



Academic and Research Libraries Section

Newsletter

No. 39, July 2007

Mission

To promote the development and good management of academic and research libraries in all countries, and to strengthen the integration of the library in the core institutional functions of learning, teaching, research and services.

Looking Forward to Durban - Welcome to the 2007 Congress edition of your Section Newsletter.

I hope to meet many of you in Durban, at either the pre-conference satellite meeting sponsored by the Academic and Research Libraries Section, 'Research and IT in African Libraries', or at the sessions conducted by the Section during the conference. This year we have partnered with Management and Marketing and Information Literacy Sections, to develop an excellent programme.

The highlight for me, personally, is the Mentoring Session we are conducting. This is the first such event during a conference programme, to my knowledge, where we are devoting the session to the audience. We have a list of experienced librarians who have volunteered to be mentors, and these will be paired up with one or two librarians who can ask for advice etc. on any aspect of librarianship and library management. After a brief introduction to set the ground rules, our mentoring partners can leave the convention room and informally chat over coffee, outside, on the steps, anywhere they choose. We hope that this will provide a valuable forum for learning.

As an election year, we will say farewell to Barbara Ford, who has served on the Standing Committee from 1999-2007. Not content to just serve the Section, Barbara is also a member of Governing Board. Thank you Barbara for your dedicated service to IFLA. Farewell to Babakisi Tjedombo Fidzani (Botswana) and Ells Van Eijck van Heslinga (Netherlands) who served on the Standing Committee from 2003-2007. We also welcome new Standing Committee members: Michael Cotta-Schønberg (Denmark), Agentia Olsson (Sweden), Werner Stephen (Germany). Lastly we welcome back James Neal, who has been elected for a second term to 2011. Sixteen countries are represented on the Standing Committee for 2007-2011, which should bode well for developing programmes that will appeal to a broad cross section of IFLA membership.

It is a delight during the year to receive emails from librarians across the globe, who find my name on the IFLA Section web site, and ask for information or advice. It is important that we are available to the academic and research library community.

My thanks to the Standing Committee colleagues who have been a delight to work with over the past four years, and who have supported me as Section Chair. See you in Durban.

Sue McKnight

Durban



History Look for the baobab trees. Since South Africa is on the farthest southern tip of Africa, the trees appear to be upside down. Durban possesses special charm, sun shines 320 days per year; June, July, August, is the winter (record snowfall in Johannesburg on June 27,

2007!) but still warm enough to go swimming in the Indian Ocean; and enjoy radiant golden sands and lush sub-tropical greenery. Durban became a port in 1497. Vasco da Gama sailed by this region naming it Natal, due to the sighting on Christmas Day. In 1827, the English established a settlement. The Zulus were native to the region, hence the name KwaZulu-Natal – place of the Zulu. Durban, as the largest port in all Africa, started with the sugar trade and now serves a host of many elegant spices in addition to various other commodities. Durban is where the proud Zulu nation meets East and West...traditional warrior dancers, mystic fire-walkers and colonial heritage. Durban has a unique vibrancy of township life. Take a rickshaw on the Golden Mile's sandy beaches providing surfing, sail boarding and swimming. Sharks are kept away by special nets. If you want to see sharks, visit Sea World or, if you like snakes, visit Snake Park.

The People

Many from Durban with African and Indian descent are Muslims. The Jumah Mosque is the largest mosque in the southern hemisphere. There are also many beautiful Hindu temples in addition to Christian churches. Most speak either Zulu or English, not so much the Afrikaans language. For many people, the Zulu are the best-known African people. The Zulu are the descendants of Nguni-speaking people. In the early nineteenth century a young Zulu prince, Shaka, welded most of the Nguni tribes into the powerful Zulu Kingdom. Within twelve years, he had forged one of the mightiest empires the African continent has ever known.

The 9 million Zulu-speaking people live mainly in KwaZulu-Natal Province of South Africa. Zulu is idiomatic and proverbial and is characterized by many clicks. The Zulu language is characterized by *hlonipha* (respect) terms. Addressing those who are older than oneself, especially elderly and senior people, by their first names is viewed as lack of respect. Therefore terms like *baba* (father) and *mama* (mother) are used not only to address one's parents but also other senior males and females of the community.

The Zulu believe in ancestral spirits (*amadlozi* or *abaphansi*). These are the spirits of the dead. The Zulus recognize the existence of a supreme being. *UMvelinqangi* (One Who Came First) or *uNkulunkulu* (Very Big One) is God because he appeared first. Getting old is seen as a blessing. Elderly people are believed to be sacred, and are thus always respected. Ancestral spirits are important in Zulu religious life. Offerings and sacrifices are made to the ancestors for protection, good health, and happiness. Ancestral spirits come back to the world in the form of dreams, illnesses, and sometimes snakes. The Zulu also believe in the use of magic. Anything beyond their understanding, such as bad luck and illness, is considered to be sent by an angry spirit. When this happens, the help of a diviner (soothsayer) or herbalist is sought.

Customs

Zulu love letters are made of beads. Different colors have different meanings, and certain combinations carry particular messages. The Zulu are very warm and amicable people at a personal level. *Ubuntu* (literally, "humanness," "good moral nature," "good disposition") shapes the everyday life of the Zulu people. **Sawubona** is usually enough of a greeting for strangers, but a formal greeting is more appropriate for those who are familiar. The formal greeting includes a **three-times handshake, while asking about the well-being of the person and his or her relations**. When leaving, use the standard **Sala/Nisale kahle** (Remain well), and the other person responds by saying, **Uhambe/Nihambe kahle** (Go well). It is customary for juniors and the young to initiate the greetings when they meet their seniors and their elders.

The rural Zulu economy is based on cattle and agriculture. Consequently, the main staple diet consists of cow and agricultural products. This includes barbecued and boiled meat; *amasi* (curdled milk), mixed with dry, ground corn or dry, cooked mealie-meal (corn flour); *amadumbe* (yams); vegetables; and fruits. The Zulu traditional beer is not only a staple food but a considerable source of nutrition. It is also socially and ritually important and is drunk on all significant occasions. Drinking and eating from the same plate was and still is a sign of friendship. It is customary for children to eat from the same dish, usually a big basin. This derives from a "share what you have" belief which is part of *ubuntu* (humane) philosophy. Zulu custom does not mandate formal invitations to gatherings where food will be served, such as weddings and birthday parties. The Zulu believe food should be shared. Therefore, uninvited arrival at a celebration is an honor to the host.

(From <http://www.everyculture.com/wc/Rwanda-to-Syria/Zulu.html> please consult for more details).

Mentor Program Survey Results

Participants on the online survey represented a diverse selection of institutions including:

National Library of Botswana, Instituto Superior de Relaciones Internacionales (Cuba), International Institute for Geo-Information Science and Earth Observation; ITC, La Trobe University Library, Education Department, Johannesburg, University of Cape Town, Metropolitan Council SRAC Boksburg Library, University of KwaZulu-Natal c/o EG Malherbe Library, Library of the Finnish Parliament, NHPC Limited, Dept Information & Library Studies University of Cape Town South Africa, SICD de Toulouse - Toulouse Universities library network (France)

Positions held by respondents included:

38.5% Unit Head or Coordinator
 30.8% Director/Dean of Library(ies)
 23.1% My position does not have rank
 15.4% Associate Professor
 7.7% Assistant Professor

Demographic breakdown of years of experience and gender

69.2% 21 years or more
 23.1% 11 – 20 years
 7.7% 0 – 4 years
 76.9% Female
 23.1% Male

What generation do you belong?

76.9% 'Baby Boomer' born between 1943 – 1960 (current age 46 – 63)
 15.4% 'GenX' born between 1961 – 1981 (current age 25 – 45)
 7.7% 'Traditionalist' born between 1925 – 1942 (current age 64 or older)
 0.0% 'Millennial' born after 1981 (current age 24 or younger)

Type of institution currently work Respondents represented a variety of library and information services. Not surprisingly, the majority were from academic libraries. There were also public libraries, education departments, agencies, corporate and government plus one IFLA member retiring and anxious to share their experience.

Which of the following professional activities do you feel are expected of you in your current position?

92.3% Continuing education
 92.3% Service in professional organizations
 76.9% Presentations or poster sessions at professional conferences/workshops
 69.2% Service on institutional committees
 46.2% Other publishing (e.g. joint authorship, non-peer reviewed publications, etc.)
 38.5% Teaching a credit-based course
 38.5% Publishing in peer-reviewed publications
 30.8% Single-authorship of books, book chapters, articles, etc.
 23.1% Obtaining grants

During your career as a librarian, which of following professional activities have you done?

- 100.0% Attending state/regional workshops/meetings
- 100.0% Attending national/international workshops
- 100.0% Presenting at state/regional meetings
- 100.0% Presenting at national/international meetings
- 90.0% Serving in national/international professional organizations
- 90.0% Publishing in-house (pathfinders, bibliographies,)
- 88.9% Serving in state/regional professional organizations
- 87.5% Publishing a newsletter or magazine article
- 85.7% Presenting a poster at state/regional meetings
- 81.8% Writing a successful grant proposal
- 80.0% Teaching a credit-based course
- 75.0% Editing a newsletter

- 66.7% Presenting a poster at national/international meetings
- 62.5% Publishing a refereed journal article
- 50.0% Publishing a book chapter in library science
- 50.0% Publishing a book/film/media review
- 42.9% Editing a journal
- 33.3% Publishing a book outside library science
- 20.0% Publishing a book chapter outside library science
- 20.0% Publishing a book in library science

Over the course of your career, how many professionals, at any rank or location, do you feel have acted as mentors or developers to help your career?

- 7.7% None
- 38.5% Two
- 53.9% Three or more

Assuming you have worked in the profession 5 or more years, how many librarians do you feel that you have helped develop professionally?

- 72.7% Three or more.

If you have acted as a mentor/developer, to what generation did your mentee(s)/protégé(s) belong?

None	One	Two	Three	Three or more	
0.0%	28.6%	28.6%	0.0%	42.9%	of the same generation as me
33.3%	16.7%	16.7%	0.0%	33.3%	of an older generation than me
0.0%	30.0%	10.0%	10.0%	50.0%	of a younger generation than me
42.9%	0.0%	0.0%	42.9%	14.3%	within my library
42.9%	14.3%	0.0%	42.9%	0.0%	outside my library, but within my institution
37.5%	25.0%	0.0%	37.5%	0.0%	outside my institution, but within the library profession
0.0%	0.0%	0.0%	50.0%	50.0%	outside my institution and outside the library profession

Why do you want to become a mentor?

Sounds interesting, but am only offering if there's a shortage - otherwise I think mentors would be more effective if still working, not retired

Because this will be an opportunity to pay society all the changes I have had of study and work in the field of library science

I feel that it is important to share experiences and I am very enthusiastic about our profession

I regard mentoring as a very important and valuable part of professional practice. Over 30+ years experience in the library & information sector I have experienced mentoring from a number of people and clearly see its value. Similarly I can observe the impact and success of my own mentoring of others and would like to extend that process.

To assist young librarians to get information about SA generally and the library profession

I have many years of experience teaching librarians and feel I could contribute to the programme.

I think it is important to assist the next generation of librarians to develop professionally. I have never mentored anyone before (or if I have, I don't know about it)

I have just started as a Director of the Library. To learn more and give more to the coming generations of Library professionals

Suggestions:

Will be willing in case of shortfall to step in

This mentoring should provide space for librarians to exchange ideas

I think this is an interesting and novel addition to a conference programme

A VERY GOOD CONCEPT

It's a very good idea to have this kind of program.

It is a great efforts being done for the profesion, I wish all the best for the same with the request to keep it up for survival of library profession.

We are often too busy with our personal and professional lives to think we can help someone yet if there is an agreement on the level of service your willing to provide and, not smother, a peer or protege.

Delegation from National Library of South Africa Visits National Library of China

On June 3rd, 2007, members from the National Library of South Africa, John Tsebe, Andrew Malotle, Douwe Drijfhout and Lesiba Ledwaba visited the National Library of China. John Tsebe introduced the preparations of 2007 IFLA Conference and invited delegates from libraries of China to attend the conference. The guests visited rare books and the restoration workshop of ancient books. Both sides have communicated with each other on digital library, automation,

Attend these exciting sessions from your Section!

COME TO THE PRE-CONFERENCE ON IT AND RESEARCH

9:00 – 17:30 (includes lunch and refreshments), 17TH AUGUST, 2007

PRE-IFLA SATELLITE MEETING, DURBAN, AUGUST 2007

IT and Research in African University Libraries: present and future trends

Innovation Centre, University of KwaZulu-Natal, Howard College Campus, Gate 9 (off Francois Road), Durban, South Africa – for more details see - <http://www.ifla.org/IV/ifla73/satellite-en.htm>

REGISTRATION: Nora Buchanan, e-mail: BUCHANAN@ukzn.ac.za, Fax: +27-312602051; telephone: +27-312602317

PROGRAMME

8:30 – 9:00 Friday 17th August - Registration

9:00 – 9:30 - Opening remarks by Maria Musoke, & self introductions

9:30-9:55 Trends/overview of International Library environment using IT - Sue McKnight, Chair of IFLA Academic and Research Libraries Section

9:55-10:35 The critical need for academic Libraries in Africa to address the changing needs of researchers and other users – the Librarian’s point of view - Faith Akiteng and Maria Musoke, Makerere Univ.

10:35-11:00 - Break

11:00-13:10 1. Digital library diffusion in African research libraries - Dale Peters

2 Challenges of automating libraries in African Universities: lessons from Aga Khan University Library, Nairobi - Augustine Gitonga

3. Digital Library Initiative in Environment Conservation Organisation - Rusnita Saleh

4. Implementing affordable digital library search services with open source software and open content - David Dorman.

13:30-14:30 - Lunch

14:30-15:30 1. Taking the Bull by the Horns: The case for inculcating appropriate theory and competencies into the information professionals to face challenges of the new information era - I.M. Kigongo-Bukenya.

2. Training requirements for librarians for the digital age in African university libraries - Elisha Chiware

3. Second Life for Library Staff: Retooling high-touch services for high-tech users in academic libraries - Beatrice Pulliam

16:00-17:00 1. Information seeking behaviour and impact of the new ICTs on university students in Cameroon and Nigeria – West Africa, Innocent Awasom Afuh

2. Online Transaction Logs, Verbalization and the Historically Disadvantaged Students Information Searching Behaviour - Gavin Davis

3. The changing research practices and their demands on the academic libraries: the researcher’s point of view - Joyce Bukirwa.

17:00-17:30 - Closing reception

We gratefully appreciate support for the Pre Satellite Meeting from the following sponsors:

- EX LIBRIS • ARL Section, IFLA • UNIVERSITY OF KWAZULU-NATAL
- MAKERERE UNIVERSITY LIBRARY AND COLLABORATIVE PARTNERS

11:30 – 14:20, Saturday 18 August

First Section Meeting

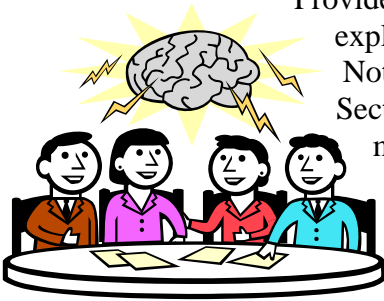
35 SC I Academic and Research Libraries Section Meeting

10:45 – 12:45, Monday 20 August

Find a mentor: 93 Academic and Research Libraries

(The Young Professionals discussion group is strongly encouraged to participate in this activity.)

Provides an opportunity to network and to learn from colleagues with an overview and explanation of mentoring. Sue McKnight, Nottingham Trent University, Nottingham, United Kingdom and Chair of the Academic and Research Libraries Section will present an *Introduction on Mentoring*, the mentees will join their mentors and ‘break out’ of the session (perhaps go for coffee; remain in the room and talk with the small group) and ‘ask their advice’. This is a very different sort of congress session, with practical help being provided to individuals, so we hope to evaluate whether it is feasible to conduct more ‘interactive sessions’ at future congresses, and move away, somewhat, from the ‘sage on the stage’. There will be more information on the Discussion List and the next newsletter! After the introduction, small groups will be established for mentoring.



10:45 – 12:45, Tuesday 21 August

Libraries in the spotlight: promotion and marketing strategies

115 Academic and Research Libraries with Management and Marketing *This program meets several IFLA goals including: Supporting the Role of Libraries in Society, Promoting Literacy, Reading, and Lifelong Learning, Promoting Unrestricted Access to Information, Developing Library Professionals, and Promoting Standards, Guidelines, and Best Practices. We seek to hold a practical ‘Show and Swap’ session during the next IFLA Congress in Quebec where librarians and information professionals can share great ideas for promotional and marketing activities.*

***Go and get visible: live communication for libraries**

KLAUS CEYNOWA (Bavarian State Library, Munich, Germany)

***Beyond promotion: audience development by the National Library of Singapore**

GENE TAN and ICAAC TEO (National Library of Singapore, Singapore)

***Marketing strategies for visibility and indispensibility**

LINDA ASHCROFT (Liverpool John Moores University, Liverpool, UK)

8:30 – 10:30 AND 10:45 – 12:45 (2 parts), Wednesday 21 August

Conduits for transformation: incorporating multimodal instruction and learning into information literacy.

133-1 Academic and Research Libraries with Information Literacy

The program will meet the objectives toward: Promoting literacy, reading and lifelong learning; Promoting unrestricted access to information; and Representing libraries in the technological marketplace.

***Knowledge Enhanced Helix: Developing information competence skills through e-collaboration.** SONJA HIERL (Swiss Institute for Information Research, Chur, Switzerland)

***Building a Virtual Learning Commons: What do YOU want to do?**

BETTY BRAAKSMA (University of Manitoba, Winnipeg, Manitoba, Canada)

***Second Life Machinima for Libraries: the intersection of instruction, outreach and marketing in a virtual world.** BERNADETTE DALY SWANSON (Univ. California, USA)

***The Reflective Online Searching Skills (ROSS) Environment: embedding information literacy into student learning through an online environment.**

HELEN PARTRIDGE (Queensland University of Technology, Brisbane, Australia)

***Are you fit to FILE?** SUSIE ANDREOTTA (London Metropolitan University, London, UK)

***Podcasting for Information Literacy** REGINA ROBERTS (Stanford University, USA)

***Developing IT-Based Teaching Materials to enhance Information Skills and Knowledge Awareness among Students.**

IDA FAJAR PRIYANTO (Gadjah Mada University Library, Yogyakarta, Indonesia)

8:30 – 10:50, Friday 24 August 2007

Second Section Meeting

173 SC II Academic and Research Libraries Section Meeting

Joint Session Highlight: Management and Marketing Section and Academic and Research Libraries Section

10:45 – 12:45, Tuesday 21 August

Libraries in the spotlight: promotion and marketing strategies

115 Academic and Research Libraries with Management and Marketing

Dr. Klaus Ceynowa, Bavarian State Library, Munich, Germany, *Go and Get Visible: Live Communication for Libraries*, ceynowa@bsb-muenchen.de.

The presentation will outline the strategic objectives of the Bavarian State Library, one of Europe's leading research libraries, "Live Communication" programme. Paradigmatic examples, "lessons learned", problems, organizational and financial implications, to deal with a common problem: targeted groups – as a rule – seldom or never feel the need to use library services. Event-based marketing approaches, as they are employed by museums, theaters etc. can be instrumental in getting and staying visible in the minds of decision makers and opinion leaders.

Linda Ashcroft, Reader of Information Management, Liverpool John Moores University, UK, *Marketing strategies for visibility and indispensability*, L.S.Ashcroft@ljmu.ac.uk.

In order to 'anchor' its relevance and indispensability in the minds of a wide variety of audiences, any organisation must build a good reputation and image. Libraries should take examples employed by commercial organisations to maximise opportunities and raise favourable awareness about what they do. Supermarkets, charities and tourism, provide examples to draw upon for national and international media attention and to favourably promote to a wide audience. Techniques demonstrating the significance of the right timing, right resources, the right means of communication relate in the same way to libraries. Sponsorship is now big business. Libraries are now negotiating effective sponsorship deals and attracting favourable media coverage. Ongoing evaluation informs marketing techniques to build on success and maximise publicity.

Tan, Gene, Deputy Director, INVENT, and Teo, Isaac, Project Manager, Brief Encounters, INVENT, National Library Board, Singapore, *Beyond Promotion : Audience Development by the National Library Singapore*.

As societies change and with the advent of the Internet as the now preferred source of enquiry for many people, libraries can no longer afford to be passive. The National Library in Singapore has embarked on an audience development programme - a 3-pronged approach to catalyze this new paradigm shift.

- The Library Cover Story. As a Destination Library, provide enriching experience, e.g. exhibitions, workshops, seminars and performances.
- SLXL Programming Model. A variety of participation and interactivity. Participants are involved in the creation process with tangible outputs.
- Applied Librarianship using Communities. Embed usage of services within library activities. Brief Encounters, a 4-part outcome driven process allows participants to work towards the creation of a pre-determined outcome.

MAKE RESEARCH FREE – the DRIVER project and the BASE search engine
 from Sophia Jones and Mary Robinson, SHERPA European Development Officer, Greenfield Medical Library, Queen's Medical Centre Information Services, University of Nottingham, Nottingham NG7 2UH, sophia.jones@nottingham.ac.uk, Phone: 0115 84 67235, Fax: 0115 846 8244

Access to information has been revolutionised by the Internet and the World Wide Web. The creative application of these technologies has led not only to innovations in research but also in new ways to discover, access and use research information.

Much academic research is publicly funded. It follows therefore that the results of this research should be available to the public. The current system of academic publication hampers access to research articles because it is limited to only those who can afford to subscribe. A recent report commissioned by the European Commission called for publicly funded research results be made available to the public shortly after publication*.

The Open Access movement aims to do just that by making research information freely available to everyone. In addition to research articles, open access materials can include book chapters, conference papers and also theses. SHERPA is internationally recognised as a leader and advocate for the development of open access institutional repositories and associated services. SHERPA is collaborating on the major project, DRIVER (Digital Repository Infrastructure Vision for European Research). This is a high profile, major European project with 10 international partners, funded by the European Commission.

Through DRIVER we will make European Research articles available via Internet search services. Open access materials can be accessed via general search engines such as Google, Yahoo and others. DRIVER recommends that readers searching for full-text articles should use the specialised search engine BASE (www.base-search.net) which covers scientifically relevant web resources but also – unlike commercial search engines - offers the opportunity for a more refined search on full text open access material. Public libraries can make use of this growing body of information by adding the BASE search engine to their library's public website as an additional resource.

For more information on SHERPA and the DRIVER project, please visit - <http://www.sherpa.ac.uk>, <http://www.driver-support.eu>, or contact the DRIVER team directly: driver@nottingham.ac.uk. *"Study on the economic and technical evolution of the scientific publication markets in Europe" Commissioned by DG-Research, European Commission. January 2006, page 11

DRIVER (Digital Repository Infrastructure Vision for European Research) is a high profile, major European project with 10 international partners, funded by the European Commission reflecting the international enthusiasm surrounding the Open Access movement. DRIVER is collaborating with SHERPA, which is internationally recognised as a leader and advocate for the development of open access institutional repositories and associated services.

DRIVER is an ambitious and important project that will yield valuable results for individual researchers, the publishing community, funding agencies and the European Research Community as a whole. The project sets out to build a testbed for a future knowledge infrastructure of the European Research Area. It aims to deliver any form of scientific output, including scientific/technical reports, working papers, pre-prints, articles and original research data to the various user groups. The testbed is based on existing nationally organized digital repository infrastructures. Other work includes the support of new European repositories. For more information, please visit the SHERPA site at <http://www.sherpa.ac.uk/>.

ESSAY CONTEST WINNERS Please give a special welcome to the 73rd IFLA Congress for the following essay contest winners representing Latin America and Africa:

Ghana - Mary Adwoa Arkorful – Senior Assistant Librarian, Osagyefo Library - Cataloger in process with library automation, trains others on MARC21 format, installing Library Management System (Virtua). Very interested in sharing what she learns with others and seeking suggestions.

South Africa - Nthabiseng Mosala-Bryant, University of KwaZulu-Natal – Collection Development, User Education, IT, Web design, Information Literacy and acquiring PhD in Knowledge Management. Seeks networking opportunities both personal and computer...

Venezuela - Nury Mercedes Moreno Munoz, Universidad Metropolitana, Biblioteca Pedro Grases – In love with libraries since 10 years old, Nury worked from age 15 in Caracas and has served as Head of various departments. Hopes to transform ancient vision of libraries to more modern levels of knowledge and learning. Seeking to share solutions and alternatives used by others.

Jamaica - Pauline Nicholas, University of Technology, Jamaica – Electronic Reference, presenting paper with Measurement and Evaluation Section, IFLA/OCLC Early Career Development Fellow. Active with LIAJA and special libraries. Seeking principles, methods and perspectives.

CONFERENCES AROUND THE GLOBE

- Sixth International Conference on Conceptions of Library and Information Science (August 2007)
 - 73rd Annual World Library and Information Congress, IFLA, (August 2007) South Africa
 - 3rd International Second Life Community Convention, Chicago, USA (August 2007)
 - LIANZA -- Rotorua, NEW ZEALAND (September 2007)
 - ILDS, Interlending and Document Supply Conference 10th -- SINGAPORE (October 2007)
 - International Conference on the Book -- Madrid, SPAIN (October 2007)
 - Internet Librarian International -- London, UK (October 2007)
 - International Cultural Heritage Informatics Meetings - ICHIM07, (October 2007)
 - Fourth Nordic Conference on Scholarly Communication, Lund, (April 2008)
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CONFERENCE CIRCUIT

eLearning Africa 2007, the second Pan-African conference on ICT for development, education and training was opened by the Hon. Prof. George Saitoti, Kenyan Minister of Education. The eLearning Africa conference took place May 28 to 30 in Nairobi, Kenya. ICT-supported education is a core component of the development plans of most African governments. ICTs are being integrated into many national educational systems in order to reach the Millennium Development Goal (MDG) of “Education for All”.

“We see eLearning as a development accelerator needed in many countries in order to achieve the MDG. This is why we want to foster the emerging African eLearning community through a sustainable annual event that embraces all sectors”, explained Rebecca Stromeyer, project manager and managing director of ICWE on the expected outcomes of the conference.

There were 250 speakers from 49 countries contributing to the agenda, including representatives from major development organisations such as UNESCO, UNEVOC, the Global Development Learning Network (GDLN), and the World Bank. The programme covers a wide range of topics, such as eLearning in medical education and the fight against HIV and AIDS, mobile learning, open source and open content. Further details can be found on the Web site -

www.eLearning-africa.com

Social Software – is enough, enough? by Stephen Marvin

“IF you are the only one using Ebay, you are wasting your time”. Marc Smith, Senior Research Sociologist, Microsoft

Iconoclature is calling the 0-10 age group as "Generation We." They are tech-native, media-smart, artistically inclined, spiritual, pancultural, and culturally identified. Diversity is a reality, not a goal. They live in a global village where, in spite of world events, they know safety's built in (Amber Alerts, nanny cams, GPS bracelets, and even implanted RFID microchips). They're growing up in cars catering to their every safety and entertainment need and whim. Bike helmets and sport safety gear are an "of course!" What used to be woowoo New Age trends like yoga, vegetarianism, and alternative medical approaches are a natural part of Gen We's world. Innovating for Generation We will have to be faster, more personalized, more hyperconnected, more integrated, and more diverse. GenWe will not understand why the radio cannot replay a song at will. "Where's the remote? Skip the commercials." GenWe won't even know a time when the world wasn't at their fingertips through the Internet or via MoSoSo (mobile social software).

Generation We are savvy, conscious, and already a prolific group of opinionated consumers. (Their parents are Millennials and Gen Xers, after all.) They know how to influence their parents' purchases and how to spend their own disposable income. They've been pitched, prodded, and studied since they were in diapers. They're changing the way producers look at product and markets look at consumers.

Stephen Abram has received many accolades and held leadership positions in corporate and international associations. Mr Abram is a soothsayer, appropriately symbolized as a lighthouse, and an object of a recent book, *Out Front with Stephen Abram, a Guide for Information Leaders*, (ALA compiled by Judith A Siess and Jonathan Long). On a recent occasion Mr. Abram remarked how much his son was impressed with viewing the surface of Mars. Stephen was still aghast of the fact the Hubble Telescope was accessible via the Internet, his son took it completely for granted. The point is users are not going to be impressed with the Internet nor the technology, they will be impressed with the ease of access and how you are making it useful to them.

Libraries want a presence on such sites as MySpace, Facebook, blogs, etc. but at what point does one say enough is enough? Is the development and maintenance of Web 2.0 (Web 3D) applications worth the return on investment? Many librarians are questioning the obsession recently with libraries and social networking websites. The sites are currently popular, but for how long? Myspace in particular seems to be getting co-opted by commercial interests with web pages about movies or rock bands that were actually set up by PR firms. The Web 2.0, or developing Web 3D, buzz may appear trendy and relevant, but the approach seems to be 'let's create as many blogs and pages as possible, and a miraculous ocean of content will fill it all up'.

Social software may be divided into two models which can function simultaneously. The social software application can be both User and Content focused or a mix of either. The user-focused model is designed for the purpose of interaction, but also fun. The content-focused model provides librarians the ability to conduct research or harvest content on social software for evidence, or content relevant to instruction. Traditionally, a publisher worked with authors and libraries to serve the user. Social software allows the user to create their own content.

And what are blogs? For the most part people posting their opinions and ideas. They have often neither the resources, skills, or in some cases the talent to do firsthand reporting and generating of information. Why weed through an RSS feed of three dozen blogs to find out something useful? John-Paul Flintoff, reviews comments by Andrew Keen in his article, *Thinking is*

so over : The web was going to be the great educator, but the cult of the amateur is now devaluing knowledge, says net entrepreneur Andrew Keen, The Sunday Times, June 3, 2007

http://technology.timesonline.co.uk/tol/news/tech_and_web/personal_tech/article1874668.ece,

“...with the web now firmly established in its second evolutionary phase – in which users create the content on blogs, podcasts and streamed video – the infinite monkey theory doesn’t seem so funny any more”. Andrew Keen, *The Cult of the Amateur*, published by Nicholas Brealey, argues many ideas promoted by champions of web 2.0 are gravely flawed. Instead of creating masterpieces, the millions of exuberant monkeys are creating an endless digital forest of mediocrity: uninformed political commentary, unseemly home videos, embarrassingly amateurish music, unreadable poems, essays and novels. “Despite its lofty idealisation it’s undermining truth, souring civic discourse, and belittling expertise, experience and talent,” he says. Take the much vaunted “wisdom of crowds”, which has led to the astonishing growth of the free online reference work Wikipedia.

Is this making a huge impact for libraries? Aside from the people joining the chorus and saying patrons now demand interactive content, etc., is this really turning things around? Librarians tend to create amazing success stories applying unique library generated or commercially developed systems for libraries and not adapting other popular social software. Far too often it seems things like live chat reference and librarian's blogs end up hardly getting used or read.

Scott McLemee, (*Mass Culture 2.0*, Inside Higher Education, June 20, 2007. <http://insidehighered.com/views/2007/06/20/mclemee>), remarks on commentary made by former ALA president, Michael Gorman on the cultural effects of Web 2.0 called "Web 2.0: The Sleep of Reason" during a broadcast hosted by Encyclopedia Britannica with contributions by Matthew Battles, Sven Birkerts, Thomas Mann, and others. See the Britannica's blog - <http://blogs.britannica.com/blog/main/category/web-20-forum>. Gorman published an essay in Library Journal. He referred to “the Blog People,” expressing doubt they were “in the habit of sustained reading of complex texts.” The immediate occasion for this remark was the public reception of one of Gorman’s own complex texts, about which uncomplimentary things had been said by bloggers (some of them, in fact, being his colleagues in the library world). “It is entirely possible,” he continued, “their intellectual needs are met by an accumulation of random facts and paragraphs.” His Britannica series consists of three chapters, each in two parts. “The Sleep of Reason”, “The Siren Song of the Internet” and “Jabberwiki.”. Plagiarism is on the rise. Intellectual property is not safe. Students do not grasp the possibility that a thing may be known and yet not digitized. They hear about books as they do about the Pilgrims, without ever meeting one.

American Library Association section on reference, RUSA MARS recently had a session June 2007, during their annual conference in Washington, D.C. called "Harnessing the Hive: Social Networks and Libraries," with Meredith Farkas and Matthew Bejune. The meat of the talk—showing and talking about tags on LibraryThing—got all the attention (one blogger called it "jaw-dropping").

Social software common characteristics are:

- Ease of entry (no required download, no detail registration, very intuitive)

- Dimension of interaction (simplified cut and paste or enter text/data)

- Response time of user interaction - immediate

- Distance dependencies - none

- Reliability of service/access – system never shuts down, redundant backup, upgrades

- Threats to other existing systems – e.g. spam, privacy, may come back to haunt you, accuracy, going corporate (eg. YouTube, MySpace), and, my personal favorite, Copyright

Sample Goals for Library social software:

- Basics of information retrieval
- Strategies for searching efficiently
- Skills for locating, access, evaluation
- Familiarity with library services and faculty
- Relevant information for the field of study

Sample Objectives for Library social software:

- Librarian engages and supports instruction
- Librarian monitors student growth
- Provide background for resources
- Familiarity concepts, language and issues
- Collection and services
- Sharing by example among peers

Blogs - Many university libraries are switching to blogs for contacting public as well as instituting blogs for everything related to access to the library. Sue McKnight and I shared our current experiences with blogs. It is frustrating to learn nobody ever comments making us wonder if anyone ever sees them. At West Chester University of PA, data collected since September 2006 indicate:
Case A – Single User, single topic, no interaction, comments are preferred via email – Copyright since March 2007 - 320

Case B – Large group, multiple topics with general focus, multiple interaction and comment – General Library - 2055

Case C – Small group, multiple topics with specific user community, multiple interaction and comment – Friends of the Library - 518

The ramble.wcupa.edu blog is used to highlight new databases, events and links to other blogs.

Sue McKnight's, (Nottingham Trent University) blog, <http://suemcknight.wordpress.com/> (DLKR's Blog - Director of Libraries and Knowledge Resources, Nottingham Trent University) provides personal comments for the academic community. Separate blogs provide additional information such as NTU eServices on database/eJournal access, <http://eservices.wordpress.com/> or NTU information resources, <http://ntuir.wordpress.com/> Academics have a wealth of opportunities to develop their own content and provide interaction with their immediate or global communities. In addition to blogs, the following are other applications:

Wiki's - Harvard is the example most mentioned. Harvard provides the chemistry textbook via a wiki. Advantage of a Wiki is it allows others to add changes. Students who access the course readings via the wiki instead of the current textbook edition, are accessing the latest available information at no cost. Other universities offering similar course instruction may also 'borrow' from the same content. Many other universities have also provided their course text requirement via wiki. At the same time, many other universities are banning wiki's for use in classroom.

YouTube - Variety of video production snippets. Try searching your own university.

- Arlington Heights Library Gets Its Message Out on Web's YouTube. (2007). *ILA Reporter*.
- Library Gets Vloggy on YouTube. (2007). *Library Journal*.
- Adam, A., & Mowers, H. (2007). YouTube Comes to the Classroom. *School Library Journal*, 53.
- Baumann, M. (2006). Going Down the YouTubes. *Information Today*, 23, 56-56.

LibraryThing (folksonomies) size of text suggests greater use of terms (clouds).

Create a collection of works and share with others who can also share their suggestions. Example - Reference and information services: an introduction by Richard E. Bopp <http://www.librarything.com/tag/>

(work) 504 530 assigned reading box 7 class text du mlis **grad school** graduate school textbook **home office** information science **information services librarianship libraries library** library and information scienc **library science** library work librarianscience libt115 lis 504 lis 704 **nonfiction** Northampton Community College OWN paperback read **reference** reference librarianship Reference Service **reference services** Reference services (Libraries) reference work school **textbook work**

del.icio.us – (see also **Connotea**, **CiteULike**) Keep links to your favorite articles, blogs, music, reviews, and access them from any computer on the web. Store favorite web pages and share with others on a web site. Applications:

- **Research** - Writing an article? Researching an industry? Slaving away on your dissertation? Use del.icio.us to keep track of all the source materials and commentary that you find online.
- **Wishlist** - Find what you like, save it to del.icio.us and tag it as wishlist. Then tell people to check the wishlist bookmarks link - <http://del.icio.us/username/wishlist> .
- **Podcast** - Visit the mp3+podcast tag combination and start listening. Are you a podcaster? Start posting your mp3 files to del.icio.us and we will create an RSS feed for you.
- **Vacation** - Save links to hotels, activities, and transportation and use tags like "travel", "vacation", and "to-visit". Collaborate with friends and family by using the "for:username" tag.
- **Linklog** - Save bookmarks to interesting websites and add a bit of commentary to create a lightweight linklog. Then, use linkrolls or the daily blog posting feature to include your del.icio.us bookmarks on your blog or website.
- **Collaboration** - Friends, coworkers, and other groups can use a shared account, special tag, or their del.icio.us networks to collect and organize bookmarks relevant to the entire group.

LiveJournal (forums) Libraries can create forums or harvest them. (LJ Tech Blog, Monday, April 10, 2006, Libraries and Social Software) Brian Matthews, the Distance Learning Services & Mechanical Engineering Librarian at the Georgia Tech Library & Information Center, has taken the mantra of "be where the students are" a step farther. He's used services such as LiveJournal and Xanga to find blogs by students at his institution and search them for terms like "paper", "assignment", "library" or "class". Using this information, he can respond to frustrations or problems the student is writing about in his or her blog proactively. While many of us don't work at academic libraries and can't filter out blogs based on school affiliations, there are other ways we can use the social software that is out there to "be where our patrons are". One way that I'm looking into for my library is to help/encourage our teen librarian to create a MySpace profile and get the teens that are on the library's teen advisory council to link to us as a "friend". This will make their friends aware of the library and of the services that she provides to the teen population. Another idea is to give the reference staff the login information for the MRRL del.icio.us social bookmarking account and let them use the service as the repository for the reference bookmarks they can keep. Getting people to think of us - our libraries - as the "go to" resources for their information needs isn't as easy

as it was before the Internet came along. These kinds of attempts to get our knowledge, expertise and willingness to help out there will pay off in a greater mind share for our libraries. -- Robin Hastings

Facebook - Community interaction developed more for colleges and universities. Recent concern on library lists have mentioned the enrollment is declining. Articles of interest:

- Landis, C. (2007). Connecting to Users with Facebook. *Georgia Library Quarterly*, 43(4), 6-6.
- Mathews, B. (2006). Do you Facebook?. *College & Research Libraries News*, 67(5), 306-307.

MySpace - Community interaction initially attracting high school age who continue when they go to college. MySpace was acquired by NewsCorp signaling growth continuance. Examples:

- The University of Illinois (Urbana-Champaign, Illinois) Undergraduate Library (UGL) www.myspace.com/undergradlibrary
- Brooklyn College (Brooklyn, New York), Brooklyn College Library www.myspace.com/brooklyncollegelibrary
- The University of Texas (Austin, Texas), Perry-Castaneda Library (PCL) www.myspace.com/utlibraries

Articles of interest:

- Evans, Beth. 2006. Your space or MySpace? *Library Journal* 131, Net Connection: 8-12.
- Gefter, Amanda. 2006. This is your space. *New Scientist*, Vol.191, no.2569.
- Beck, L. (2007). Generation MySpace: Helping Your Teen Survive Online Adolescence. *Library Journal*, 132(5), 89-89.
- Reuters to Launch Own Version of MySpace for Financial Professionals. (Cover story). (2007). *Electronic Information Report*.
- O'Leary, M. (2006). Ten Things You Don't Know About MySpace. *Information Today*, 23, 53-54.
- Abram, S. What Can MySpace Teach Us in School Libraries? *MultiMedia & Internet@Schools*, pp. 22,24.
- Abram, S. (2006). What Can MySpace Teach Us in Special Libraries. *Information Outlook*, 10, 34-35.

Flickr

Similar to YouTube but with photographs. Photo images, you can use to create your own presentations

- 16 Ways to Use Flickr @ Your Library. (2007). *One-Person Library*.
- Chase, D. (2007). Transformative sharing with Instant Messaging, Wikis, Interactive Maps, and Flickr. *Computers in Libraries*, 27, 7-56.
- Gordon, R., & Stephens, M. Priceless Images: Getting Started with Flickr. *Computers in Libraries*, 26, 44-45.
- Gordon, R. (2006). Flickr Hacks: Tips & Tools for Sharing Photos Online/Create Your Own Photo Blog/Secrets of Videoblogging: Videoblogging for the Masses. *Library Journal*, 131, 115.

SecondLife – Web 3.D

- Harvard Law School: Harvard Law offered a course called “CyberOne: Law in the Court of Public Opinion” The blog for the course includes links to all of the course material and technical information. The course material can be viewed by anyone. (<http://blogs.law.harvard.edu/cyberone/administration/course-description>).
- Henry Jenkins from MIT and author of books and articles on the use of new media for education gave a presentation in December 2006 to the UN Global Kids “World Fit for Children” students (<http://www.globalkids.org/olp/>) as part of their digital media initiative (http://www.holymeatballs.org/second_life/). (Second Life provides a Teen Grid where any adult who participates must submit to a background check before being allowed to visit that area).
- Sarah Robbins (Intellagirl on Second Life) used Second Life to provide students with ‘in world’ with English composition course. (<http://www.secondlife.intellagirl.com/2006/12/>)
- Scrolling through the InfoIsland.org Blog (<http://www.infoisland.org/>) will provide images of some of the libraries and examples of events recently taken place and tools being developed for Second Life.
- Jeremy Kemp has a wiki system to provide 'Information and Community for Teachers in Multi-User Environments.' <http://secondlife.com/educationwiki>.
- Campus region (<http://tinyurl.com/nfjt2>) is a main hub for classes participating in our Campus: Second Life program. You can meet students and educators currently working on class projects as well as find other real-life education projects happening in Second Life.
- Grad School Colony
http://www.simteach.com/wiki/index.php?title=Second_Life_Grad_Student_Colony

<http://www.opal-online.org/SLLacademic20060919.mp3> Tuesday, September 19, 2006 - Academic Libraries in Second Life - "Opportunities for Worthwhile Collaboration Among Academic Libraries in Second Life," a discussion held on September 19, 2006, facilitated by Lori Bell and Tom Peters. (19.5 MB file; playback time of 49 minutes)

Mash Ups

MashUps are similar to taking a toothpaste and a mouthwash and mixing them together. The web site of the Programmable Web contains the MashUp Matrix with over 2000 programs combining Internet software, e.g. Amazon and GoogleMaps.