eLucidate

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Contents

Digital issues in a small, specialised academic institution

Christina Harbour & Rachel Isaac-Menard

This article outlines some of the various digital issues faced by a small academic institution: Writtle College, part of the University of Essex.

Introduction

Electronic information is now prevalent in most libraries. Digital tools are fast growing within Writtle College and we host as much of our information as possible online. We do not have an official digital strategy but we consider digital issues when making decisions. We think a digital strategy would be useful as it can promote innovation and be used as a tool for creativity. Below are some of the digital issues that Writtle College Library is dealing with.

We are a small, specialist institution, partnered with the University of Essex, and focused on land-based subjects. There are approximately 1136 Higher Education students and 1614 Further Education students. To support these students we have some 375 academic and support staff members. Supporting learning, teaching and research within the College is the overall aim of Writtle College Library, where three full-time librarians and five library assistants are employed. As outlined in the User Charter, the Library "provides a range of learning materials in print and electronic formats, including books, journals, databases and audio-visual material …" We stock in the region of 35,000 books, 350+ print journals (with many more available online),

approximately sixteen databases and nearly 200 e-books.

Library management system at Writtle

To manage all of these resources we use IS Oxford's Heritage Library Management System. The system has an array of capabilities; however sometimes we do not use it to its full potential. We could make better use of the reports section to inform our decisions by using it in a more advanced way. Currently we only use the most popular books report and the multiple holds report to better guide our collection development and purchasing decisions. It would be helpful to look at the reports in more detail, for example to examine usage by different cohorts of students. Useful features of the OPAC (online public access catalogue) version of the library management system include students being able to log in to view their library record, to reserve and renew items, create lists of favourite items, view fines and borrowing history. The search functionality in the OPAC version of Heritage has some limitations given our needs. This includes shortcomings with class-mark searching and retrieving items via

title, as other less relevant items often appear first in the results list. A feature of our new library website will be an embedded catalogue search on our homepage (see figure 1). The Library's website forms a section of the larger CASTLe (Centre for Academic Standards, Teaching and Learning) website as it is a part of this group.

The downside of the embedded catalogue search is that only the simple search is available, which goes against our practice of encouraging students to use the OPAC's advanced search. All of our electronic holdings are searchable through the OPAC but this is limited to serial titles and years available. We tell students that to search within these journals they need to use our subscription databases and/or e-journal host platform.

We also use an SDI (Selective Dissemination of Information) function of the library management system. This current-awareness service offers users who have selected their keywords of choice from a range reflecting our subject areas to be sent an email when new items matching their keyword selection are received in the library. This is available to academic staff, although only twenty-nine are currently signed up. This SDI has never been marketed to students but we can assign them to their subject area automatically when they enter their first year at Writtle College.

Search and retrieval software used

One of our vendors, EBSCO, recommended we subscribe to, what was at the time, their new Integrated Search (see figure 2). We purchased this product as it met our needs and we had a limited budget, so this was both an economical and suitable solution. The Integrated Search retrieves results from all of our databases and we can tailor it to search in specific databases based on subject areas taught at Writtle College..

All search results from EBSCO databases are retrieved. However, it only finds the top thirty results from non-EBSCO databases. We recommend students use the EBSCO Integrated Search as a starting point, and in our electronic subject guides and teaching sessions we point students to individual databases for a more comprehensive literature search. Lately, we have explored some of the newer Web-scale discovery service products such as Serial Solutions Summon. Even if we had a larger budget, Web-scale discovery service products like Summon are not ideal for us because our entire collection is rather small and thus not difficult for users to search our OPAC and several databases. Although Summon is particularly useful for introductory and interdisciplinary searching, it is well outside our budget.

E-books

This academic year, we have endeavoured to build our e-book collection and market that burgeoning collection more effectively. We first started to acquire e-books in 2008. In 2010 growth of our e-book collection from the previous year was only 12% due to low usage and demand for e-books in the previous two years. Due to high student numbers this academic year, we are trying to grow the collection as we cannot keep up with demand for print copies. Our e-book

collection has already grown 79% since 2010. In order to ensure that students and staff are utilizing our expanding e-book collection, we have had to promote it more than we have done in the past. We have taken every opportunity to "sell" e-books to our patrons, at staff meetings, teaching sessions, through posters, e-newsletters, our Library blog, as well as our Library's twitter feed. As with print books, subject librarians purchase individual titles. Dawson*era* is suitable as our e-book platform since we can purchase in this way rather than buy a whole collection. This is useful as we have a limited budget so we only purchase titles we need or expect will be heavily used. We build our e-book collection based on student and staff requests, which areas need development as well as looking at which books have been previewed by our users on Dawson*era*.

How usage is promoted to students and end users

As with e-books, we try to promote our collection of resources, including electronic databases and print books in various ways. We make students aware of our resources during inductions and teaching sessions. Staff are reminded of and introduced to new resources at teaching sessions as well as during committee or departmental meetings. Increasingly, we have taken advantage of electronic marketing, including social networking to showcase our print and electronic collection. The Library maintains a blog, a twitter feed, electronic subject guides and a website. We liaise with Writtle College's marketing department on the creation of e-newsletters containing a section for the library. We also rely on more traditional print marketing methods such as posters, leaflets, and maintaining a notice board outside the library.

In the future

Several projects which we would like to see completed include setting up an institutional repository as well as digitisation of our collection of historical photographs and rare books.

Institutional repositories

The Directory of Open Access Repositories – *Open*DOAR – shows that many of the larger Colleges and Universities have an institutional repository already. A number of small to medium-sized institutions are embarking on this, such as Abertay University Dundee and Elmwood College in Fife. In 2008 we put in a bid within the College to set up in institutional repository. This would store a wide variety of materials utilising the College's Document Management System (DMS). This includes, but is not exclusive to, teaching and learning materials, (lesson plans, lesson materials, teaching aids, reading lists) and research and publications (successful research bids, completed research projects, published articles/e-books). Our intent was to create a location to show research within the College that would extend knowledge and benefit our students and staff. It would also promote research informed teaching and promote and raise the image of the College. According to our website the College "aims to expose all undergraduate and postgraduate students to research and

development" so the institutional repository fits well with the College's goals. Ultimately, the bid was declined because the Learning and Teaching Group wanted a large amount of introductory work done on it, which was not possible due to limited staff time and budget constraints. At the time our DMS was not in full use, but now that it is, it would be easier to set up our institutional repository. This is especially important as Writtle College is keen to improve its research activity. The College plans on entering the Research Excellence Framework in 2014. However, with the current climate of government cuts, it is unclear if institutions will be awarded funding based on a points system where the more points an institution gets, the more funding it receives. The institutional repository would offer a venue to highlight Writtle College's research activity. Writtle's Research Coordinator Carlos de Luna comments:

"Writtle College, during the last years, has invested in expanding its research infrastructure. During this time research excellence has been identified as a key priority on the overall goals of the College. This research infrastructure not only has been developed in the form of equipment, laboratories, recruitment of staff and research students, but also on its bibliographic services ... The establishment of an institutional repository in the College is of great benefit."

We would need to ensure that the institutional repository is not just available, but is searchable and easily accessible. We would need to determine whether it should be made available off campus as well as on campus and whether it is open access. Also we would need to explore and resolve all copyright issues, establish procedures for deposits, write a deposit agreement and determine management rights within the College.

Digitisation of special collections

The other project we are hoping to complete is digitisation of a number of our historical and rare items, including books, maps and photographs. The material to be digitised includes roughly 1000 historical books, approximately 150 maps and several hundred photographs. At present the historical books are housed in a library store and can only be ordered for use in the library. Most of our maps are available via our Digimap database and so do not need digitising. However, we do have a number of hand-drawn maps of the College grounds that we would like to be made available electronically. A map guide would be a useful way of helping students use the maps and map software that we have access to. We estimate that we have somewhere in the region of a few hundred historical photographs of the College dating back fifty to a hundred years. Digitising all of the special collections would give improved access to students and staff and increase usage of these important collections. At present, we have neither the resources nor the budget to support a digitisation project of our historic books. It would be beneficial to put in a bid for digitisation equipment and staff time as we do not have adequate scanning technology at present. The digitised books would be especially beneficial to setting up new courses as well as for distance learners and other off-campus users.

On-campus versus off-campus

We have endeavoured to keep up to date with the modernisation of libraries in terms of making material available online. This is especially important in supporting part-time and distance learners who need electronic material as they are not often on-campus. Due to the specialised nature of our collection, not everything is available electronically. We have a sizeable collection of historical material that is not available online; as well, there are very few e-books in certain subject areas taught at the College such as floristry so we must rely on print. Further challenges include the prohibitive cost of providing access to electronic resources off as opposed to on-campus. As a result, some of our electronic resources are available only on campus which is problematic for part-timers and distance learners.

Conclusion

In future we hope to have an official digital strategy along with an institutional repository, as well as look for ways of gaining funding to digitise some of our historical collections. We will continue to expand our electronic resources, in particular our e-book collection. With growing student numbers, many of whom live off campus, it will be imperative that Writtle College continues to improve its digital effort.

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Rachel Isaac-Menard is the Subject Librarian for the Schools of Design and Sustainable Environments at Writtle College.
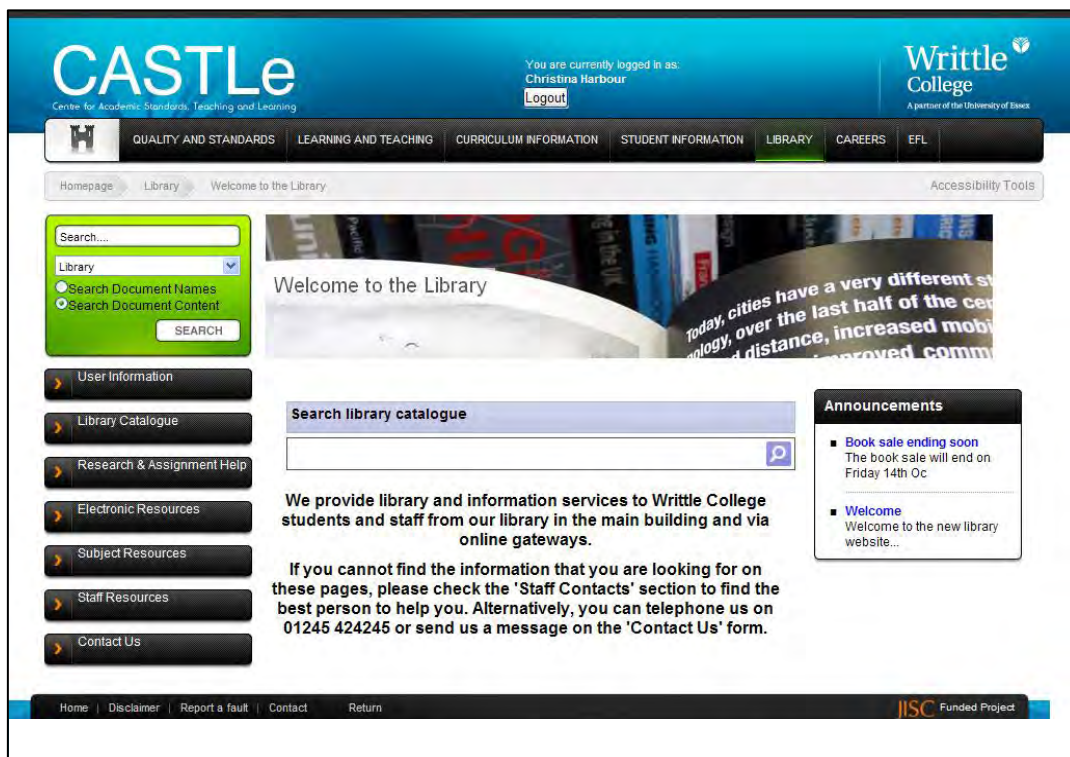
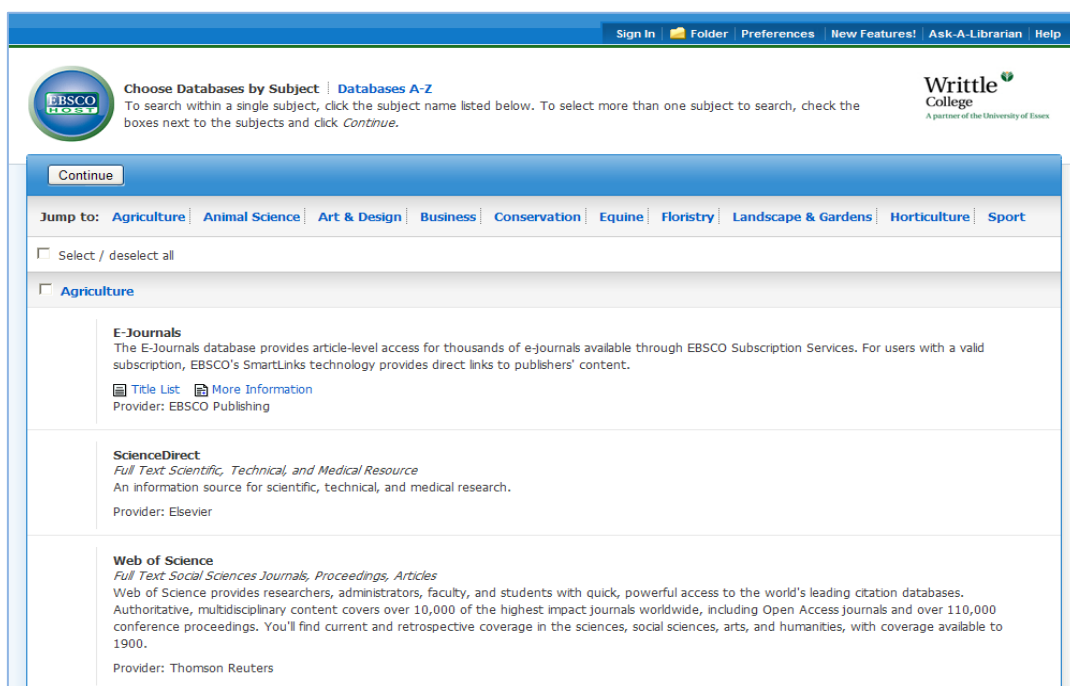*Figure 1 Library homepage of the CASTLe website with embedded OPAC simple search.*

Figure 2 EBSCO Integrated Search. Tabs along the top indicate subject areas at the College

CILIP offers itself as Expert adviser to Government on Open Data

Peter Griffiths

A copy of Peter Griffith's recent blog at the CILIP website

This week guest blogger Peter Griffiths, former CILIP President 2009, writes about our [recent](#)

[response](#) to the Cabinet Office.

You wait ages for a government consultation paper on data and information management, and then four come along together… The Information & Advice Blog carried a story in July alerting members to [Making Open Data Real](#), which was seeking views on enhancing the right to data not just about government departments and agencies but about public service providers in general – meaning any organisation responsible for deliver-

ing a public service, including private companies (and in our own area of interest, presumably any contractor or group providing information and library services on behalf of a public sector body). The Government says it wants to "embed a culture of openness and transparency in our public services".

CILIP has submitted a response – of which more in a moment – but has pointed out that the outcome of the open data consultation is inextricably linked to the proposal to create a [Public Data Corporation](#) which would be responsible for collecting, holding and managing public data. Open data is also one of the elements of the second phase of the Government's [Growth Review](#), and that is not due to make its first report until around the time of the Autumn Statement later in November – after the open data consultation has closed. Finally a [report](#) commissioned by the Cabinet Office from Dr Kieran O'Hara, a senior research fellow at the University of Southampton, makes important recommendations on the impact of transparency

on data privacy – though as yet we do not know whether or how the Government intends to implement them.

CILIP's response addresses many of the questions in Making Open Data Real – though to answer them all would have required us to publish a small book. It was put together by the informal task and finish group on information management that grew out of the Information Matters theme during my Presidential year, and is now supporting CILIP's policy priority on information management. In addition to responding to the key questions in the consultation paper, our response poses and answers several very relevant questions that weren't included, with concerns about privacy at the top of the list.

We've commented on the need to improve data quality (and the search function on government and public sector websites, which make it very difficult to find data even when it is available). We've argued that the selection of data to be released must be based on what users want to access, not what the public sector feels like releasing – and again, it shouldn't be acceptable to cite poor data quality as a reason for refusal to release it. We point to the need for consistency across the United Kingdom, to the resource pressures and possible conflicts of interest at the Information Commissioner's Office, and to the need to raise awareness among the new "Big Society" public service providers, and we've warned that the technological issues to be tackled are considerable. In fact a model already exists to support public service providers in dealing with their responsibilities – following the approach of the Information Matters initiative, government could create a "Knowledge Council" for these providers.

CILIP has already suggested this in response to consultation about the health sector, but government seems reluctant to re-use a winning formula. As you may know, information professionals have a key role in the original Knowledge Council, and CILIP's response not only emphasises the value that our professional skills will contribute to the initiative, but also offers to work with the Cabinet Office as an expert adviser as the consultation responses are turned into government policy.

In this blog I can only summarise the key points – the response is quite extensive in order to be thorough and to explain our professional concerns in places where government thinking doesn't yet seem to be clear. The members of the working group hope you'll read the whole response because this is an important issue that will affect every one of us in CILIP in one way or another as it develops.

Information Management

Martin White, Chair, UKeiG

A mobile year, and much more mobility to come

I think that 2011 will be seen as the year that mobile access arrived and 2012 will be a year of significant development. Two of the award winners in the 2011 Intranet Innovation Awards were mobile implementations http://www.steptwo.com.au/iia. One of the winners was the Web team at the UK Houses of Parliament and on Tuesday 17 January 2012 Sharon O'Dea will be speaking about this application at the Intranets Forum meeting. In terms of mobile platforms it is now a three-horse race between Apple, Google and Microsoft, with Apple still being the benchmark in the tablet sector. One of the two big developments in 2011 has been the growth of the tablet market, and that means that any mobile strategy has to integrate smartphones, tablets and PCs. I think that users will expect a seamless experience as they move between these three formats, and I would encourage you to look at http://precious-forever.com/2011/05/26/patterns-for-multiscreen-strategies/ which is a superb paper on how these three formats can be used in various combinations. It is also worth looking at a video produced by the Boston Globe to illustrate responsive design that reformats Web pages that are responsive to device format. http://www.boston.com/bostonglobe/features/

and http://designmodo.com/responsive-design-examples/ for more examples. If your tame designer is not familiar with the jQuery Java Script library http://jquery.com/ then suggest that this is a gap in their toolset.

The other big development has been the acceptance that organisations are not going to provide employees with a 'business smartphone' but to support whatever the employee is using, a concept described as Bring Your Own Device (BYOD). This brings me to a note about mobile apps. Native apps use the internal software and hardware of the phone (and tablet), taking advantage of the various sensors that are embedded in the phone. These apps will continue to work when there is no mobile connection provided no updating is required. Web apps just use the phone/tablet browser, and need to maintain a connection with the internet, though the advent of HTML5 will enable Web pages to be cached. In a BYOD world organisations will need to provide native apps for all the main platforms, and that takes a bit of doing when Google seems to lose the upgrade roadmap from time to time. For some strange reason the success of the various mobile platforms has been judged on the basis of the number of apps that are available,

but research is now indicating that most users can only manage perhaps a maximum of twenty apps (two pages), so having 60,000+ around is not much help.

The early thinking about mobile was that communications managers would be the prime sponsors because of the ease with which corporate news could be pushed out to mobile workers. What is becoming clear is that the primary requirement of these workers is to converse and collaborate with other mobile workers. The starting point for this is the staff directory, and if this is not fit for use on a mobile phone then the time to start working on it is tomorrow. Then come all the social media and collaboration applications, including enterprise-level calendars, so that staff can optimise their working month. Mobile devices will also be used for reporting back to base on sales and service calls. The result is quite a complex mix of interactions between mobile employees and office-based staff.

For 2012 you absolutely need to have a mobile strategy, even if that strategy is that you will not support smartphones and tablets until 2014. My own suggestions for actions in 2012 are:

Governance

1. Set up a steering group which brings together all the stakeholders and make sure it has the scope and resources to get things done, including

- IT
- HR
- Line-of-Business, especially sales and service
- Communications
- Legal
- Web

2. Educate, educate, educate!

3. Seek out 'mobile champions' who can see immediate business benefits from investing in mobile information solutions

4. This is a fast-moving area – make sure you monitor and assess the implications of industry developments and case studies from the early adopters.

Information

1. Carry out research into the information and collaboration requirements of mobile employees. This cannot be done from an office desk!

- Focus on tasks, not information
- Think spatially
- Take into account 'when', 'where' and 'how'

2. Take into consideration:

- Links between these employees, not just corporate – employee links
- The balance between smartphone, tablet and pc usage

3. Set up a proof-of-concept group of users

4. Work out how to deliver the staff directory to mobile users.

Technology

1. Make sure your corporate website is mobile-ready, and bring the lessons learned into the Intranet platform

2. Understand the advantages and challenges arising from

- Three major platform vendors, and RIM Blackberry if you already use it
- Integration across mobile, tablet and pc
- Web apps versus native apps
- Enterprise apps stores
- How best to use HTML5
- Personal ('Bring Your Own Device') and business-provided devices
- Security management

- Enterprise search
- 4G broadband, especially availability and tariffs.

Martin White is Chair of UKeiG and Managing Director of Intranet Focus Ltd

Online

Joy Cadwallader, Aberystwyth University (Aberystwyth Online User Group)

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

The new Kindle; HathiTrust and orphan works; rival scholarship platforms

Amazon

The Kindle Fire Tablet has gone on sale in the US for $199, combining the Kindle's established e-reader technology with a wifi touchscreen tablet. It uses a new Web browser called Silk, about which there have already been some questions about privacy – see this article in *Computer-worldUK*. The marketing on the Amazon website brands it as an all-round entertainment centre with TV, films, music and games alongside the traditional e-reader content, all in cloud-based storage. Will e-reader lovers make it their tablet of choice?

Meanwhile Amazon's new Kindle lending library allows Amazon Prime customers with Kindles to borrow one ebook a month free of charge. This Authors Guild blog post disputes Amazon's rights to lend the titles it lists.

HathiTrust

Following the lawsuit filed against HathiTrust (see September's Online), the University of Michigan has suspended indefinitely the online publication of initial sets of orphan works scheduled for October and November 2011. Their press release cites procedural failures that caused non-orphan works to be included and reports their intention to continue with the project once they are satisfied with their procedures. The Authors Guild (one of the lawsuit leaders) posted examples to their blog of books from the HathiTrust "Orphan works candidates" where their readers had found rights-holders. The University of Michigan has since published a set of FAQs to explain their digitisation activities.

JISC

The Open University's Knowledge Media Institute (KMi), with funding from JISC, has launched CORE, an open access search engine to "search the full text of items held in 142 approved Open

Access repositories", in the UK. Find out more in the [press release](#)[1].

Meanwhile more content makes it way online through further JISC collaborations

A collaboration between the Royal Holloway University, the British Library and JISC has resulted in the digitisation of more than 300 books of the world's earliest printed music from holdings at the British Library. The music is now freely available at [Early Music Online](#).

The new, freely available [History to Herstory](#) site has launched following funding from JISC to the University of Huddersfield and the West Yorkshire Archive Service to "refresh, repurpose and rehome" some 80,000 digitised items, including diaries, letters, photos and artworks. The resource reflects 800 years of women's' lives in Yorkshire, and contains themed study packs and links to the locations of the physical items.

The University for the Creative Arts, based in Surrey and Kent, has been funded by JISC to [digitise the designer Zandra Rhodes' archive](#). The project is one of 24 chosen for 2011-2013; other projects include Mass Observation data from the 1980s (University of Sussex) and the BT e-Archive (Coventry University).

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[1] See also "Open access success: be inspired by over thirty compelling stories" below.

Royal Society

The Royal Society, the world's oldest scientific publisher, has made their historical journal archive freely available online from their [publishing search site](#). The [press release](#) notes that content more than 70 years old is included, which adds up to more than 60,000 papers including the first peer-reviewed scientific paper ever published, and that the project is part of their "commitment to open access in scientific publishing". "Treasures in the archive include [Isaac Newton's first published scientific paper](#), [geological work by a young Charles Darwin](#), and Benjamin Franklin's [celebrated account of his electrical kite experiment](#)".

Thomson Reuters

Thomson Reuters have [announced the launch of their new Book Citation Index](#) which is available via their Web of Knowledge platform. Initially indexing 25,000 books going back to 2005, both titles and chapter titles are indexed and Web of Knowledge will be enhanced by 13.5 million more citations as a result of the launch. Subscribing universities and research institutions will be able to link the books and e-books in their library catalogues.

A further announcement describes another new product: [Cortellis](#), a database of drug research and development data with an API, and a Software Development Toolkit allowing subscribers to "merge it [Cortellis] with their own data, or with public data sources". Additional features include tools for visualisation, a new search engine and smartphone/tablet compatibilities.

University press platform services

Within a few weeks of each other both Oxford University Press and Cambridge University Press have relaunched their existing online platforms which host content from other university presses.

OUP's new University Press Scholarship Online, based on their Oxford Scholarship Online, is now available to "house the monograph content of other university presses". In their [press release](#) OUP notes current participating partner presses: Fordham, Kentucky, Florida, Hong Kong and the American University in Cairo, with Edinburgh University Press and Policy Press planned for March 2012. CUP have [announced](#) their new University Publishing Online, based on their Cambridge Books Online service and including Cambridge Journals Online. Their existing partner presses are the Mathematical Association of America (based in Washington D.C.), Liverpool University Press and Foundation Books (based in India), with content from Edinburgh University Press and Nottingham University Press planned for early 2012.

United Nations Office on Drugs and Crime (UNODC)

The UNODC has launched the [first ever database of human trafficking case law](#). With trafficking victims identified in at least 127 countries and a lack of knowledge at the global level, the UNODC intends the [database](#) to "increase the visibility of successful prosecutions and at the same time promote awareness of the realities of this devastating crime". The database includes a growing body of data about the victims and criminals, trafficking routes, the case verdicts and the victims' stories as recorded in court.

Meeting Report: 'Keeping Good Company': Quality Business Information on the Web

Session created and facilitated by Karen Blakeman

8 September 2011

This was a packed and stimulating workshop. Karen Blackman guided us through an overview of business resources on the Web during a one-day training session hosted by the University of the West of England. The programme formed a comprehensive account of online resources, with coverage that included finding company information, industry data, market research, statistical data and how to make the best use of social media and professional networks.

The format for the day was a combination of tips and practice. Karen gave plenty of opportunity for questions, discussion and experience sharing. There was content that would help to focus attendees' minds and boost confidence when dealing with familiar scenarios. There were, for example, starting points for helping a prospective employee doing his or her 'homework' on a company and its market as interview preparation. Another useful tip was how to find out who maintains a website if you are unsure as to its reliability. There was ample time available to explore with hands-on exercises, which would help to optimise future online searching skills for business resources. A question that involved finding a survey about which country makes the best chocolate proved to be particularly popular.

It became clear that developing an understanding of the limitations to business-information seeking is also important. Obviously not everything is available for free! This may be because private companies do not make their information freely available to potential competitors, because the cost of market reports are often prohibitively expensive for hard-pressed budgets or simply because no one has ever thought it necessary to gather, collate and maintain the relevant specialist data. Researchers need to be aware of such constraints and to ensure that the data they are going to analyse is readily available to them before they embark upon their research projects.

There were useful tips on identifying and making the best use of the feast of online resources

presented that benefited both those with long experience and those who (like me) are new to business information. It was also a welcome chance for attendees to meet other librarians and information professionals working in this area. At the conclusion of the training session participants were invited to contribute to a fantasy football league of favourite resources.

Stephen Hunt is Assistant Librarian in the Faculty of Business and Law, University of West England, Bristol

Meeting Report: The future of copyright in the digital age and what it means for you

London, CILIP, Tuesday 15 November 2011

Roger Farbey reviews this one-day event reviewing the current state of play in copyright for digital users and the likely scenarios for the future, post-Hargreaves

If anyone is in any doubt about the value of UKeiG membership, they should have attended this course, because this is exactly what this CILIP special interest group is all about. The courses it runs, and this was a prime example, are of world class quality and in these cash-straitened times, superb value for money. Co-course leader, the ebullient Emily Goodhand, Copyright and Compliance Officer at Reading University, led the morning session, kicking off with a "pub quiz", all 50-plus participants being divided into groups of five and attempting to answer a set of 15 questions on the basics of copyright law. Unsurprisingly, most teams answered most of the questions correctly and there was even a prize for the winning team who answered all of the questions correctly.

Following this "icebreaker", there was a general discussion about the quiz answers and the serious business of what can and cannot be done regarding copyright, including multimedia and licence issues. A nice acrostic was flashed onto the screen, which spelled COPYRIGHT with each of the constituent letters standing for: Copyright, Designs and Patents Act; Originality; Protects creative works; Y can't I do that? (she couldn't think of another use for the letter Y in this context); Rests with the author; Intellectual property; Granted automatically; Horribly long (duration of copyright) and Territorial (referring to countries affording their own copyright laws), respectively.

Launching into a general overview of copyright law as it stands, Emily gave the audience a résumé of the rights of copyright owners, (including performance, moral and database rights), the penalties of copyright infringement – she cited the case of Getty Images who won £2,000 in settlement for the unauthorised use of an image on the Web, reminding us that the default position is that all images on the internet are subject to copyright unless otherwise stated! There are usually other rights that need to be considered, as in broadcasting for example. Also copyright lasts for a long time, and in the case of recorded music this is due to be extended in the next two years, from 50 to 70 years from date of recording release, thanks to Sir Cliff Richard and his so-called "Cliff's Law".

Session two focused on the use of copyright material, what the law says users can (and cannot do), permitted acts such as educational use were discussed, and most importantly the permissions granted under both fair dealing and library privilege were outlined. These are all in them-

selves potential minefields. For example, can the BBC iPlayer be used for educational purposes under an ERA (Educational Recording Agency) licence? Well, no, because BBC programmes are *not available* under ERA licence, so if the licence is not available then you could argue that you don't need a licence to show material on the BBC iPlayer. However, you must *not* record this material!

Library privilege is potentially difficult since prescribed (not-for-profit) libraries are not automatically those who have charitable status. Non-prescribed library privilege only offers a restricted number of 'privileges' that a library can perform: copying published items for another prescribed library, make preservation copies of printed material and make and supply a copy of unpublished work. Under 'fair dealing' the subject of making copies to third parties from 'copyright cleared' material was mentioned and it was thought that this was probably permissible, but this is legally a grey area. Cases were cited both where the fair dealing argument has succeeded and also cases where it has failed, so yet another minefield.

Moving on to a section entitled "Applying the law in the digital domain", the common myths that everything on the internet is in the "public domain" and if there is no © symbol, material is free to use, were rapidly quashed. Examples were given of what does not constitute fair dealing in digital media, such as derogatory treatment, using more images than are needed, generating advertising publicity or using an image on a front

cover. Currently there is no provision for format shifting and even ripping music from a CD to an iPod is illegal (despite being universally widespread in practice); as Emily remarked, what can they do, practically speaking – take everyone in England to court?. This widespread habit in itself brings the copyright law into contempt so is another sound reason for its change. Note: this prohibition also applies to "back-up" or preservation copies of digital material.

There are of course licensing solutions for copying digital media, such as blanket licences provided by agencies such as the Copyright Licensing Agency, the Newspaper Licensing Agency and the ERA. But there are also transactional licences such as those afforded to the user directly by a publisher, which forms a contract between the two parties. Emily then concluded the morning session by stressing that current use is all about managing risk (ask questions such as, is there a licence associated with this and might its use be infringing copyright?). Where in doubt, try to get permission. Finally she advocated the use of best practice, have policies and procedures in place, clarify licence terms in plain English and offer user education.

Following lunch, the first afternoon session was led by the equally ebullient Charles Oppenheim, formerly Professor of Information Science at Loughborough University. This was all about Web 2.0, of which Charles quoted Tim Berners-Lee referring to it as "a piece of jargon"! Web 2.0 has unusual features that make for Intellectual Property Rights (IPR) problems. Since it is

collaborative, involving multiple players, often joint permissions have to be sought before use. It's also international, which further adds to the complications. The lifetime of copyright here is 70 years after the *last* of the joint owners dies. Charles also reminded the meeting that copyright infringement (e.g., downloading of illegal computer software) should be (and mostly is) a disciplinary matter. Charles then reminded us that in the UK employees do not have moral rights for anything they create in their employment. However, performers' rights are afforded to employees such as lecturers. Touching briefly on the as yet unenforced Digital Economy Act (DEA), Charles then mentioned a helpful website (of which he is one of the authors): www.web2rights.org.uk which aims to develop legal resources and guidance to support people in their engagement with Web 2.0 and which contains factsheets, contracts information, a licence terminology toolkit plus loads of other practical tools

Charles then moved on to cover Creative Commons (http://creativecommons.org) (there is NO "www" at the start). Creative Commons (CC) is a mechanism whereby authors of digital works (which are automatically copyrighted) may be grant certain permissions of use to others, such as copying and reuse, but not for commercial purposes, for which additionally users must credit the source. CC only applies to digital media, not print, but CC doesn't just apply to textual digital media. Orphan works are another minefield and there was discussion about whether to digitise material without permission (having tried to obtain it). Again, this action falls into the category of "risk management".

The final session, again led by Charles, looked towards the future and the outcomes of the recommendations of the Hargreaves Review. The recommendations included such innovations as setting up a so-called Digital Copyright Exchange for easy licences, introducing a raft of new exceptions including format shifting, parody, library preservation and archiving. Already implemented is a change in the name of the Patents County Court to the Intellectual Property County Court, able to hear small claims cases involving copyright infringement. However, there have been no cases so far. The Digital Economy Act 2010, promoted by Lord Mandelson in the last government, though not yet implemented, involves interesting sanctions such as "three strikes and you're out" in which downloaders of illegal material after two warnings would have their broadband switched off. Unfortunately, this could have ramifications for libraries or other institutions that offer broadband to visitors, by which if persons on their premises commit these illegal acts, *that institution* could find itself without broadband! Charles wryly pointed out that some of the recommendations (and much of the spirit) in Hargreaves emanate from the abandoned Gowers Review of Intellectual Property of 2006. It is hoped that many of the facets of the Hargreaves Review will be accepted by the government and published as a White Paper, mooted to be by the Spring of 2012, but as Charles said, "Spring" in government speak (and from previous experience) could be any time from March to December!

Roger Farbey is Head of Library & Knowledge Services at the British Dental Association

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!

A Guide to Teaching Information Literacy: 101 practical tips
Helen Blanchett, Chris Powis and Jo Webb

Facet October 2011

Know it All, Find It Fast for Academic Libraries
Heather Dawson

Facet October 2011

Paradata and Transparency in Virtual Heritage

Anna Bentkowska-Kafel, Hugh Denard and Drew Baker

Ashgate December 2011 c. 272 pages

Information Consulting: Guide to good practice

Irene Wormell, Annie Joan Olesen and Gábor Mikulás

Chandos/Woodhead October 2011 216 pages

Book Reviews

Web 2.0 and Libraries: Impacts, technologies and trends

Parkes, Dave and Geoff Walton, eds.
Oxford: Chandos Publishing, 2010

The editors of the timely book, Web *2.0 and libraries: Impacts, technology and trends*, request that it "…be seen as a narrative describing experience so far and a signpost to further developments, rather than a definitive work" due to the ever changing nature of Web 2.0. The reader is encouraged to view Web 2.0 optimistically, as an opportunity for change with limitless possibility. Although it is not stated explicitly in the preface, it becomes evident through reading the chapters that the audience for this book is mainly higher education (HE) staff involved in e-learning. This book would also be useful for librarians interested in Web 2.0 in any type of library.

The book is conveniently divided into four parts. The first on 'Place', is divided into two chapters, the first of which examines changes to the learning and teaching environment in HE and further education (FE) and the factors driving change. The second chapter covers the physical shape of the library including the effect of e-books on libraries. The reader is invited to reflect on the current purpose of libraries and the role of librarians within these new library spaces with the thought-provoking question "If libraries didn't exist would we build them today?"

Part two, 'People', includes findings of a study at Staffordshire University in which online social network learning led to successful student learning. This study is offered by the author as a useful template for using any Web 2.0 application for educational purposes. The chapter that follows provides a helpful case study where e-learning models were shared by a community of practice for higher education staff.

The third part on technology explores the use of Web 2.0 technologies within libraries and issues surrounding the use of these new technologies. The first chapter in this section offers a helpful risk assessment toolkit for institutions wanting to implement Web 2.0 services while managing associated risk. The next chapter is very broad in scope, covering new digital technologies and providing definitions and explanations such as Web 2.0, ubiquitous computing, and RFID. This chapter concludes with a discussion of twenty-first-century learners and the consumerisation of IT. Although this chapter could benefit from a narrower, more in-depth focus, it is a useful overview. For those busy information professionals with an interest in emerging technologies who do not have time to read the whole book, this chapter is the one to read.

Part four is the conclusion. Information professionals are encouraged to make use of Web 2.0 technologies for the opportunities they offer for self-training as well as for enabling learning in others. This book is recommended to librarians interested in Web 2.0 trends and developments.

Rachel Isaac-Menard is subject librarian at the Schools of Design and Sustainable Environments, Writtle College, University of Essex.

Press Releases

Call for Papers: Society of Indexers Conference 2012

11-13 July 2012, Brighton

Papers are invited for presentation to a plenary (full conference) session. The theme of the conference is international perspectives on indexing and we would welcome papers on this theme or other relevant topics. For example, we would be interested in papers on the impact of globalisation, the internet, publishers' outsourcing, working transnationally or social networks and indexing. Please submit your abstract to the Secretary of the 2012 Brighton Conference Committee at 2012conference@indexers.org.uk by 30 November 2011.

The Society of Indexers was founded in 1957 and works to promote indexing, the quality of indexes and the profession of indexing. Further details are here
http://www.indexers.org.uk/index.php?id=1.

Swets publishes first Serials Price Increase Report for 2012

8 November, 2011: Every year, Swets collects pricing information from thousands of publishers worldwide. This is published as a Serials Price Increase Report which contains a wealth of data covering thousands of publications. The report is published in stages, with the first appearing in October with monthly updates following until the final, full report is made available in the February of the following year. The first report for 2012 is now available for download from the following address.

http://www.swets.com/sw/information-center/general

An additional historical report, providing an overview of prices from 2001 onwards, is also available for customers and can be downloaded from the same page.

Social media technologies to improve the discovery of educational content

8 November 2011: The UK is to participate in a global experiment, based on the social media technology behind Twitter and Facebook, to find out how the social activity around online educational content can be captured and fed back to users, creators and publishers.

Working with the Learning Registry, a project funded by the US Department of Education and the US Department of Defence, JISC and the HE Academy are calling for institutions and developers to work with them on a new 10 month project. This project will lay the foundations of an infrastructure that will improve the way people choose educational information online.

Amber Thomas, JISC programme manager says, "This international collaboration will see us

contributing the UK's expertise to the Learning Registry. We are working with Mimas and JISC CETIS to support the Registry's vision of gathering together the conversations, ratings, recommendations and usage data around digital content.

"We know that users and providers want access to more information about how educational content is used by others and this is an innovative approach to meeting that need."

It is commonplace to read reviews of books, music and items before your choose to buy or use them. This experiment will look to assess how we can create the technical capabilities to reveal a rich picture of what people are doing with educational content.

Steve Midgley, Deputy Director, Office of Education Technology at the US Department of Education says, "I am greatly encouraged by the collaboration and opportunity presented by our work with JISC on the Learning Registry."

Read more on the Learning Registry at http://www.learningregistry.org/about

Find out about the Learning Registry Node Experiment at http://bit.ly/w0XBCb.

USTC Project wins further £1m grant

28 October 2011: The Universal Short Title Catalogue (USTC) project group has won a further research grant worth £983,000 from the Arts and Humanities Research Council. This will allow the project group to continue its work charting the publication history of the first centuries of print.

Welcoming the new grant, project director Professor Andrew Pettegree commented: 'We are tremendously encouraged to have this new expression of confidence from the academic community for the work being done here in St Andrews. It is particularly gratifying to have this news just before the USTC is launched on-line for the first time.'

The project, which will continue under the joint direction of Professor Pettegree and Dr Malcolm Walsby, will allow for the appointment of three postdoctoral fellows and two doctoral studentships. The grant, which will extend the work of the project from 2012 to 2016, will provide for the USTC to continue its coverage into the seventeenth century, doubling the size of the database to around 700,000 editions. By extending the survey from 1600 to 1650, it will offer a full view of the first two centuries of print, a period in which print finally came of age as a mature and independent means of communication and information exchange. The early 17th century was a particularly dramatic time of explosive growth for print in northern Europe and the project will reflect this in increasing attention to pamphlets, broadsheets and the first newspapers.

The USTC goes live online on 22 November.

Open access success: be inspired by over thirty compelling stories

27 October 2011: Open Access Week 2011 is full of inspiration on the benefits of free immediate

access to the results of scholarly research. Now more than 30 compelling stories have been collected from across Europe showcasing the transformative effects of open access.

The stories have been commissioned by Knowledge Exchange, a Europe-wide initiative that supports the use and development of the technology infrastructure for higher education and research, of which JISC is a member.

They come from over 11 countries and are told by a wide variety of stakeholders, from individual researchers and journal editors to publishers and companies, and cover a multitude of disciplines.

Dr Malcolm Read, executive secretary at JISC, said: "It's interesting to see that even though these stories represent a diverse range of initiatives, some recent, some historical, they all share a common thread. That thread is that they have all been collaborative exercises – with people looking to share the benefits of their work beyond their own institutions."

One example is First Monday, a 15-year-old open-access journal about the internet. It was launched in May 1996 and is now one of the longest established, most respected peer reviewed journals of the internet. By August 2011 it had published 1,133 papers in 181 issues, written by 1,469 different authors representing institutions in over 30 different countries. It is read in 180 different countries.

Read more:
http://www.oastories.org/2011/09/denmarkus-journal-first-monday/

Another story tells of how a repository can successfully build relationships with publishers.

Pedocs is a German educational science archive that uses an innovative cooperation model with German publishing houses to make available freely and openly a wealth of high quality pedagogic literature. Set up in 2008, in the last three years it has developed cooperative relationships with more than 25 small- and medium-sized German educational literature publishing houses.

Read more:
http://www.oastories.org/2011/09/germany-repository-pedocs/

The stories can be found on a dedicated, easy-to-use website and are open for comments and ready to share. They are not only free for all to read and refer to, but they are also licensed under a creative commons license. To allow for easier re-use the stories will be available for download and use in other publications and websites.

The Knowledge Exchange comprises:

- JISC in the UK http://www.jisc.ac.uk
- Denmark's Electronic Research Library (DEFF) http://www.deff.dk/
- German Research Foundation (DFG) http://www.dfg.de/
- SURF foundation in the Netherlands http://www.surffoundation.nl/

Skeletons, English Place Names and Health Reports to go online

26 October 2011: Learners, educators and citizen scientists will benefit from an 18 month digitisation programme launching today, which will bring back to life scientific medical archives, historical records and health reports.

JISC will be investing £5.6 million in 24 projects across 30 universities and cultural heritage organisations to bring selected archives out of the vaults and onto computer screens, specifically with the aim of creating resources for wide educational use. These archives will be publicly accessible too which means citizens scientists, school pupils and the general public will benefit as well as historians, medics and biologists in this growing UK collection of digital resources for research, teaching and learning.

Alastair Dunning JISC's programme manager explains why this work is taking place and the reasons for continuing to unearth national archives to make them accessible for everyone.

"JISC believes that publicly-funded archives and collections should whenever possible be made openly available for people to be able to see, reuse and access.

"These new collections vary greatly. King's College London is leading a project to digitise the entire 86-volume corpus of the Survey of English Place-Names, while the University of Bradford is running 'Digitised Diseases' which seeks to bridge the gap between modern clinical medicine and the use of historic medical collections. They will achieve this by digitising pathological skeletal specimens from world-renowned archaeological collections in Bradford and London. The new collections to be digitised also include over 150 years worth of annual reports summarising the health of Greater London's population, held by the Wellcome Library."

This programme of work supports the findings of the Seizing the opportunity for online learning for UK higher education report which recommended,

the use of online learning to enhance student choice and meet learners' expectations; realignment of training and development to support academics to play a leading role in online provision; and the development and sharing of open educational resources to enhance efficiency and quality.

To find out more about this latest phase of digitisation projects visit: http://bit.ly/sMFWnJ and to view existing online content already available visit: http://bit.ly/to2sds

How can universities support economic growth and innovation? Take the open road

24 October 2011: JISC welcomes the UK Open Access Implementation Group's (OAIG) reports and new repositories resource pack http://bit.ly/nq4Q5i released today.

The Benefits to the Private Sector of Open Access to Higher Education and Scholarly Research report http://bit.ly/nzP0hn and the Open Access Fees Report http://bit.ly/oXkgxg, show the outcomes of research into the benefits of open access to commercial companies and findings from a consultation on the practicalities of paying for open access publication.

Taken together, these present a major step towards releasing UK research to underpin the nation's prospects for growth both now, via direct innovation, and into the future, via a more efficient and effective research infrastructure.

Professor Martin, Hall vice-chancellor at the University of Salford and chair of the OAIG says,

"The report 'Benefits to the Private Sector of Open Access to Higher Education and Scholarly Research' shows how commercial companies would benefit from reduced costs, less time wasting, and shortened development cycles by having greater access to UK research outputs.

"It shows how UK universities can make a direct impact, and much needed contribution to business growth and sustainability, by making their research outputs more easily discoverable and translated into the language recognised by businesses as relevant to them."

The evidence suggests that these benefits would flow across a wide range of sectors of the UK knowledge economy, and supports previous research which estimated benefits in the order of £100m per year.

Neil Jacobs, JISC programme manager for JISC's digital infrastructure says, "There is certainly work to do to translate academic research into innovation and growth, for example in promoting research expertise and providing trusted and skilled brokerage services. JISC through its business and community engagement programme is providing some of the tools and methods for this to happen, but without open access to the research findings themselves, this work cannot be fully effective."

Open access requires action by universities, funders and publishers to work together to make this happen. The OAIG has commissioned JISC Collections to produce the 'Open Access Fees Report' which consulted with these groups and other organisations on the arrangements whereby payment is made for open access publication.

Professor Martin Hall, OAIG chair, notes that "During this consultation process there was a lot of agreement that open access journal publishing is making an important contribution, both to widening access to UK research, and to the success of UK publishers. However, there is still practical work to do to smooth the way for researchers, universities, funders and publishers.

"The ways forward identified in this report are both practical and the product of consensus. The UK Open Access Implementation Group will continue to press for expanded access to UK research, to meet our nation's need for innovation and growth based on a strong public science base."

A new repositories resource pack http://bit.ly/nq4Q5i is also being launched today to help universities take immediate action to support wider access to UK research, by ensuring that as much of their research output as possible is made openly available via their institutional repository. The resource pack brings together all the information and guidance that UK universities might need in taking the policy decisions and practical steps for this to happen.

Members of the OAIG have agreed a 2012 strategy http://bit.ly/pPjyYc to help implement the recommendations from these reports and build on the past 12 months of its work.

This strategy includes:

• increasing the numbers of universities with policies supporting open access

• better compliance with funders' OA policies

- commissioning work to monitor progress, and so chart the UK's moves toward a better system for communicating

- research, supporting our researchers, knowledge workers and entrepreneurs.

About *eLucidate*

eLucidate is the journal of the UK Electronic Information Group. It is published four times each year, in February, April, September and November. It 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; e-books and how to deal with them. Other popular strands include Intranets, content management, bibliographic software, and e-books.

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 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

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.