of UnityUK user group meetings happening across the country in April and May, where attendees will learn more about the national catalogue and what it means to them. For details of these meetings and to register please go to <https://www3.oclc.org/app/emea/unityuk/>

Alternatively, if your library would like to be involved in the testing of the catalogue please contact [elisabeth.robinson@oclc.org](mailto:elisabeth.robinson@oclc.org)

## Advice for universities on student plagiarism

31 March 2011: The Academic Integrity Service (AIS), managed by the Higher Education Academy (HEA) with JISC, has today published a report to enable higher education institutions to review and develop their policies relating to student plagiarism.

"Policy works: recommendations for reviewing policy to manage unacceptable academic practice in higher education", includes an overview of previous guidance and research work on this topic.

The report then focuses on 12 recommendations that can be used by staff to aid the review and continued development of institutional policy including:

- establishing a cross-institutional group;
- making explicit the responsibilities of the institution, staff and students;
- considering terminology and definitions;
- providing detailed procedures for reporting and managing cases;
- establishing a set of penalties and associated guidance.

Dr Erica Morris, senior adviser at the HEA and lead author of the report, said: "There are many challenges facing higher education and students may well have higher expectations about their experience at university in the future.

More than ever before it's vital that HEIs have up-to-date policies in place for managing issues including student plagiarism, collusion and data fabrication.

"The recommendations in this report can be used or adapted by universities and colleges to suit their

own particular academic integrity needs. Each of the recommendations is illustrated with examples and case studies so lecturers and policy makers across the sector can benefit from the experiences of others.

“All institutions take academic integrity seriously, and this report will provide practical information on how they can continue to review and develop their policies for managing unacceptable academic practice.”

Read the report at <<http://bit.ly/dH7alm>>

### **University of Oxford and OCLC collaborate to study digital ‘residents’ and ‘visitors’ in the transition to higher education**

Birmingham, UK, 31 March 2011: University of Oxford and OCLC Research are collaborating in a six-month, JISC-funded study, which is part of a larger three-year longitudinal project, to investigate the theory of digital residents and visitors with students in the transitional educational stage between late-stage secondary and the first year of university.

Titled “Visitors and Residents: What Motivates Engagement with the Digital Information Environment?” this international project began in January

and will continue through to the middle of 2011. Project directors are Mr. David White, Co-Manager (Development), Technology-Assisted Lifelong Learning (TALL) part of the University of Oxford, and Dr. Lynn Silipigni Connaway, Senior Research Scientist at OCLC. Dr. Donna Lanclos, Library Ethnographer at the J. Murrey Atkins Library, University of North Carolina at Charlotte, will conduct data collection and analysis efforts in the United States.

“This is timely research which will move forward our understanding of how learners engage with the Web,” said Mr. White. “It is especially exciting to be part of a trans-Atlantic partnership which allows us to compare students’ digital learning strategies in different cultural contexts.”

Digital residents spend a portion of their lives online, using the Web to develop an identity and maintain relationships. They tend to use the Web in many aspects of their lives, including as a venue for conducting their social life. In contrast, digital visitors use the Web as a tool for achieving specific goals as needs arise. They do not develop an online identity nor participate in online culture in the same way, or to the same extent, that digital residents do.

“We are very excited about collaborating with Oxford University and JISC, with support from UNC Charlotte’s J. Murrey Atkins Library, to learn more about beginning researchers’ motivations for engagement with both the physical and online information environments,” said Dr. Connaway. “This is a great opportunity to identify how



educational services and systems can attract and sustain a possible new group of lifelong learners.”

Commenting on his organisation’s decision to support this project, JISC program manager Ben Showers said: “Students and researchers are changing how they use technology at a tremendous pace, but at the moment we don’t fully understand their expectations and motivations for using specific technologies and online spaces. We’ve funded this pilot phase of a larger study to help demystify the picture, building on previous JISC investment in this area. By looking at a group in transition—those students who are between school or college and university—we’ll be able to help universities understand how their freshers [i.e., first-year students] were working when they started their courses and what the university can do to support their digital literacy during their studies. Universities can then use this information to make sure they are delivering the right digital learning resources and strategies to help retain and attract students.”

The Web page for Visitors and Residents: What Motivates Engagement with the Digital Information Environment? is available at [www.oclc.org/research/activities/vandr/default.htm](http://www.oclc.org/research/activities/vandr/default.htm).

The concepts of digital residents and digital visitors used in this study are described in more detail on the TALL blog: <http://tallblog.conted.ox.ac.uk/index.php/2008/07/23/not-natives-immigrants-but-visitors-residents/>.

Technology-Assisted Lifelong Learning (TALL) is an e-learning research and development team based at the University of Oxford’s Department for

Continuing Education. Established in 1996, TALL specializes in developing high quality online courses for the Higher Education sector

### **“The first practical guide to e-books in libraries” now available**

Facet Publishing has announced the release of *E-books in Libraries: A practical guide*, edited by Kate Price and Virginia Havergal, the first practical appraisal of e-books for library and information professionals.

CILIP Vice President Phil Bradley said “Given the current controversies surrounding e-books – the formats, costs, availability and e-readers – this is a timely publication that considers their role within a library service. E-books are already proving very popular with all readers, but within a library environment they give the library service a perfect opportunity for outreach to their members. E-books provide access to reading materials for those people in society who are, for whatever reason, unable to visit a local library.”

Despite the fact that e-books have been in existence for decades in various guises and added to library collections for several years now, there has been a lack of published manuals on the subject. This is doubtless owing to the rapidly evolving nature of the market. There are now many different types of e-books and a bewildering number of business and access models to match.

The pace of change shows no sign of abating and there is an increasing amount of interest in e-books. What is needed is practical information to assist library and information professionals managing collections of e-books and doing their best to inform their users right now.

This book, the first of its kind to provide a practical appraisal of e-books, fills that need by addressing the key questions: Where do e-books come from and what are the key business models that support them? What needs to change before e-books become universally and easily used? What will the e-book landscape look like in ten years' time? How can you be sure you are building a good collection that your users can access easily? What about money and budgets?

Phil Bradley continued, "*E-Books in Libraries: A practical guide* provides vital background information on their use as well as updating information professionals on those aspects of provision that must be taken into account. E-books really do need to be viewed in an entirely different way, since they are a new and increasingly important type of publication."

This book is a ready-reference source for any library and information professional with an interest in e-books and their development. It will also be of interest to publishers, who need to be aware of the issues faced by libraries managing e-book collections, and will be of great value to students of

librarianship and information studies, and those on publishing related courses.

[\*E-books in Libraries: A practical guide\*](#) is available in hard copy and will be one of the first Facet Publishing e-books when their e-book programme is launched in April 2011.

### **Outstanding indexes wanted: Wheatley Medal 2011**

Anyone searching for information knows that a good index enhances the value of any publication, and the very best are deserving of wider recognition. Winning the Wheatley Medal confers prestige on both indexer and publisher and, like any award, can help in marketing the publication.

If you're an editor or publisher, why not consult your colleagues and consider nominating some of the best indexes from among your recent publications? Nominations are also welcome from academics and librarians, who are well placed to judge the usefulness of an index. Visit the Society of Indexers' website to check the criteria the judges are looking for, see a list of previous winners and download a nomination form: [www.indexers.org.uk/index.php?id=61](http://www.indexers.org.uk/index.php?id=61).

Established by the Library Association (now CILIP) and the Society of Indexers, this prestigious medal was first awarded in 1963. It has since been presented for indexes to a wide range of publications, from encyclopedias to journals, with subjects ranging from law and medicine to biography, literature and history.

- All indexes published in the EU (not just in the UK) between 1 January 2010 and 30 April 2011 are eligible for nomination (provided both text and index are in English)
- Judging panel includes indexers, academics and library/information professionals
- Publishers should remember to send a copy of the publication with the nomination form.

Don't miss the deadline – 3 May 2011.

## Public libraries' legal protection under threat

14 March 2011: Crucial legal requirements that require local authorities to provide a comprehensive and efficient public library service have been put under review.

The Department of Communities and Local Government (DCLG) has launched a review of the statutory duties placed on local government. The DCLG are "inviting you to comment on the duties

and challenge government on those which you feel are burdensome or no longer needed."

The DCLG have identified 1,294 statutory duties that central government places on local authorities. Three of these duties apply to public library services in England. All three are held by the Department of Culture, Media and Sport under the Public Libraries & Museums Act (1964).

"We are calling on everyone who cares about public libraries to explain to the Department of Communities and Local Government, loud and clear, why these statutory duties are so vital," said Brian Hall, CILIP President, "These duties mean that local authorities have a legal obligation to provide comprehensive and efficient library services, and they allow the Secretary of state to monitor and inspect library services. Without them, it will be incredibly difficult to hold local authorities to account and local people will be much less likely to receive a quality public library service that is consistent across the country. I urge you to [submit your views](#) by 25 April 2011."

The Public Libraries and Museums Act requires local authorities to provide a public library service that is comprehensive and efficient, and available to all who wish to use it. The Act also gives the Secretary of State the right to gather information and inspect library services.

At an MPs' debate on 28<sup>th</sup> February, Libraries Minister Ed Vaizey stated there are no plans to repeal the statutory provision of libraries under the Act, saying, "The statutory duty remains a very important safety net for the provision of libraries." CILIP Chief Executive Annie Mauger has sent an [open letter to Mr Vaizey](#); urging him to make it clear to the DCLG that there is a continuing need for these duties, and reminding him how much public concern there is about the future of public libraries.

Find out more about the [DCLG's review](#) and submit your views via a [web form](#).

## Enfield Library Service increases use of digital reference sources by over 300 percent

26 Nov 2010: Enfield Library Service now has 7,500-12,000 users a month of its online resources, a massive increase from just 2,500 per month a year ago. The higher usage comes after a thorough review of the Library's reference services by Peter Brown, Information and Digital Citizenship Manager for Enfield Libraries.

Peter explains, "The review also involved a mystery shopping exercise to test staff knowledge of online resources, revealing that only 50 percent

of library staff knew that we had them and prompting a retraining exercise. We also decided to utilise technical and licensing opportunities to make our information resources available via a PC at any library or directly from home, replacing our previous 'Central library/large branch' model." This was a considerable saving, reducing eight staff to two.

Enfield is now extending the review to cover virtual library resources on behalf of the other 12 members of the London Libraries Consortium and to carry out a benchmarking exercise on use of different digital resources across the UK. Peter adds, "This performance-based approach is a long shout from the rather vague annual budget review comment from a financially pushed Reference Librarian of: 'it's well used' to 'last year Britannica averaged 2000 customers a month at a cost of 25p a search!'"

Most popular resources available via <http://www.enfield.gov.uk/24hourlibrary> are:

- Ancestry.com
- *Encyclopaedia Britannica online*
- Theory test online

Peter explains, "Library users prefer to find reference information online in a more self-service, 'anytime' fashion. However, they tend to be quite discerning and prefer to use quality sources rather

than turning first to search engines. Our digital resources are heavily relied upon so that if they 'go down' customers, including journalists, call us wanting to know when services will be up again."

Library staff are trained in different ways of accessing information online, so that they can pass this information onto library users. The training is split into four modules, covering legal and business; online newspapers; study support; and local and community information. Trainees then cascade the information into bitesize learning for other members of their teams. Peter adds, "The specialist training I and my colleague, Paolo Zanelli, now deliver throughout the year, has paid dividends and was the key factor in increasing usage."

Prior to the review Enfield was spending annually £80k on standing orders, and £20k on other hard copy reference materials, excluding periodicals. In the current financial year (10/11) the standing

order budget has been reduced to £5k and other hard copy materials to £10k and the budget for online subscriptions is £55k – in total a total spend of £70k representing a saving of £30k.

Benchmarking performance is now needed across the Consortium – but all participating authorities must invest in training if they are going to see usage of resources increase by 250 to 400 percent. Further savings will be achieved across the consortium as the project is rolled out.

## About eLucidate

*eLucidate* is the journal of the UK Electronic Information Group. It is published five times each year, in February, March, May, September, and November. Its aim is to keep members up to date with developments in the digital information environment, as they affect professionals. The magazine is provided free to UKeIG members.

### Notes for contributors

*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 members

Our membership comprises information professionals involved in the dissemination and/or delivery of digital content and services. Our membership base is two-thirds academic, one-third commercial, as well as some public libraries. A key benefit of the group is that meetings and forums provide "crossover" insight from one area to another: members see it as a way of keeping up to date in areas outside their core. Few other

organisations provide this kind of cross-sectoral awareness. The focus of the group is the UK, in the sense that authentication concerns tend to be around JISC tools such as Athens and Shibboleth. But the issues of digital provision are of course global. The most popular training courses we run are on search tools – Google and others; ebooks and how to deal with them. Other popular strands include intranets, content management, bibliographic software, and ebooks.

### Technical level

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

### Length of article

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

### What to write

A key aspect of UKeIG is that it provides insight from one area to another – members see it as a way of keeping up to date in areas outside their core expertise. Because the membership is quite disparate, ranging from pharmaceutical information professionals to public librarians, you should not

assume readers are as familiar as you in the subject area.

The most valuable viewpoint you can give is that of an end user. UKeiG is not a place for theoretical debate, but a forum where peers can share their experiences and understanding. So, if it worked for you, tell others. If it didn't, tell others why not.

### **How to submit**

Please e-mail your article to [mi-chael@consultmu.co.uk](mailto:mi-chael@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**

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

### **About you**

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

### **Editorial process**

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

### **Brief for book reviews**

Book reviews are typically 500-750 words. Because UKeiG is independent of any publisher, we are not obliged to have favourable reviews. If you think a book is poor, then by all means explain why. Members and non-members alike are welcome to suggest books for review or to submit reviews.