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Information Management

Martin White, Information Focus

Big Data – an information management perspective

Big Data is a term now being widely used to describe the evolution of datasets that are beyond the ability of current database software tools to capture, store, manage, analyse and synthesis. If you read the countless pronouncements by the IT industry and by many consultancies with a vested interest you would be forgiven from thinking that unless your organisation invests in Big Data technologies there is no hope for the future. This column is a bit of a reality check!

What is Big Data?

There are four characteristics of Big Data, volume, velocity, variety and value, a framework originally developed by the Gartner Group in 2001. There is nothing new in this world!

Volume – not only is the rate of addition of new information rapidly increasing through (for example) sensors in a piece of machinery, elsewhere the low cost of storage and lack of plans for archiving means that information is never discarded. One of the seminal reports on Big Data was published by the McKinsey Global Institute in 2011 (see Resources) and the research carried out for this report in conjunction with International Data Corporation indicated that companies with 1,000 or more employees had at least 200 terabytes of stored data, whilst in many sectors (such as manufacturing and financial services) the volume of data was nearer one petabyte.

Velocity - the processes around updating databases of this scale in anywhere near real-time present substantial challenges in addition to the need to analyse this data in real-time given the very rapid changes in markets as a result of instabilities in the Eurozone and elsewhere. Even running standard reports across data that changes with such rapidity could lead to decisions being taken on the basis of outdated information, with consequential impacts on business performance and corporate reputation.

Variety – the need to interrogate information that is stored in multiple applications, perhaps using different versions of the same software and integrate this with, for example, quarterly re-

ports stored in SharePoint for presentation to a senior management team in PowerPoint is a substantial challenge. However the presentation may actually have been an hour-long videoconference and tracking down the video file adds a new dimension to the range of file formats being handled. Email traffic and social media applications will also contain a substantial amount of commentary and insight into operational data.

Value – very few organisations are able to quantify the volume, velocity and variety of the data they process, and none have a measure of its value, though for certain there are some benefits from being able to manage data more effectively.

The business case for Big Data

Some of the categories of data that organisations are starting to see as offering potential for analysis with Big Data applications include:

- Financial transactions
- Logistics and traffic monitoring operations
- Quality monitoring from sensors on equipment and networks
- Retail transactions
- Social media analysis
- Telecommunications records
- Citizen data from government 'open data' sources
- Exploration data from natural resources exploitation

Data and information

From the outset it is important to appreciate that Big Data is not just about database management though you would not think so from the hype which surrounds this topic. Collections of data only make sense when placed in the context of information about a customer or a market. Being able to analyse data on poor product reliability is of no value unless the circumstances around the product are known, such as the supplier, the way the product is installed and the service history.

Part of the folk law of corporate information is that 80% is unstructured and 20% is structured. Until earlier this year there was no research evidence for this statement but in May 2012 MarkLogic published a report that assessed the value of unstructured information and AIIM also released a survey that looked at the requirement to integrate unstructured and structured information. In the AIIM survey 60% of respondents said it was business-critical to be able to do so, but only 2% said that they could do so. There is so much useful information in these two reports that I would recommend you download them and read them in detail.

The opportunity for information professionals

Senior business and IT managers are being overwhelmed by the current level of information, hype and misinformation about the importance of being able to manage Big Data. As information professionals we have a very significant role to play in monitoring developments in Big Data, no

matter what the size of the organisation, and in particular ensuring that our organisations develop information management strategies that enable information and data to be integrated. It is not just about the technology but about quality. On their own neither tell the full story, and of course even the best collection of information needs to be updated with information from external sources. Big Data will not be the end of the line for information professionals, but the start of a new era.

Resources

Reports:

- Big Data – the next frontier for innovation, competition and productivity

McKinsey Global Institute, 2011
http://www.mckinsey.com/insights/mgi/research/technology_and_innovation/big_data_the_next_frontier_for_innovation

- Demystifying Big Data

TechAmerica Foundation, 2012
http://www.techamericafoundation.org/bigdata

- Big Data – Harnessing a Game-Changing Asset

Economist Intelligence Unit, 2011
http://www.managementthinking.eiu.com/big-data.html

Market Surveys:

- Big Data – extracting value from your digital landfill

AIIM (http://www.aiim.org/Research-and-Publications/Research/Industry-Watch/Big-Data-2012)

- From Overload to Impact: An Industry Scorecard on Big Data Business Challenges

Oracle, 2012
http://www.oracle.com/us/industries/industry-scorecard-1683398.html

- Big Data is real and it is here

MarkLogic, 2012 http://info.marklogic.com/post-relational-reality-dbta-survey-2012.html

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

Web 2.0

Phil Bradley

Video hints and tips

One of the things that I'm increasingly spending my time doing is working with video in one form or another. It's now so easy to create video, and so cheap, that it's worthwhile really considering it as a way of producing content. In this column I'll look at some of the things that you might want to take into account, the tools that you'll need and the things that you can do.

Equipment

At the simplest level you don't actually need any equipment at all in order to produce a video – certainly not if that video is a screencast. A screencast, if you're not familiar with the term is a digital recording of a computer screen output, often containing a video or audio narration. When you look at demo videos of different products, that's usually what you'll be looking at. There are lots of software packages that you can use for this purpose, and I'll look at a few of them later.

However, if you want something that's a little more sophisticated you may decide that you want to include that all important video or audio. If you're using a recent laptop, you should have an integrated camera and microphone already available. However, if not, you'll need to purchase some kit, although it doesn't need to be expensive. A cheap pair of headphones and microphone can be picked up in your local supermarket for about a fiver. Webcams are a little more expensive, but even so, I've seen them on sale at Amazon for ten pounds or less. I've tried a variety of webcams over the years, and would advise you to get the very best that you can afford. The one that I'm currently using is a Logitech C920, which costs less than sixty pounds. It works well under a variety of lighting conditions and the microphone is a good quality.

If you've got a smartphone, you probably already have all that you need to record a video, and you can then upload it via the associated software. Alternatively, try something like AudioBoo (http://audioboo.fm/) which lets you take a photograph, add a voice over and then upload to their site.

If you just want to record your voice I would suggest a digital voice recorder, and these can be picked up for less than thirty pounds, a little more if you also want to have a microphone that you can clip onto your clothing if recording a talk.

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Software

There is a wide variety of different tools available to you once you've decided to explore multimedia. There are the obvious applications such as Skype (http://beta.skype.com/en/), Google+ Hangouts and Facebook Chat. If you want to create a screencast you could try CamStudio (http://camstudio.org/) which is entirely free, Jing (http://www.techsmith.com/jing.html) , Screencast-o-matic, (http://www.screencast-o-matic.com/) or Wink (http://www.debugmode.com/wink/) These are all designed to be very easy to use – in many cases all that you do is simply click on the big red button and start to record your screen, pause as necessary and click the button again to stop recording. You can then – depending on the software – add in start and end titles, add in subtitles and add in balloons to pop in your own comments. There are plenty of commercial products available if you really want to go down the professional route. One of the best known is Adobe Captivate (http://www.adobe.com/products/captivate.html) but it can cost up to an eyewatering £878, though educational pricing is slightly more reasonable at £285. If that's still got you wincing ALLCapture is at £129, or ScreenRecord at $15.

I've been trying out a few different tools, and was particularly taken with a couple. Knovio at http://www.knovio.com/ is a free tool that is designed to allow you to share your PowerPoint presentations along with a webcam video capture of you giving the presentation. It's a simple, easy and friendly tool. You can see my own test at http://bit.ly/TODaX1 which is only a few seconds long. I wasn't very taken with the sound on the test, but I did try it a few times and it didn't get any better. I'm not sure if it was because the settings weren't correct, but it's a bit painful, so I apologise in advance! My preferred software however is called BB Flashback Express and it's available at http://www.bbsoftware.co.uk/BBFlashBack_FreePlayer.aspx. There is a commercial version as well for about £150 (+VAT) but unless you're going to be doing a lot of video, you really don't need to use it. The reason that I like this software is that it's very easy to use (I should point out also that it's a downloadable product, rather than running from the browser), and you can include a webcam of you talking at the same time as demonstrating the screen. The professional version gives you the opportunity of doing rather more flash things, such as blurring parts of the screen or zooming in for example. If you want to see an example of it in action, take a look at my brief demonstration of a really nice little tool, Quozio at http://youtu.be/dPAaW6cTwPs (and no, I'm not going to tell you what Quozio is, I'd like the hits on the video!)

Alternatively, you could host a live event, with live streaming using a tool such as Vokle (http://www.vokle.com/) , Ustream (http://www.ustream.tv) or Justin.tv (http://www.justin.tv/) Finally there is the aforementioned Google+ Hangout option, which interacts with YouTube for that live experience.

Creating the finished product

Once the recording has been created, the software is extremely easy to use. Most products will allow you to add opening and closing titles and 'streams' will be added to the recording, so that sound files can be added, and faded in or out as

necessary. Some tools will allow the addition of images or subtitles, while others are more basic. However, one thing that's worth stressing is that it's very easy to create video, upload to YouTube and then share via social media. If you haven't given it a try yet, do! It's lots of fun and a really interesting way to provide access to information.

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Online

Joy Cadwallader, Aberystwyth University (Aberystwyth Online User Group)

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

E-book lending

Ed Vaizey, minister for Culture, Communications and Creative Industries, has launched a review of e-books in public libraries in September. The scope is intended to assess benefits, barriers and future needs as well as considering the consequences for public libraries. In October Amazon launched its Kindle Owners Lending Library in the UK, with 200,000 titles available to Amazon Prime members, who can borrow an e-book a month with no return date. New service models in the pipeline include a new start-up called Oyster which is described as an iPhone app charging a monthly fee to read as many books as you like, and booxl from Skylnk Studios which is due in beta by February with a similar subscription model for portable devices (from an article in *Digital Book World*).

E-Learning resource: The Victorians

The National Archives and the V&A have created an e-learning resource aimed at primary school children. With the strapline "Learn to work like a historian", *The Victorians* introduces the period with activities including, "examining and evaluating artefacts such as census returns, newspaper articles, illustrations and photographs". Documents used have been sourced from the National Archives and objects from the Victoria and Albert Museum.

Med-Mem

A new freely-available collection of audio-visual documents has become available online through a project funded by the European Union via the Euromed Heritage 4 programme and 20 partners, including broadcasting companies, libraries and universities. Med-Mem has launched with 4000 items, which can be explored through themes such as "Historical heritages" and "Society and way of life", and by the individual collections contributed by the partners. Content includes video footage, research articles, an interactive map and timeline.

Open Access

In the wake of the "academic spring" the Finch report was delivered in July, approving Open

Access (OA) for academic research publishing and concluding in favour of the "gold" model where the author shoulders the cost of APCs (Article Processing Charges), that is, peer-review, editing and freely-available online publication. The report estimated that implementation would cost "an additional £50-60m a year in expenditure from the HE sector" (p11), and announced that block payments would be available from Research Councils UK (RCUK) to help pay APCs. David Willetts, the universities and science minister, agreed with the recommendations of the report and in September £10 million of additional funding was made available to the 30 most research-intensive higher education institutions. The response from Russell Group reflected their concerns about a lack of consultation, disappointment that the "green" model for OA where articles can be made freely-available online once they have been accepted by a journal was not given more consideration, and concern that whilst finding the money to pay for the "gold" model, overseas institutions would have free access to UK research whilst UK universities were having to pay for theirs. The Times Higher reported in November that £100 million of RCUK block payments would be divided proportionally according to, "how much universities have charged the [research] councils for direct labour costs over the last three years".

PoMS

People of Medieval Scotland 1093-1314

In September the National Library of Scotland went live with People of Medieval Scotland 1093-1314 (PoMS), a rich database of the all the known people in Scotland at that time, as gleaned from over 8,600 contemporary documents and "designed to reflect the interactions and relationships between people as this is represented in the documents". PoMS includes a historical introduction with timeline, digitised documents, a variety of search and browsing methods, family trees, a glossary, a tutorial and a Labs area where you can try new features including the "Connections Cloud". This important research resource is the outcome of two projects: The Paradox of Medieval Scotland (2007-2010) and the AHRC-funded Breaking of Britain (2010-2013).

Public Catalogue Foundation

Public Catalogue Foundation

The Public Catalogue Foundation (PCF), a charity with partners including the BBC and staff at Glasgow and Oxford universities, is planning an online catalogue of UK sculpture focussing on indoor works and beginning around the medieval period. Images will include shots from different angles, and with the background blocked out. A Heritage Lottery Fund application is to be submitted and the idea has been endorsed by the director of Tate Britain, Penelope Curtis (from an article in the Art Newspaper). The PCF are best known for Your Paintings, the fantastic catalogue of 210,000 publicly-owned paintings in the UK.

Publishers extending access

When university libraries renew their subscriptions to any online SAGE collection in 2013, their license will allow them to authorise their alumni to access the content. SAGE International president Stephen Barr is quoted in their press release: "Librarians remain at the heart of the

dissemination of research support within their institutions, and this firmly supports their role in enabling life-long learning."

JSTOR have also announced that following a three-year pilot, they will launch Alumni Access in January 2013 with the cost being 10% of an HE institution's annual subscription. Alumni Access is already available with the fee waived until the New Year.

In another interesting move, JSTOR have also extended access to 100 of the most active editors on Wikipedia. Stephen Walling, associate product manager at the Wikimedia Foundation, blogs: "We hope that this pilot will show that amazing things can happen when you provide dedicated volunteers with access to great source material".

Cloud Computing

Martin de Saulles

A company you've never heard of shows the future for cloud computing

Slowly but surely cloud computing is securing a stronghold in organisations of all sizes. Smaller companies are increasingly reliant on services such as Google Apps and Dropbox while larger organisations are also turning to the cloud to save money and improve workflows. In the customer relationship management (CRM) space, Salesforce.com has taken considerable market share from the larger incumbents and now has global revenues of over $2 billion and a market valuation of almost $22 billion. Smaller and medium-sized companies have been particularly attracted to Salesforce.com's cloud delivery model that requires no dedicated hardware or software installations beyond the common web browser. This week another cloud computing company, Workday, aimed at business users floated on the New York Stock Exchange. Workday offers human resource and payroll services via a web interface and despite being almost unknown is expected to achieve a market valuation of approximately $4 billion. The enthusiasm amongst investors for this IPO is particularly interesting coming in the wake of Facebook's disastrous flotation where shares are trading at half the price of their debut in May 2012. While the shine has been taken off the consumer internet market, the business-to-business (B2B) sector seems much more upbeat. The key reason for this is that real, recurring revenues can be seen from companies such as Salesforce and Workday. Even Oracle, a company that has been vocal in its dismissal of cloud computing, has recently launched a major new delivery platform it calls Oracle Cloud. As these services become entrenched within organisations and the cloud delivery model become more accepted, I would expect to see a range of other business applications move out of the IT department and onto remote platforms. Some organisations with particularly sensitive data such as financial and healthcare providers will probably want to keep control of some of their systems but for most others it will increasingly make little sense to try and manage it all in-house.

Android is taking over the world

While that might be a bit of an exaggeration, the latest figures from Google certainly indicate that the Android mobile operating system is becoming dominant. In September the company announced it was seeing 1.3 million Android activations a day across smart phones and tablets. At the same time market analysts, IDC announced that Android had 68% of the global market for smartphones, iOS 17%, Blackberry 5%, Symbian 4% and Windows 4%. While Apple is making billions of dollars of profits from its 17%, the news is not good for Blackberry or Microsoft. Blackberry is

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unlikely to survive in its current form for much longer and Microsoft's mobile future depends on the success of the new Nokia Windows Phone 8 models coming out later this year. It is hard to imagine how Microsoft can significantly improve its market share when iOS and Android are so dominant. In terms of cloud computing, the success of Android is significant: users will become more reliant on Google Play for accessing content and applications and Google Drive for storing files and creating content. In the UK over the last 12 months, according to Ofcom, the number of voice minutes across mobile and fixed-line telephones fell for the first time. At the same time, mobile data consumption via smartphones has doubled. Traditional fixed telephone subscriptions are in decline while globally, Cisco estimates that the number of connected mobile devices will exceed the number of people on the planet by the end of this year. Google will be powering a large proportion of these devices and this will only embed further the acceptance of the cloud computing delivery model for information and software.

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Meeting Reports

How to make Google Behave: techniques for better results

Presented by Karen Blakeman at the University of Birmingham, 8 February 2012

Have you ever wondered exactly what Google is doing when it carries out your search? Did you, like me, think that when you put in search terms Google would automatically AND them? As information professionals most of us make assumptions about how it is searching, based on our knowledge of search software used by bibliographic database providers etc. However, nobody really knows what algorithms Google uses. In this one-day event, Karen Blakeman showed us how to get the best out of Google by understanding better how Google allows us to influence search results using its many underused, and sometimes under promoted features.

There was a great deal of detail in the course, but fortunately Karen has made her slides, exercises and notes on selected Google commands available on her website/blog (www.rba.co.uk). I will therefore restrict myself here with highlighting some of the themes of the day, and my personal perspective on them.

I learnt a great deal on this course, but two things stood out. Firstly, the need to understand where Google was coming from. Google is not designed for information professionals, it is designed for the public; and it is paid for by advertising. So, their aim is not to do good searches, but to find some useful sights and to get people to look at their ads. Armed with this knowledge, you can proceed to make Google work for you. Secondly, there is the ever-changing nature of Google. Being a free service they do not need to be consistent, and they constantly try things and then abandon them if they don't work, and don't tell the public what they are doing – it is only real keenies who monitor email lists, blogs and so on, who find out about these things.

Personalisation is another important feature of Google. This allows you to receive local information, and information that may perhaps be more relevant to your needs. The down-side is that Google collects a great deal of information about you. Log on to your Google account and look at your dashboard. Even if you don't have a Google account, a lot of information can be collected by your browser. Disabling cookies will help with the latter. This information allows Google to target advertising to you. It is also factored in to your

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searches, so that the search results are displayed according to what Google thinks you want. This means that the same search done by different people will produce different results. This will be a challenge for librarians trying to help users with their searches. The good news is you can remove items from your dashboard, so that Google has less information about you – but the result of this is that Google now thinks it knows better than you do what you want to search for. Karen gave an example of a search for coots mating which retrieved lions mating – apparently Google was convinced she meant 'cat' instead of 'coot'. This has now been rectified.

It was an information-intensive course, but there was a good balance between presentation and practice. Karen gave us exercises, but made it plain we could explore whatever she wanted and she would come around and help in any way she could. I usually do exercises from the beginning to the end, but in this case the information was so much that I decided to take it easy in the hands-on part and just explore a few things that took my fancy – I had the slides and notes to go back to in the future. This worked well for me.

Other things I found useful were the information on Google commands, and I discovered a lot of new things from Google sidebar searches, for example share prices (finance), graphs of nations debts as a percentage of GDP (statistics) how to see if anyone has photos of you on the internet (images) Google sidebar (finance, images, verbatim etc.) "Verbatim" is particularly useful as it does a phrase search (quote marks do not always work). If there was one thing I could have changed from the course, it would probably be to include more information on Google Scholar, as this would be particularly useful to those of us involved in higher education, although I do realise that this course was aimed at a wider audience.

I have a busy job, and do not have the time to explore Google in order to use it more efficiently. This course enabled me to get an enormous amount of knowledge in a relatively short time, from someone who has done this work thoroughly. I now feel much more confident when talking to students that I know more about Google than they do, and am more confident about explaining to them what its role is in gathering information for their learning and research.

Linda Norbury, University of Birmingham

Getting to grips with developing and managing e-book collections: an introduction

Chris Armstrong, University of Birmingham, 16th May

This interesting and thought-provoking workshop took place in the Learning Centre at the University of Birmingham, and was presented by Chris Armstrong. Chris runs a consultancy, research and training company called Information Automation Limited, and has an impressive biography in the area of e-publishing, having recently completed work for both JISC and the Welsh Government Assembly on the use of e-books in academic and public libraries. He was therefore able to underpin the theoretical aspect of the day with some recent research findings about consumer attitudes to e-books in practice. Chris's colleague Ray Lonsdale, who should have been co-presenting, was unfortunately ill, so Chris did the whole session on his own. Despite this he was able to maintain a lively pace, mixing presentation with hands-on and more interactive sessions, so that by the end of the day we felt that we had covered the topic very thoroughly.

The audience came from a mixture of academic, public and specialist library backgrounds, and Chris pitched the content of the course as very much a general overview of the subject, an approach that seemed to suit most of the participants. From a personal point of view, as the manager of a number of site libraries in an HE institution, I was interested in the issues raised by e-books in the management of a physical library, and how the increasing provision of e-books might affect usage patterns of students, as well as the different types of services and support that they might start to demand.

After some discussion about the definition of an e-book, Chris's first session was about publishing trends in e-books, and it quickly became clear that this is a very diverse market, covering academic publishers, aggregators such as Ebrary and NetLibrary, library suppliers and bookshops, as well as some free initiatives, including social or self-publishing. After some interesting and varied hands-on investigation of some of these different types of providers, we broke for lunch. Reconvening for the afternoon session, we looked at the practical aspects of e-books for users, including the reading interface, navigation, and special features such as interactivity or built in reference tools. The next section covered the practical aspects of exploiting e-books for librarians, such as access, cataloguing, currency, authentication etc. We then moved on to the thorny issue of licensing and the different models of acquiring e-books, before ending the day with a discussion of

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how to promote and market e-books within our library collections.

It's hard to summarise briefly what I learned from the day as it was so packed with information. Topics I found particularly interesting included the idea of publishers marketing individual chapters from their books; allowing institutions to buy specific resources for their individual courses; or perhaps enabling students to present their e-readers at the beginning of the session to have all their course material loaded for the coming session. The discussion of lending e-books from public libraries was also fascinating. Being a very reluctant e-reader myself, and very wedded to the printed book as part of my life, I was also interested in the issues of readability and user interfaces. There are concerns in academic circles about whether students learn or concentrate well when reading from a screen. Chris's study revealed that students mainly used e-books to get brief information or quick facts, and not for sustained reading, and some people had commented that it's easier to work from several sources if you have lots of books open around you on a desk. Chris's conclusion was that the development of e-books does not spell the end of the printed book for quite some time, if ever, even in the academic context.

It was also clear from the range of resources we looked at that the potential of e-books, particularly those 'born digital' rather than simply transcribed from printed versions, is exciting, opening up new ways of presenting information in interactive formats. It was also fascinating to see that some of the free resources available are also the most innovative, such as the Penguin "We Tell Stories" initiative, in which six authors wrote e-books based on classic titles, using different techniques to involve the reader, such as linking the text to interactive maps of London where the action takes place. For librarians, e-books will clearly present many exciting challenges for the future.

Jean Scott, Library Services Manager, Barber, Barnes and Dental Libraries, University of Birmingham

Building a collaborative culture: people, processes and technology

Angela Ashenden, MWD Advisors, Presented at the UKeiG AGM June 2012

Angela Ashenden gave an interesting presentation on ways of encouraging collaboration within organisations.

She framed her talk around three goals of collaborative working: to flatten the organisational hierarchy, to encourage a culture of sharing, and to achieve an engaged workforce. Unfortunately many organisations seem dedicated to ensuring just the opposite, and her slide on the major blockers to collaborative working identified very clearly where these blockers might lie. There might, for example, be a lack of top-level support, or there might be middle managers preventing progress (I have encountered some organisations with both together!).

Her talk covered the major components of collaboration, without getting involved in the specifics of software tools and details of implementations. This was refreshing, since in this area it is often the technology innovators who seize the collaboration space; they set up a new platform or collaborative space, and because they have more of an interest in the technology than in the sharing, they then leave the collaboration tool running with a few keen users, but the rest of the organisation uninvolved and uninterested. After two or three initiatives of this kind, the result can become a widespread disenchantment with new technology (however useful that technology might prove to be if fully implemented across the organisation).

She pointed out very sensibly that technology is not the only focus and the need to avoid new silos of information. Such advice is excellent, but all too frequently ignored.

Perhaps that was both the strength and weakness of Angela's presentation: it was difficult to disagree with anything she said – her suggestions were pragmatic, in that there is no quick fix, you should lead by example, and so on. But for me the presentation was a little tantalizing, in that it raised lots of issues, but didn't give enough specific and detailed information to have immediate applicability for individual cases. I suspect that Angela Ashenden has good knowledge from her experience in this area that could provide clear pointers and quick wins for organisations attempting to create more collaboration, but it would take a much longer presentation to reveal the most appropriate tools for individual circumstances. The presentation concluded with a useful question-and-answer session, when she gave some practical and useful suggestions for implementation. Nonetheless, this was a worthwhile talk on a highly important topic.

Michael Upshall

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Images in Focus: organizing visual content for use

ISKO, London, 28 November 2012

"Better value than some courses that cost ten times as much" said the person sitting next to me, and I think the majority of people in the room would have concurred: well worth struggling through floods and cold winter weather to get to this meeting. Condensed into half a day was a remarkable range of approaches to image metadata, ranging from a traditional commercial picture agency, to the latest developments in automatic generation of metadata at the BBC and the University of Bristol. For me, the best aspect of the whole event was that the speakers were prepared to describe in detail how they confronted the challenges before them - not always with success, but revealing what didn't work as well as what did.

There were stories of major projects, success and failure stories, and leading-edge research. It's not possible to give a full appraisal of the six sessions in this brief review, but a few points stand out:

Tom Gilmour of Mary Evans Picture Library described how keywords are chosen and input when a picture is made available on their online system. The process of adding tags looked admirably clear, and the need to be aware of what users were searching for was taken into account, but I couldn't help feeling that the metadat to be added will be influenced by the capabilities of modern search tools available from current retrieval systems. For example, many (although admittedly not all) retrieval systems will carry out automatic stemming of search terms, and in some cases will search for equivalent terms, so a search for "African" will often be converted to a search for "Africa" - there is no need to add both terms to the object metadata.

Sarah Saunders gave an enthusiastic talk about the development of image metadata, from the point of view of picture agencies, and an enthusiastic plea for the increasing adoption of embedded metadata (the kind of information that holds details of your camera for every picture you take). Her analogy was that of the sweet shop: the Web presents images as if you are in a sweet shop, and the immediate temptation is to grab the ones you want and run off and reuse them. Her definition of an orphan work as "an image that cannot legally be used at the moment" was a powerful one, but one that would be difficult for many publishers to adhere to in practice. It would have been good to take into account some of the many challenges being mounted to copyright legislation that are currently underway, and it was a little unfortunate that none of the images she used in her presentation had any attribution.

Gabriele Popp & Stephen McConnachie described the British Film Institute's large-scale project to integrate searching across all the different media types they catalogue, including not only film and TV but scripts, posters, interviews, and many other media types. The result is a "Collections Information Database" that will soon (2013) be available for public searching on the Web. This was a major project, lasting over three years, integrating searching across 35 separate datasets with no common structure, and the whole project would form a fascinating large-scale case study.

Paul Davies described an attempt at Birmingham library to use automatic image recognition for photographs in the archive - not always with very successful results. It seems clear from his presentation that software that detects shapes such as "person", "car", or "train" needs a lot of help before it can be relied on for automatic tagging.

Another presentation on automatic image recognition was by Tilo Burghardt of the University of Bristol. His team has created tools for distinguishing not just one species, but individuals within a species, for example penguins at Bristol Zoo. This exercise seemed complex enough until he pointed out that the penguin in question may be facing in any direction, necessitating the use of 3D software to identify the individual. The presentation was astonishing; I would love to try the software out in practice to see how it works.

Finally, Sam Davies of the BBC R&D metadata classification team described a way in which automatic tags have been applied to TV programmes on the BBC iPlayer. We were given a URL where the results could be seen, but I couldn't find it at the BBC R&D site. I did see a reference to the project at http://www.bbc.co.uk/blogs/researchanddevelopment/2012/01/an-interface-for-mood-based-navigation.shtml Using this tool, programs have been automatically ranked for seriousness v humour, and for fast-moving v slow-moving. It would be fascinating to see how useful this tool could be.

Michael Upshall

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Book Reviews

Best Practice in Social Media Governance

D. Lindsay, Best *Practice in Social Media Governance, 76pp*, 2012, ISBN 978-1-908640-23-9, £295 paperback, available from www.ark-group.com/bookshop

Ark Group is a well-known conference-organising and publishing company, which at the moment specialises in publications and events relevant to social media and knowledge management. This report, written primarily by Dion Lindsay, a well-known consultant (who also happens to be on the UKeiG Committee), with some bits of chapters contributed by others, complements the range of books published by Ark.

The book comprises seven chapters, covering what social media is, why social media should be governed, the legal (intellectual property) context, governance structures and documentation, creating a social media policy, managing staff participation, and managing social media impact. These chapters are followed by four brief case studies, and then three sample policies, developed by the BBC, the American Institute of Architects, and IBM. It is noted that these are copyright of the respective organisations, and it is certainly not made explicit that readers can pick the best bits of these model policies for their own use. The book ends with a very simple index.

The work starts with an "executive summary" (in reality, more an extended abstract). Each chapter is supported by a small number of references for further reading. However, these tend to be specific reports and articles rather than general textbooks. I found the chapters on governance structures, creating a policy, managing participation and on measuring impact sensible, well-written and persuasive. Without doubt these are both the core of the book, and the best part of it. However, I do have criticisms of the book. Firstly, the examples are somewhat skewed – Twitter is the focus, whereas Facebook is ignored, and the focus (in terms of examples given) clearly is on private-sector organisations rather than public sector ones, though public-sector organisations need to take as much care about staff use of social media as do private-sector organisations. Some key risk areas, such as harassment, unauthorised use of trademarks, defamation and data protection are given cursory or zero treatment. The chapter on intellectual property is primarily about copyright, and even then is somewhat confused in places. It also mentions data protec-

tion, which isn't an IP issue, and in any case is given too brief a treatment here. The first of the URLs given on page 21 of the report is incorrect.

However, my real complaint is the price of the book. Much as I would like to recommend this work, it does not represent value for money. If this is a topic that concerns or interests you, try instead P.R. Scott and J.M. Jacka, *Auditing Social Media: A Governance and Risk Guide* (Wiley, 2011), which at £29 and more than double the length, is much better value for money, or R. Wollan, N. Smith and C. Zhou, *The Social Media Management Handbook: Everything You Need to Know to Get Social Media Working in Your Business* (Wiley 2011) at £13. For a more legal approach, try instead G. Gilmore, *Social Media Law for Business: A Practical Guide for Using Facebook, Twitter, Google +, and Blogs Without Stepping on Legal Landmines* (McGraw Hill 2012), again much better value at £22.

Professor Charles Oppenheim

June 2012

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The No-Nonsense Guide to Legal Issues in Web 2.0 and Cloud Computing

Charles Oppenheim; London: Facet Publishing, 2012

ISBN 978 1 85604 804 0

The aim of this book is to guide a "perplexed non-lawyer" through the maze of current legal issues in web 2.0 and cloud computing.

The emphasis is on UK and European law but other legal systems and especially the US laws are mentioned where relevant, including a very brief but useful listing of differences between UK and US copyright law.

The book covers copyright, other intellectual property rights, data protection and privacy, freedom of information, defamation, liability issues and cloud computing. Each of these concepts is explained and the legislation covering it is described in sufficient detail to allow the reader an insight into the complexities and, sometimes, contradictions of the legislation.

The strong point of the guide is the numerous case studies, the majority of which relate to real events. They bring to life legal issues and illustrate the diversity of professional and individual situations affected by the legislation. The book also contains exercises designed to help the reader analyse the issues raised. The exercises are truly thought provoking and great fun – and more so if one takes the time to ponder the issues carefully before reading the suggested answers towards the end of each chapter.

Another highly appealing feature of this guide is the presence of highlighted web 2.0 pointers. They re-focus discussion on the web 2.0, augment the legal issues and contain examples of the law functioning, or not, in the web 2.0 environment.

Practical advice is provided in the form of check lists such as a copyright checklist for anyone developing a web 2.0 application, a list of questions to ask a cloud service supplier before signing their contract or a model contract for those submitting user generated content.

The author makes it clear it is a snapshot of the legal system as it was in the middle of 2012. The reader is made aware of the need to read the guide in this context and bear in mind new laws coming into force or existing laws being amended.

The book is supported by a wide ranging and relevant bibliography and an excellent index.

The author stresses that he is not a lawyer and this book is not a source of legal advice or a legal textbook. It may well be superior to many a legal textbook – it is matter of fact, highly readable and practical. This book should be required reading for anyone interacting in any capacity with web 2.0 and cloud computing.

Margaret Katny, DipIS MA MCLIP

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New and forthcoming books

The following books have recently been published by Facet. Please email the *Elucidate* editor if you are interested in reviewing one or more of them.

Information 2.0: Martin De Saulles

Covering every aspect of the new digital information environment from iPads and e-books to the future of information and how it will be controlled, this landmark textbook provides a comprehensive and cutting-edge guide to what's happening, why and how information professionals can have a pivotal role in this new landscape.

The New Professional's Toolkit: Bethan Ruddock

This practical toolkit will be your guide towards career success and fulfilment as you make your way in the information sector. Each chapter captures the expert advice of rising stars in the profession and across sectors, interweaving case studies that illustrate how to thrive in the information sector, take control of your professional development and get to grips with every area of information work.

Successful Enquiry Answering Every Time, 6th edition: Tim Buckley Owen

This best-selling 'one-stop' practical guide, formerly titled *Success at the Enquiry Desk,* is designed to help all information professionals become self-sufficient in answering enquiries. Step by step, the book guides the reader through all stages of research, from finding out what the enquirer really wants to providing a polished, value-added answer. There's an emphasis throughout on how to make the best use of limited resources – and a final chapter offers practical advice on how to set up an enquiry service from scratch or revive a run-down one.

Practical Cataloguing: AACR, RDA and MARC21: Anne Welsh and Sue Batley

This essential new textbook provides cataloguers with the skills needed for transition to Resource Description and Access (RDA). The book builds on John Bowman's *Essential Cataloguing* and gives an

introduction to Functional Requirements for Bibliographic Records (FRBR), which provides the conceptual basis for RDA; discusses the differences between AACR2 and RDA; and shows the current state of play in MARC 21.

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Press Releases

Jisc becomes a charity

5 December 2012: The Association of Colleges (AoC), GuildHE and Universities UK (UUK) along with Jisc's non-executive directors and trustees take the first steps in leading the organisation into 2013.

Over the past 11 months Jisc has been moving towards becoming a separate legal entity and this week becomes a registered charity with a new board of non-executive directors and trustees.

Professor Sir Tim O'Shea, Chair, Jisc and Principal of the University of Edinburgh said: "We are delighted that we are embarking on a new phase of Jisc's history; being owned by the communities that we serve and truly delivering against their needs.

"Our owners, funders and trustees will play a pivotal role in ensuring Jisc is leading the communities that we serve through our strategic pillars. These include providing a high performing digital infrastructure, developing online content and delivering practical advice and guidance that aligns with the needs of UK further education, higher education and skills sectors."

The non-executive directors and trustees share their ambitions for what they see for Jisc's future:

1. Innovation for further education, higher education and skills - lead the way in technology aided learning, product development and new services to keep the education sector ahead of the game at the forefront of international practice

2. Support research at the highest level - deliver against the needs of researchers, providing core infrastructure services and innovation support

3. A fast and powerful network - continue to supply a strong and reliable network to education and research organisations

4. Work in closer collaboration - continue to better understand and deliver against the needs of our customers and users, to ensure a positive student experience and skills transferable to the workplace

5. Business as usual - continue to provide, those highly valued and used services and deliver support, through networks such as our Regional Support Centres, who supported over 2,000 providers in the UK last year

6. Advice and guidance - be a trusted source of expertise for all our customers

7. Drive digital enablement - drive the use of digital technologies to improve efficiency, save money, drive student engagement, benefit the student experience and support innovation

8. Offer services on a large scale - provide services for universities and colleges which they are unable to implement individually.

Jisc's trustees:

Prof Robin Baker OBE - Director and Chief Executive, Ravensbourne appointed by GuildHE

Mr Richard Boulderstone - e-Strategy and Information Systems Director, British Library

Prof Celia Duffy - Director of Research and Knowledge Exchange, Royal Conservatoire of Scotland

Prof Martin Hall - Deputy Chair Jisc - Vice Chancellor, University of Salford appointed by UUK

Prof Martyn Harrow - Chief Executive, Jisc

Prof Paul Jeffreys - IT Director, University of Oxford Prof

Paul Layzell - Principal, Royal Holloway

Prof Noel Lloyd, CBE - Retired Vice Chancellor, Aberystwyth University

Ms Heather McDonald - Chief Executive and Principal, Sheffield College appointed by AoC

Prof Sir Tim O'Shea - Chair, Jisc and Principal and Vice Chancellor, University of Edinburgh

Report claims improvements needed in article processing charges

27 November 2012: As a response to the Finch report, the UK Open Access Implementation Group (OAIG) examines how intermediaries could help manage the impact an increase in the volumes of open access article processing charges (APCs) could have for universities, funders and publishers.

The implementation of the Finch report and new polices from Research Councils will result in vastly increased volumes of open access publishing in the UK, and in payments of article processing charges (APCs). The "The Potential Role for Intermediaries in Managing the Payment of Open Access Article Processing Charges" report reveals an almost universal consensus that work is required to develop and implement standards to facilitate more effective flows between authors, publishers, universities and funders of information relating to the payment of article processing charges (APCs) - the charges levied by some publishers of open access and hybrid journals to meet the costs of the publication process.

Phil Sykes, university librarian at University of Liverpool, who is a member of OAIG comments: "Institutional leaders, research managers and library directors need to make significant decisions in the next few months, following the Finch Report. This report explores one important potential solution, an intermediary to save time and effort in transactions between publishers and institutions. Now that this excellent report has explored this solution and the issues around it, we

are in a much better position to initiate joint action within the HE sector and beyond."

The report spells out what each group considers as the, important elements necessary to create an efficient and effective gold open access market. These include:

- Scalability
- Low Transaction costs
- Effective Interfaces
- Appropriate Management of information
- Consistency in metadata

The report then outlines a range of potential services that could be provided including:

- Core services relating to the payment transactions
- Value-added services, such as analytical services, negotiations,
- Roles around metadata and user awareness.

It later sets out a series of options for how intermediaries might then provide these services.

"JISC looks forward to playing a leading role in the implantation and investigation of this work," says Neil Jacobs, programme manager at JISC. "We want to ensure that the gold open access market is efficient, effective and transparent, for the benefit of UK higher education and research, and wider society."

According to the report, researchers at a large Russell Group university such as Manchester published 5-6,000 articles and conference proceedings in 2011. Assuming that it takes an average of 60 minutes to make typical APC payment, the workload for handling this number of publications a year would amount to more than a full time post. Yet, according to this new research, only a small number of universities so far have systematic processes in place to manage the workflows of paying for their papers to be published in open access journals. The complex or inefficient processes currently associated with the payment of APCs could present a significant barrier to the wider adoption of open access publishing.

This OAIG report, 'The Potential Role for Intermediaries in Managing the Payment of Open Access Article Processing Charges', was commissioned by the Wellcome Trust and JISC on behalf of the OAIG, and was written by the Research Information Network (RIN). It involved working with a range of universities, funders, publishers and other stakeholders, demonstrating a clear common purpose in UK toward gold open access.

Read the news release on the OAIG website: http://open-access.org.uk/2012/11/27/report-claims-improvements-needed-in-payment-processes-of-article-processing-charges/

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.

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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.