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# Guidelines For Contributors

*An Leabharlann: The Irish Library* publishes articles on libraries, librarianship and related topics of interest to the library and information community on the island of Ireland. The Editorial Board invites original, unpublished articles for publication. Articles should be between **1,500** and **3,000** words. Occasionally, longer articles may be published.

## Articles

- Manuscripts will be reviewed by the Editorial Board.
- Authors are asked to submit an informative abstract of not more than 200 words. Authors are responsible for the accuracy of statements and references in their articles.
- Images which visually support the article are welcomed. Authors should also submit a photograph of themselves. Original photographs and/or high-resolution scans (300 dpi) would be most helpful.

## Format

- Manuscripts should be submitted by email attachment or on disc as Rich Text File (RTF). Text should be formatted in Times New Roman 12 pt., double-spaced, with margins of 2.54cm (i.e. standard A4 margins). Formatting of text (e.g. italics and bold) should be kept to a minimum.
- Authors should provide their name, organization, position and the title of the article at the top of the first page. If the article was presented at a conference, details of the sponsoring organization, the date and title of the conference should be given.

- Book reviews should include the full title, author or editor, publication details and price.
- Conference reports should include details such as the sponsoring organization, the date, place and title of the conference.

## Style

- Microsoft Word and other word processing programs allow for a language to be selected. Please ensure that the language selected is either UK or Ireland English (i.e. NOT United States English).
- The Oxford Style Manual should be followed for acronyms, capitalization, captions, punctuation, quotations and tables.
- *An Leabharlann: The Irish Library* uses the Harvard system for references.

## Editing

- *An Leabharlann: The Irish Library* reserves the right to make revisions and amendments.
- Substantive changes to articles will be discussed with the author. For consistency, all material submitted will be copy-edited.
- For additional information on style and referencing, please consult: Ritter, R.M. (Ed.). (2003) The Oxford Style Manual. Oxford: OUP

## Copy Deadlines

- 31 December 2015 for March 2016 issue
- 31 July 2016 for October 2016 issue

# Editorial

For reasons outside my control there are no book reviews in this issue. However, you will find much inspiration in the articles and Conference Reports. Library Ireland Week 2015 is just around the corner and hopefully you will find many ideas on these pages. In editing this issue, two figures stand out which reflect opposite ends of the LIS world- 75 million Europeans are illiterate, $1.8 billion is the global annual spend on Library Management Systems.

That libraries are dynamic and evolving places can be seen in the range of topics covered. Articles and conference reports give examples of collaboration, innovation and transformation.

The article on the use of Twitter at conferences provides a dynamic change in how we can participate. Apart from publicising events, benefits of tweeting include more active involvement of delegates but also the chance for remote colleagues to participate. Ferris and O'Connor's article provides a template for the content analysis of tweets.

Zaliene and Thornley's article on VLEs and subject librarians shows that improved collaboration will raise awareness of library services and library promotion. However, the article suggests that more needs to be done in Ireland. It would seem that LIS staff need to be more forceful in utilising these content delivery platforms.

LibrariesNI's initiative on mental health is described by Kielt and Russell. Funded by the Big Lottery Fund, the article details the workings of the project. Many aspects of the programme will now be mainstreamed as the funding comes to an end in January 2016. While many public libraries and some academic libraries offer a Healthy Mind service, this would appear to have been more ambitious.

The sentiments in conference reports indicate that they were worth attending. Quite apart from having the opportunity to attend, everyone benefits from international perspectives.

While most of the Reports cover conferences in the academic sector, the topics should be of interest to all sectors: Digital curation, Open Repositories, challenges and opportunities. The EBLIDA/NAPLE conference addressed various aspects of reading at its conference on Building a Europe of Readers. Klaus-Peter Bötteger noted that there are 75m people who are illiterate in Europe (p35). This is a shocking statistic in a wealthy area. Public libraries have long provided facilities to help tackle illiteracy in terms of rooms and appropriate resources. All LIS services now deal with a range of literacies: basic literacy, information literacy, digital literacy and transliteracy.

Another conference speaker notes that $1.8billion is spent annually globally on Library Management Systems (p.27). Expenditure of this magnitude should free LIS staff to engage more with library users as routine tasks are automated. In the context of LMS, it is great to see developments at http://librariesireland.iii.com/iii/encore/?lang=eng This is the start of the planned single catalogue for Irish public libraries.

The report from the Open Repositories (OR) Conference (p28) reminds us that LIS staff must collaborate with other professionals-software developers, metadata creators and others- to maximise the potential of ORs. Many ORs are in place across Ireland- edeposit Ireland, LENUS, RIAN, TARA and others. ORs are a significant means of showing and encouraging Open Access. While some government departments and agencies are depositing with edeposit Ireland, reports and articles from the local authority sector are notable by their absence.

In the *News from the Stacks* section, there are several advance notices for international conferences coming to Dublin in 2016 and 2017. This is welcome news for local delegates who may be able to attend without the usual expense involved with conference attendance. Congratulations to all who worked hard to bring these conferences here.

Publicity for libraries has been mentioned several times in articles and conference reports. VLEs should be highlighted more in academic libraries as the main article suggests. Reaching new audiences via Twitter and other social media should raise the profile of all libraries. There will be many opportunities during Library Ireland Week.

As this is the last issue with which designer David Cooke will be involved, I would like to thank him very sincerely for his commitment to this journal over many years. His creativity, design and patience are much appreciated by me and the Editorial Board.

*Marjory Sliney, Editor, editor@libraryassociation.ie*

# Subject Librarians and VLEs in Irish Universities: level of involvement, attitudes and challenges
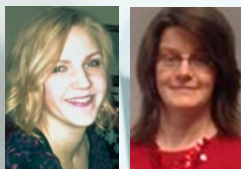
**Laura Zaliene and
Clare Thornley**

### Abstract

**Virtual Learning Environments (VLEs) are used by educational institutions as content delivery platforms that connect students, academics and administration together. In this context, subject librarians can utilise VLEs to increase visibility and use of library resources, improve collaboration with the faculty and enhance information literacy instruction delivery. The article reports on a study that aimed to identify trends in subject librarians' use of VLEs and makes a contribution to a better understanding of influencing factors and challenges experienced by subject librarians in relation to their use of online tools and involvement in VLEs to deliver course-specific support.[1]**

Keywords: *Subject Librarians, Virtual Learning Environments (VLEs), Ireland, Academic Libraries*

1  Based on a Masters in Library and Information Management thesis (Zaliene, 2014), Dublin Business School

Virtual Learning Environments (VLEs) are "online teaching-learning-evaluation domains that permit synchronous and collaborative interaction among teachers and students, while also providing asynchronous learning resources for individual use by students at any time" (Das, 2014, p.41). VLEs in educational institutions can be defined as the core digital space connecting students, academics and administration together. VLEs also provide a means for course material delivery, assessments, recording of grades, and student-tutor interaction. In this context, the importance for academic libraries to maintain their presence within VLEs is discussed throughout the literature. The key benefits include: increased visibility and use of library resources, improved collaboration with the faculty, and enhanced information literacy instruction delivery (Leeder and Lonn, 2013, p.1). Additionally, subject librarians can utilise VLEs to provide support by one-on-one instruction, promoting their subject guides and, also, by collaborating with academics to better link course materials and course-specific resources.

Throughout the literature the subject librarian's use of and involvement in VLEs is discussed as an important factor for successful outreach. To be more precise, **support material and subject guides which are related to specific courses, as facilitated by VLEs, receive more attention and use than generic tutorials** provided by the library and have the potential to encourage students to use library resources instead of consulting information sources on the Internet (Bowen, 2012, p.449; Essinger and Ke, 2013, p.55). Therefore, numerous case studies in the literature describe initiatives by single institutions to improve and maintain a library presence in VLEs.

## Irish context

The main body of literature presents implemented initiatives and studies conducted in the United States of America. In comparison, despite the fact that VLEs have been widely adopted in higher education institutions in Ireland since 2005 (Cosgrave et al., 2011), the number of such studies in the Irish context is low.

> " . . . support material and subject guides which are related to specific courses, as facilitated by VLEs, receive more attention and use than generic tutorials"

Irish studies mainly discuss VLEs as a medium for delivering information literacy tutorials and instruction. For example, Russell (2008) investigated the ways information literacy instruction can be brought to distance education students and reported that Irish academic librarians were not utilising the potential that VLEs can offer (only 19% of respondents indicated that a VLE is used for Information Literacy (IL) training).

Also, McGuiness' (2009, p.273) large scale investigation into the practices of information skills training (IST) in Irish higher education institutions showed that online tutorials were one of the least favoured methods of delivering information skills training. At the same time, taking into consideration advances in technology and eLearning, it can be assumed that the situation has been changing since 2008.

There is evidence that educational institutions are trying to address the low impact of libraries in current VLE use through involvement with the eLearning strategies of individual institutions and, in this way, awareness of library services and resources is being raised. Examples of single institution's efforts to increase library visibility in and access through VLEs are: the use of VLEs for information literacy instruction through the creation of instructional tutorials on the use of library resources (Ward, 2010); and a guide for academics with step-by-step instructions on how to add videos and tutorials to any module in the VLE (UCD, 2012).

The purpose of the study was to identify trends of subject librarians' use of VLEs and to contribute to a better understanding of influencing factors and challenges experienced by subject librarians in relation to their use of online tools and involvement in VLEs to deliver course-specific support. Also, the study aimed to explore the underlying aspects that may influence subject librarians' use of VLEs or attitudes towards library integration into VLEs.

Considering the role and the functions of subject

librarians, key areas of interest were defined for the study:

1. The extent to which subject librarians' use VLEs.
2. Individual experiences and attitudes towards library integration into VLEs.
3. Factors influencing subject librarians' use of VLEs.

## Methodology

In order to best address the key areas of interest, both interviewing and a descriptive survey were chosen as the most appropriate strategies to conduct the research. Anonymity was ensured during both survey and interview data collection.

The questionnaire consisted of ten close-ended questions and three open-ended questions that allowed for the collection of additional data from the participants. Fifty subject librarians from seven university libraries were invited to take the survey. Although, the survey returned low response rate of only sixteen replies; three of them were incomplete, leaving thirteen completed questionnaires for the analysis. This constitutes a response rate of 26% which, regardless of being low, is fairly common for questionnaire-type data collections across different institutions.

Out of seven university libraries, four did not provide any responses. Hence, the majority of the approached librarians who participated in the survey (13 out of 20) were from the three remaining libraries.

Additionally, five in-depth interviews with subject librarians from five different subject areas were conducted in three Irish universities' libraries.

While the size of the study and a low response rate of the survey did not permit conclusive generalisations about the whole population of the research, both interviews and the survey generated new knowledge in the research area and provided rich data that was utilised to investigate underlying aspects of the experiences, trends and issues of subject librarians' use of VLEs.

## Subject librarians' use of VLEs

Both interview replies and survey results showed that library presence in VLEs is very limited and subject librarians have minimum or no direct input into VLEs, i.e. the majority of respondents indicated that they mostly manage resources that are linked to VLEs instead of providing access to them through VLEs. Also, both the survey and interviews showed that VLEs are not fully exploited by librarians as a platform for outreach and personal support, and that discussion forums and blogging are the least used features, if used at all. These findings illustrate what has been defined by Shank and Dewald (2003, p.38) as a macro approach of integrating library resources into VLEs. That is, in contrast to recommendations from the literature on specific focussed help (e.g. course-specific databases and guides), the resources which are mostly promoted in VLEs are generic such as information literacy tutorials, library guides, opening times, etc.

Moreover, both survey and interview results show that VLEs, if used at all, are mostly utilised as a medium for delivering information literacy tutorials. This approach supports the definition of VLEs in the library context provided by Corrall and Keates (2011, p. 29-30) who state that VLEs are primarily used by lecturers for presenting course content and delivering information literacy skills tutorials.

Lastly, in contrast to the ideas of De Jager-Loftus (2009) and Whatley (2009) who advocated VLEs as an effective medium for library promotion and increased visibility, the study showed that subject librarians' integration into VLEs is not realised as one of the strategies of reaching wide audiences and promoting library resources.

At the same time, this phenomenon does not solely depend on librarians' commitment to better engage themselves in VLEs, but is rather a multifaceted case of related influencing factors.

## Challenges in using VLEs

While the importance and perceived benefits of seamless library-VLE connection (e.g. customised library information and direct input of librarians in individual VLE sites) are discussed and advocated in the literature, the study results showed that there is some VLE-library marginalisation. This may be partially due to multiple influencing factors that were repeatedly discussed during the interviews and indicated in the survey.

To start with, direct access and editing rights of VLE site content, as identified by interviewees and in the survey, depends upon the academics, i.e. the "owners" of the individual courses within the VLEs.

Also, the issue of feasibility and scalability of direct presence in individual VLE courses was an important feature of the overall library-VLE relation discussion. This issue was repeatedly mentioned in a number of responses – in both interviews and open-ended questions in the survey- regarding time and human resources needed for effective integration into VLEs. This issue is common in large institutions where small-scale initiatives are difficult to implement throughout the whole institution, mainly due to a large number of courses and limited number of subject librarians where their direct input to VLEs at course level is simply not feasible (Daly, 2010; Jeffryes et al., 2011). Therefore, regardless of librarians' willingness to participate in VLEs at course level, such input might be too specific and not attainable in practice.

Interestingly, the study showed that the perceived role of a subject librarian has an important effect on his/her participation in VLEs and in the academic-librarian relationship in general. Research findings indicate that subject librarians have varying levels of interaction and acceptance by course instructors in different subject areas depending on how their role is perceived by the academics. These results are in line with the findings in the literature on studies that explored the impact of subject librarians on an academic community and

confirmed that disciplinary culture and approach of individual academics have a great impact on how the value of a subject librarian is perceived (Walters, 2008; Cooke et al., 2011; Corrall and Keates, 2011).

Lastly, limited access to editing rights of individual VLE sites and barriers to effective integration (e.g. providing subject-specific links or resources within the VLE site) raise another important question about the role of the librarian in University teach-

> " Also, the issue of feasibility and scalability of direct presence in individual VLE courses was an important feature of the overall library-VLE relation discussion"

ing. While the literature shows that the teaching role of the librarian is evolving (Walter, 2008; Polger and Okamoto, 2010; Austin and Bhandol, 2013), the study results showed that, from librarians' perspective, their teaching role is not recognised as widely as their support function. It has to be noted here that the authors do not claim that subject librarians have the same subject expertise as academics or that their teaching role is equivalent to that of the academics. However, a lack of recognition of subject librarians as a part of the academic structure in the institution may be perceived as a barrier to successful communication and collaboration with academics, including in VLEs. This, in turn,

can result in an overall reduction in the quality of the learning experience for the students and thus is a teaching issue that is beyond the scope of this study, although an important one that would be worth addressing in future research.

## Perceived opportunities in VLEs

Research findings confirm Buehler's (2004, p.75) statement that library resources are not perceived as an integral part of VLEs. Such claims recurred in the interviews and the survey where the majority of the participants agreed that library resources are not represented enough in VLEs.

The general attitude of librarians towards their institutional VLEs is another important aspect of library-VLE integration debate. Whereas literature presents multiple discussions and advocates library integration and active participation by librarians in VLEs, the study findings partly contradicted this position, i.e. interview participants expressed their doubts about the effectiveness of VLEs. Also, there was a level of dissatisfaction with VLEs expressed by the participants of the research: some described VLEs as "dated" and "clunky". This aspect can be viewed as an important factor influencing perceptions of a VLE as a content delivery platform and, also, the reason why VLEs might not be utilised to their intended extent.

Overall, the study results raised a new question of whether VLEs have become somewhat dated and if they still serve as an effective platform that goes beyond fulfilling the purpose of course-content repository.

Lastly, the research results showed that a library presence in VLEs is endorsed by subject librarians. However, instead of direct input, it is interoperability, linking and automation that are considered the most effective ways to integrate libraries into VLEs. To be more precise, use of other content management systems to organize and present subject specific library content, e.g. Libguides, is perceived as an important and effective way to deliver course-specific support to large audiences.

In other words, use of Web 2.0 tools to automate library resource management and promotion is an alternative to direct presence of subject librarians in VLEs, especially in large institutions where staff numbers are inadequate for such initiatives to be implemented. This perspective is similar to the approach adopted in a number of initiatives encountered throughout the literature where library integration into VLEs was achieved by using Web 2.0 technologies to populate library links within individual courses in the VLE (Black and Blankenship, 2010; Jeffryes et al., 2011, Hristova, 2013).

## Recommendations

The research findings suggest that challenges experienced by subject librarians are at least partly caused by varying perceptions of librarians' role and status within the university. Thus, a practical way to address this problem would require better library promotion and adoption of a systematic approach to increase library visibility in VLEs, e.g. automation of providing library links within VLEs.

Also, increased clarity of librarians' role in University teaching could be incorporated into institutions' policies and explained to the academics in a comprehensive way in order to address the gap in effective collaboration between librarians and academics.

## Conclusion

This study showed that the VLE-library separation in the researched institutions is common. However, with current progress in improving subject guides and making library materials easier to integrate into VLEs, we can ascertain that libraries have already found and will be finding ways to integrate into Virtual Learning Environments. This can be achieved by the direct presence of subject librarians in VLEs and also by harvesting resources that can be linked to or integrated into VLEs.

This study presented just a snapshot of subject librarians' attitudes, practices and challenges in using VLEs, the key issue discovered being inadequate communication and collaboration levels between the librarians and academics. It is a call for both of these parties to build relationships and find ways to best fulfil their role in VLEs.

This relationship needs to be clarified and improved for progress to occur and for the full

potential of VLE technology in enhancing the learning experience to be realized. This study showed the need for communication and review of the possibilities VLEs can or cannot offer.

*Laura Zaliene, MSc, Dublin Business School and Clare Thornley, MSc, PhD, Dublin Business School.*

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# "It's just like passing notes in class…": a content analysis of the use of Twitter at #asl2015

**Laura Rooney Ferris and Martin O'Connor**

## Abstract

Twitter has changed the dynamic of the academic conference. Before Twitter, delegate participation was primarily dependent on attendance and feedback was limited to post-event survey. With Twitter, delegates have become active participants. They pass comment, share reactions and critique presentations, all the while generating a running commentary. This study examines this phenomenon using the Academic & Special Libraries (A&SL) conference 2015 (hashtag# asl2015) as a case study. A post-conference survey was undertaken asking delegates how and why they used Twitter at #asl2015. A content and conceptual analysis of tweets was conducted using Topsy and Storify. This analysis examined how delegates interacted with presentations, which sessions generated most activity on the timeline and the type of content shared. Actual tweet activity and volume per presentation was compared to survey responses. Finally, recommendations on Twitter engagement for conference organisers and presenters are provided.

Keywords: *Social Media, Twitter, Conferences*

## Introduction

Twitter usage at conferences is becoming standard practice (Roland et al., 2015: 210). Active usage at Irish Library and Information Services (LIS) conferences is growing and a number of recent Irish LIS conferences trended nationally (#asl2015, #conul2015, #dbslib2015). By using an agreed hashtag (#), a dynamic, real time virtual conversation space is created – this virtual space has been called a 'back-channel space' (Ross, 2011). This back channel allows for dialogue between delegate and presenter, delegate and other delegates. Dialogue from beyond the conference centre can also be included simply by following the relevant hashtag,

Tweeting on a conference hashtag generates a live stream of conversation from and of multiple perspectives. A content and conceptual analysis of tweets on #asl2015 was conducted to determine the sessions generating the highest volume of Twitter engagement. A post event survey was also distributed to attendees inviting feedback on motivations for tweeting.

## What is Twitter?

Twitter is "a microblogging site for exchanging messages under 140 characters long" (Neal, 2012: 25). These messages are called Tweets. According to the Twitter site a tweet is "an expression of a moment or idea. It can contain text, photos, and videos." A tweet is, in essence, a nugget of information and, by extension, Twitter a tool for the sharing and dissemination of information.

## A&SL Conference

The Academic and Special Libraries (A&SL) annual conference has become one of the largest annual events for information professionals in Ireland. It attracts delegates, from Ireland and abroad, from a wide range of Library and Information environments. The @ASLIBRARIES account is integral to the marketing and promotion of the conference.
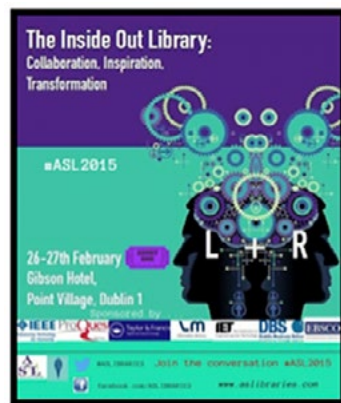


Engagement by delegates is actively encouraged in the lead up to and during the conference and the hashtag is included in all promotional material and communications about the event.

**Figure 1 #ASL2015 Poster**

Integration of Twitter into the A&SL conference promotion and the growing number of Irish information professionals using Twitter has resulted in a steady increase in Twitter activity on the conference hashtag over the last three years.[2] Since 2013 the conference plenary sessions have been live streamed online facilitating a growing virtual audience. This virtual attendance option has in turn opened up additional conversation around

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2   Archived tweets from 2013, 2014, 2015 available at https://storify.com/ASLIBRARIES2014

the hashtag. Physical and virtual attendees feeding back their thoughts on presentations and sharing insight in real time has now become a central feature of the A&SL conference experience.

## Rationale

While live tweeting LIS conferences has been happening for a number of years, its adoption as a core activity and conference measurement tool is relatively recent. Ross noted that the bulk of activity on conference hashtags was attributable to a small percentage with the majority taking more passive or lurking[3] roles (Ross et al, 2010: 221). Therefore, it is no surprise then that Dalton's (2013) study indicated residual reticence amongst the wider Irish information professional community around the use of Twitter. Despite this caution, a dedicated and prolific core of Twitter users has developed in the Irish LIS community.[4]

Increased usage volume at Irish LIS conferences would seem to indicate an engagement tipping point has been passed. The surge in Twitter activity generated at LIS conferences implies an increased normalising of live tweeting. To date little empirical examination has been undertaken on how

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3   A lurker is somebody who reads web messages without getting involved in the discussion. In the case of Twitter a lurker would read the tweets but not share, retweet or engage in dialogue with the Tweet or person who tweeted.

4   https://twitter.com/libfocus/lists/librarians-in-ireland/members

and why delegates use Twitter during conferences and their perceived benefits in so doing. There is a particular lack of studies on Irish LIS professionals' motivations for conference tweeting. Some evidence to date suggests the bulk of activity is attributable to a small core of primary tweeters motivated to share information in a community of practice (Ross et al., 2010: 217).

Reinhardt et al. (2009) highlight some of the benefits and motivations for Twitter usage at conferences and an emerging number of studies have been conducted among medical professionals on its value for conference communication and the transfer of knowledge (Nason et al., 2015, McKendrick et al., 2012). Dissemination of information and the integration of new technology to share ideas are fundamental to the information profession. Much focus has been given to detailing benefits of Twitter for library services, options for inclusion in service provision and its potential as a knowledge gathering tool (Milstein, 2009, Del Bosque et al., 2012, Vassilakaki & Garoufallou, 2015). Studies probing information professionals' motivations for live tweeting conferences and the nature and content of conference tweets are scarce.

## Methodology

The volume of tweeting and attendees' motives for tweeting during the conference were examined. A mixed methods approach was employed combining quantitative measuring, content analysis of tweets and a post-event survey questionnaire

to examine motivations. Use of the pre-assigned conference hashtag #asl2015 enabled collation of all tweets featuring this dedicated hashtag. Since the introduction of Twitter's hashtag function in 2009 a range of hashtag tracking tools has emerged. Tracking of #asl2015 was done in real time during the event with a detailed analysis of the captured body of tweets conducted post event. Real time impact and usage of the hashtag was monitored during the conference using Twitter's analytics function and Hootsuite,[5] a social media management and monitoring tool.

A post event archive to capture all individual tweets on the hashtag was created using Storify.[6] To ensure captured tweets focused on the days of the conference an inclusion range was determined as February 25th to March 1st spanning the two days of the conference (February 26th & 27th) and the days before
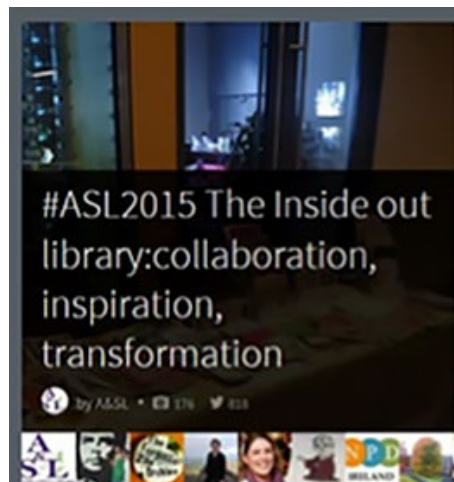
and after. Tweets captured in Storify[7] were edited to remove unrelated tweets on the hashtag and Retweeted (RT) items. Using the social media analytics tool Topsy[8] the volume of tweets on the hashtag was measured in the same inclusion date range.

The Storify archive was filtered for duplication and irrelevant items removed. Tweets were searched and counted manually. The tweet archive was then reviewed and a quantitative listing of tweets per individual conference session created. Only original content tweets, directly associated with the session were counted in the quantification of tweets per session, retweeted items were not included. A content analysis of these tweets was conducted to determine the type of information shared.

To get qualitative insight on the nature of the Twitter activity on the hashtag a survey questionnaire was distributed to conference attendees by email and via the @ASLIBRARIES Twitter account. The questionnaire consisted of ten questions, to be answered anonymously. Questions were

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5   Hootsuite is a social media management system that allows you to manage many social media channels all from the one place

6   Storify is a tool that permits you to find, collect, and share what people are saying all over the web. It allows you to gather together all items on a particular topic for example, a hashtag

7   https://storify.com/ASLIBRARIES2014/asl2015-the-inside-out-library-collaboration-insp

8   Topsy is a free social analytics tool– it allows you to search, analyse and draw insights from conversations and trends on Twitter

largely multiple choice or rating scales with one open question. The survey invited respondents to indicate perceived volume of tweeting during the conference, the sessions they tweeted about and what their motivations were for tweeting. The survey also asked respondents about their general use of Twitter, the primary purpose of their account, what was most likely to prompt them to tweet and which sessions they tweeted about most. Respondents were invited to outline any specific benefits of tweeting at #asl2015 via an open question.

Survey responses were compared to the tweets per session to determine any correlation between the actual and reported volume of Twitter activity per session.

## Results

Using theT opsyTwitter analytics tool 1,840 tweets were registered on the #asl2015 hashtag in the February 25 to March 1 date range (Fig. 2).The volume and density of activity on the hashtag accelerated through day one with activity peaking late morning on the second day (Feb 27). The bulk of the Twitter activity consisted of live tweeting insights and commentary on plenary and parallel sessions.



**Figure 2 Tweets registered in Topsy**
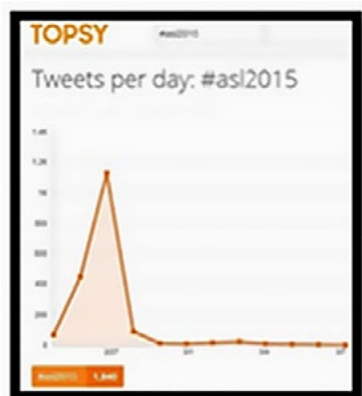
The analysis of the tweet dataset in Storify closely reflected the trends and volume seen in Topsy. Initial activity during the conference opening remarks and the first sessions was slow with tweets in this time frame coming from a small number of accounts. Much of the activity in this time frame also consisted of retweeted content. The quantitative review of tweets per session for both the plenary and parallel sessions revealed clear spikes in interest and activity associated with specific speakers. Figure 3 illustrates associated original tweets per individual session for the plenary speakers.

Mirroring the data on the hashtag use captured in Topsy, initial engagement levels and tweets directly referencing the speaker or session were low. Of the early wave of live tweets the content analysis revealed most to be scene setting and conversational in nature with overviews of upcoming speakers and venue details. The live tweets during sessions are observational and information sharing in nature (Figure 4).
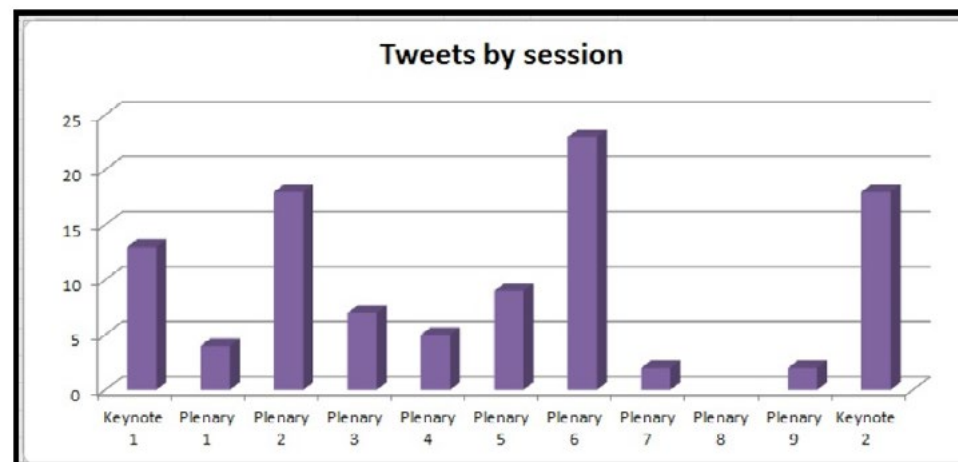


**Figure 3 Tweets per plenary session**



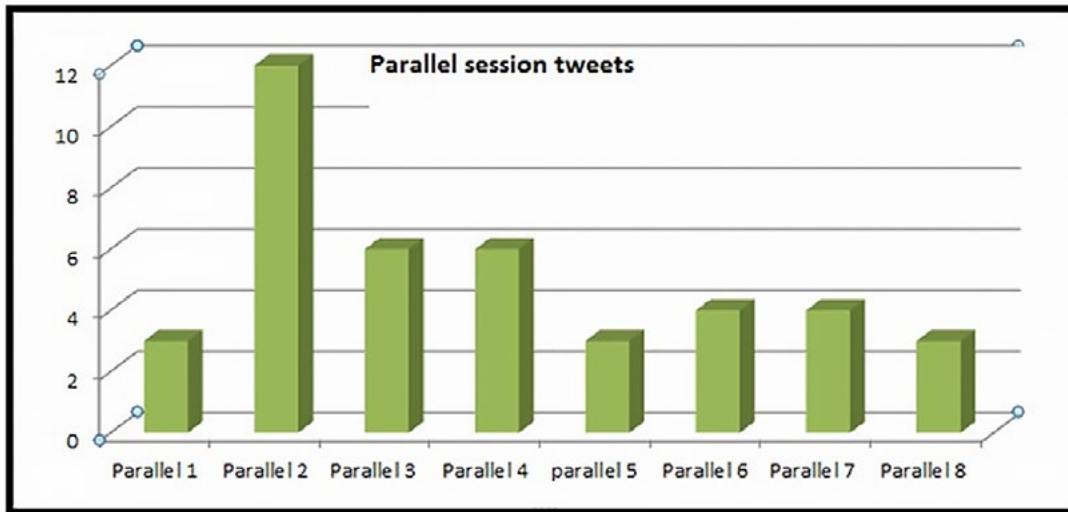**Figure 4 Observational & Information sharing tweets**

**Figure 5 Tweets per parallel session**

**Figure 6 Average Twitter usage**

Review of the volume and content of tweets revealed that sessions or speakers for which high volumes of tweets were produced were highly visual. For sessions generating high numbers of tweets the content analysis showed most tweets related to these sessions featured pictures. Pictures in these tweet were largely of the presentations slides or images or items associated with the presentation.

## Survey Responses

The survey had an overall response rate of 25.17% (n.36). Of the respondents 71.43% (n. 25) indicated attending the conference in person and 28.57% (n. 11) viewed the live stream and followed via Twitter.

Respondents self-reported average Twitter usage was relatively high with 48% (n. 12) indicating they tweeted several times per day or several times per week. The link between Twitter usage and conferences or events was highlighted with 20% reporting that they tweeted 'Only for specific occasions or events (conferences)'.

The survey asked respondents to define the primary purpose of their Twitter accounts by selecting from a range of options. Figure 7 illustrates responses were consistent with the existing literature on information professionals' use of Twitter as a knowledge and information sharing tool. These responses are also consistent with the nature and content of the tweets in the content
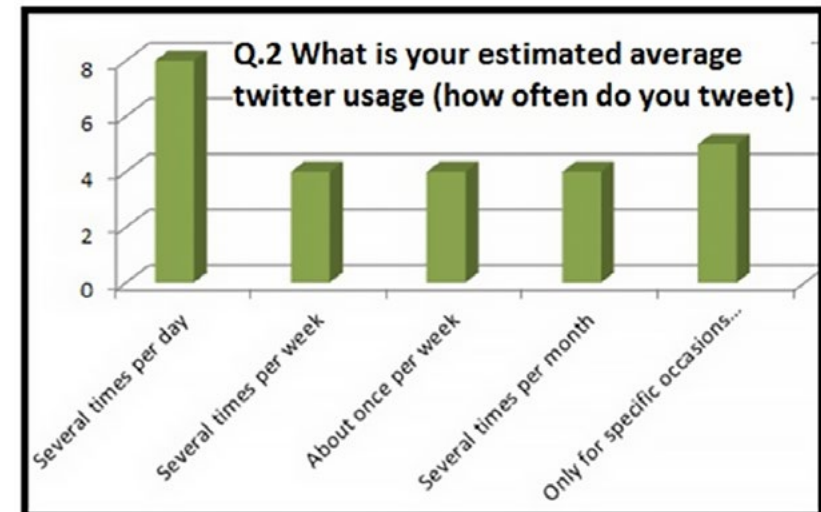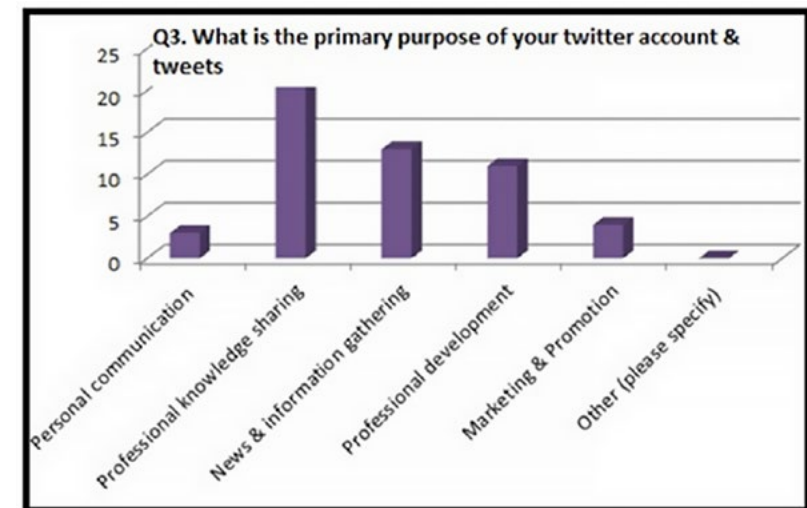


**Figure 7 Primary purpose of Twitter account**
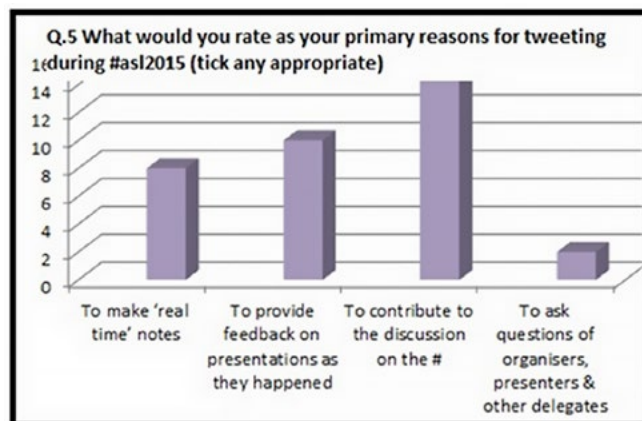
**Figure 8 Respondents primary reasons for tweeting**

analysis. Twitter accounts were largely reported as being for the purpose of professional knowledge sharing (88.77%) and news and information gathering (50%).

Two survey questions directly questioned motives and specific inspiration for tweeting during #asl2015. Respondents were asked about primary reasons for tweeting and specific aspects of the conference which encouraged tweeting. Answers to these questions were largely consistent with trends in the tweet content analysis. Desire to both make a 'real time' record of events and give feedback was cited by 40% and 50% of respondents respectively. Contributing to a body of knowledge by adding to discussion on the hashtag was the dominant motivation with 75% of respondents.

Overall, presentation content and inspirational presenters were most likely to prompt tweets with 92.31% and 69.23 % respectively citing these as motivational factors (Fig.9).



**Figure 9 Aspects prompting tweets**



The peaks in volume and number of tweets associated with specific presentations for plenary and parallel sessions evidenced in the content analysis were mirrored in survey responses. Respondents were invited to indicate the plenary and parallel session they felt they tweeted about most. With the notable exception of the first sessions where survey reported Twitter activity did not reflect actual activity the survey responses correlate closely to actual activity levels (Fig. 10 & 11).



**Figure 10 Survey reported plenary session tweets**

**Figure 11 Survey reported parallel session tweets**
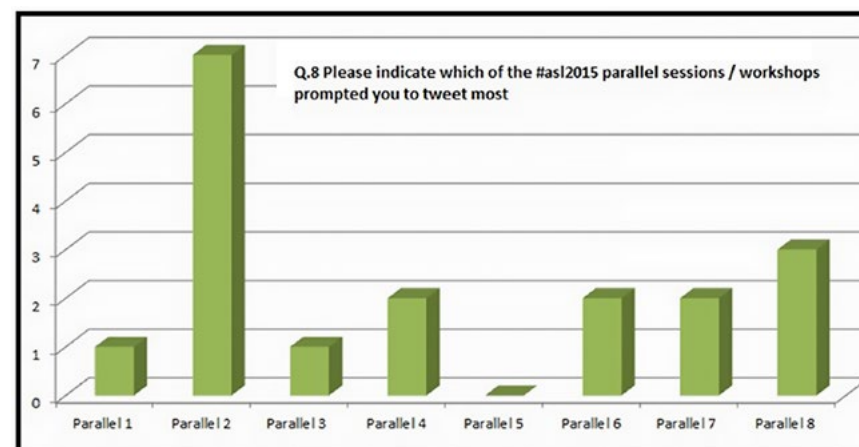
## Overall Findings

The tweet archive of #asl2015 provides a useful snapshot of the observations and responses of delegates to conference sessions. It illustrates the nature and flow of Twitter conference interactions. The gradual build up of activity on the hashtag indicates a 'warming-up' phase in live tweeting sessions. Analysis of actual tweets and reported survey responses also revealed a true connection between the actual activity – the tweets and their survey responses –and what people said they tweeted about. The Survey reported activity and volume of tweets were correlated per session for the majority of sessions.

A small number of respondents (n.2) highlighted the potentially distracting nature of live tweeting. Potential duplication or dilution of the message when viewing live tweets for a session attended-was also cited as a possibility. However, the vast majority of respondents were overwhelmingly positive citing Twitter engagement at conferences as adding to a sense of community, generating dialogue and contributing to a body of knowledge.

However the vast majority of respondents were overwhelmingly positive citing Twitter engagement at conferences as adding to a sense of community, generating dialogue and contributing to a body of knowledge:

- **Respondent 2**: It's great seeing other people's reactions to and interpretations of the topics being discussed

- **Respondent 6**: It is a really effective time capsule. The information is captured raw without filtering it gives an authentic quality that is not possible with any other communication tool

- **Respondent 12**: Love being able to read them at a later stage, don't have enough time during the conference

- **Respondent 13**: It makes you feel part of the community who are physically and virtually attending the event.

## Recommendations

Twitter interaction has become integral to conference participation as it allows you to actively participate both physically and virtually. Organisers and presenters should be cognisant of its potential to enhance the experience and aware of the ecosystem of conference twitter interaction.

Ross (2010) highlights the potential negative impact of the Twitter 'backchannel'. There are also other possible negatives. People not involved in live tweeting, or those not used to Twitter might find the sight of people typing away on their devices distracting. People tweeting the event may misrepresent what a speaker is saying. And people tweeting may miss the substantive parts of papers because they are so engaged in tweeting.

While the tweet content analysis for #asl2015 revealed little negative backchannel activity, or negative feedback from survey respondents about the tweeting taking place, the negative possibility is something to be conscious of in promoting Twitter engagement.

**Figure 12 Visual content as a prompt for tweets**
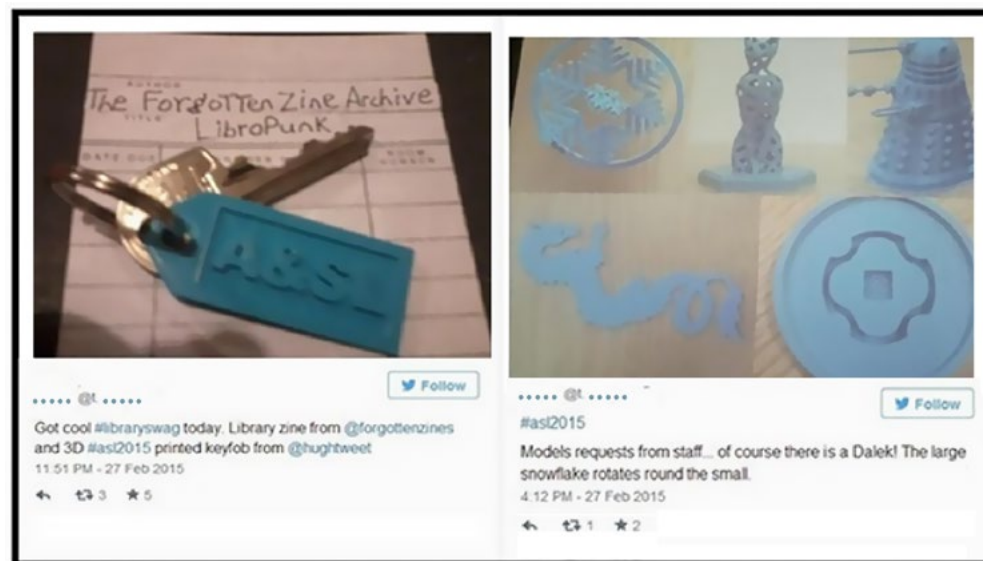
Reviewing tweets provides valuable insight for presenters on the dissemination of their message. It is evidenced in the quantitative and qualitative analysis that inspiring presenters and appealing visuals are a catalyst for twitter activity.

As an initial warming up or 'lurking' phase is evident, a strong Twitter voice from conference organisers is recommended to encourage engagement.

## Conclusion

This paper aimed to address a gap in understanding conference live tweeting. Despite an increasing amount of literature on Twitter use at conferences (Ross. 2010. 232; McKendrick. 2012; Nason et al. 2012) there is a paucity of material examining use of Twitter by Library and information professionals. This paper aimed to provide empirical evidence of how people tweeted at #asl2015 and through the post conference survey it gave qualitative insight into why people tweeted.

Findings demonstrate how Twitter can make the conference experience more interactive and richer and take that dialogue beyond the conference centre walls to a global audience.

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# Health in Mind Project

**Helen Kielt and Julie Russell**

## Abstract

**Health in Mind is an innovative five-year partnership project led by Libraries NI and funded by the Big Lottery Fund. Libraries NI works with four local voluntary sector partners, Action Mental Health, Aware, Cause and MindWise to deliver a range of wellbeing events and activities in public libraries throughout Northern Ireland. Programmes are free and open to all.**

Keywords: *Mental Health, Library initiatives, Northern Ireland*

According to the Public Health Agency,[9] at least one in five adults in Northern Ireland may suffer from some form of common mental health disorder in any year. Conditions such as depression are extremely common and anyone of us can go through times when we feel stressed, anxious or low. Good mental health improves our ability to cope and bounce back from setbacks and challenges. Even if we do not consider ourselves to have a mental health problem, looking after our emotional and physical

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9  http://www.publichealthagency.org/directorate-public-health/
health-and-social-wellbeing-improvement/improving-wellbeing-through-peace-

wellbeing prepares us for whatever life may bring.

The Health in Mind project is delivered by Libraries NI staff, project partners and workshop facilitators across all 96 public libraries in Northern Ireland. Libraries whether large or small, urban or rural, provide inclusive, neutral and welcoming spaces for events and activities. Other community spaces may also be used, dependant on need. This project aims to reduce stigma and raise awareness of mental health issues and provide opportunities for people to look after their wellbeing through services and resources.

## Objectives

The objectives[10] of Health in Mind are that by the end of the project:

1. 40,000 people will have accessed up to date and relevant information to enable them to improve their mental health

2. 2,000 people affected by mental illness will have acquired the self-help skills and knowledge necessary to access and use relevant information to assist their recovery process

3. 3,000 people affected by mental illness, their families and carers, will have enhanced opportunities for social interaction through reading

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10   The outcomes are taken from the Health in Mind Business Plan drawn up after extensive consultation with a variety of stakeholders and agreed by the partners and funder.

and learning activities enabling them to play a fuller role in community life and to access further training and potential employment

4. 15,000 people will have a better understanding of mental illness and awareness of positive mental health thereby improving their own mental health as well as contributing to tolerance and social inclusion

5. 40 volunteers will have enhanced skills and confidence to participate in local community activities and will offer a longer term resource for all partner organisations.

Participation has exceeded expectations and by the end of year five, the project had achieved all of the objectives. More than 50,000 people have now benefitted through a combination of attending programmes and accessing online services. Following this success, there was an opportunity to extend the project for a further year, again funded by the Big Lottery Fund.

Outcomes for the project are achieved through three key strands: **Information, Learning and Reading**.

## 1. Information

When we experience difficult times we can sometimes feel like we are the only person that feels that way. Finding information about how we feel in the words of others can help us to feel better and respond to our problems positively before they become too much to cope with.

Health in Mind provides high quality information on mental health and wellbeing, accessible both online through the website www.yourhealthinmind.org and through resources in libraries. A range of leaflets and brochures signpost people to trusted sources of help both locally and nationally. A quarterly newsletter gives tips and hints about keeping well, showcases the value of the project and outlines upcoming events. This is the latest edition http://bit.ly/HiMnews

Libraries NI offers a range of therapeutic books to help you relax and maintain your mental health and well-being or simply to make you laugh. Health in Mind promotes bibliotherapy collections which provide a wide range of self-help books and audio CDs on many topics, for example: overcoming anxiety, coping with addiction or improving self-confidence.

**Your Health Online**

Your Health Online is part of the Libraries NI Go ON initiative, which offers a number of modular courses in online skills, ranging from online shopping and social media to digital photography. This short course is designed to assist people, who have basic online skills, to access high quality, relevant information to help them improve their health and well-being. The course provides participants with a glimpse of many reliable sources of health information online, as well as a number of useful interactive exercises such as healthy eating self-assessments and stress tests.

## 2. Learning

Learning throughout life can build self-esteem and develop social relationships. Health in Mind's learning opportunities offer free access to mental health and wellbeing courses, workshops and group activities, some of which are outlined below.

Health in Mind aims to encompass the entire spectrum of well-being and to promote better understanding of mental illness and of the importance of positive mental health. The wide range of activities delivered by partner organisations includes topics such as depression, suicide awareness, stress management and personal resilience. One participant in Personal Resilience stated: "It helps very much to know techniques to overcome the stresses and pressures of life."

As well as these one-off workshops Health in Mind also offers longer courses such as Living Life to the Full (six weeks) and WRAP-Wellness Recovery Action Plan (eight weeks) which take a comprehensive look at personal wellbeing and everyday positive tools for coping.

Through the Go ON programme, people can improve their IT skills, competencies and confidence in a supportive environment. They can also discover new ways to look after their wellbeing through workshops focusing on nutrition, laughter yoga, stress management and more. Health in Mind supports knitting and crochet groups which meet regularly in libraries and provide an opportunity for customers to connect with new people.

**Nutrition workshops** help motivate and encourage individuals to make small, positive changes to their diet and lifestyle. Interactive talks include topics such as Food and Mood, Nutritional Stress Busters and Kickstart Your Health. These are packed full of simple and practical ideas to help people make immediate positive changes for the good of their health.

**Laughter yoga** helps participants to relax and connect in a fun environment. Laughter Yoga teaches that remembering to laugh is one of the best things we can do each day and that laughter makes us feel good. Research proves that laughter has positive effects on the body, reduces stress and builds the immune system.[11] These workshops are often accompanied by positive thinking activities, where people can learn how to use affirmations to feel and act more positively in life. As one participant shared: "I really enjoyed the session, it's definitely a good way to help relax and relieve stress."

**Music therapy** is the use of organised sounds and music to support and encourage physical,

11   American Physiological Society. "Laughter Remains Good Medicine." ScienceDaily, 17 April 2009

mental, social and emotional wellbeing. Music therapists engage groups by using a range of activities and instruments to get creativity flowing. Having the opportunity to improvise on a range of instruments, to sing and to write songs can promote confidence and self-esteem, as well as being a fun and relaxing way to interact within a group.

**Mindfulness** has become hugely popular with a high demand for these workshops. Health in Mind has brought a range of one day and six week mindfulness programmes to library users, focusing on topics such as Mindfulness for Stress Reduction and Mindful Eating. Mindfulness-Based Cognitive Therapy is recommended by the National Institute for Health and Care Excellence (NICE) for the prevention of relapse in recurrent depression.[12] It

12   https://www.nice.org.uk/guidance/cg90



**Laughter Yoga event held in Finaghy Library to mark World Mental Health Day 2014**

combines mindfulness techniques like meditation, breathing exercises and stretching, with elements from Cognitive Behavioural Therapy to help break the negative thought patterns that are characteristic of recurrent depression. Mindfulness gives us the tools to be more present and cope with every day stresses. As one course participant shared: "I know that there are difficult times in everyone's lives but I feel ready and able to cope with anything the future throws at me!"

**Knit and Natter** Knitting and needlework have become regular activities in libraries. Health in Mind has supported libraries setting up Knit and Natter groups to promote craft activities such as embroidery, knitting and crochet. Along with the therapeutic benefits of learning new skills, these groups encourage people to share ideas and build relationships. Since Health in Mind first became involved with a new group in Comber Library in November 2011, the enthusiasm for knitting together has grown and there are currently 84 groups meeting in 78 libraries across Northern Ireland.

This strong network of groups provides an excellent framework to develop opportunities for enhanced wellbeing and social interaction. There has been heart-warming feedback from library staff including the story of a lady whose first outing after the death of her husband was to attend the knitting group. She said she was so glad to have met such friendly people and took away some information about support for bereavement.

**Knitters with Barnardos Bears – Members of Ballyhackamore Knit and Natter group who designed and produced jumpers for the campaign 'Knit a Jumper for Barney Bear'.**





**TechnoStitch-Skill Sharing – TechnoStitch event in Brownlow Library to mark Adult Learners Week June 2014. Taking part were members of Brownlow Knit and Natter group and local pupils from Lismore Comprehensive School.**

The repetition of needlework is known to have a calming influence on the body by helping to reduce stress and focusing on the work in hand can help to manage anxiety and chronic pain by diverting the brain's attention.

As knitting and crafts groups continue to flourish in public libraries, so too do the opportunities for libraries to form creative partnerships. Libraries NI's Knit and Natter groups frequently work on projects that benefit others and have been involved in projects for many causes and charitable campaigns, such as Age NI's Big Knit, Tiny Life, Oxfam and Barnardo's NI.

## 3. Reading

Reading is a great way to take the focus of attention off everyday troubles and worries for a while as it transports you to seemingly better places.

Reading can give you an insight into things you know little about and it can open your mind to new ways of thinking. So the importance of reading for wellbeing runs through many aspects of Health in Mind.

## Read Aloud

Health in Mind promotes the natural link between reading and wellbeing through Read Aloud, a group activity designed to offer literature (poetry or prose) in a shared reading experience. Material is read aloud in the session itself and open-ended discussion is encouraged by the facilitator. Group members participate voluntarily and interact in relation to what is happening in the story or poem and what may be happening to them as individuals, in response to the shared reading of the text and the wider group discussion. Read Aloud sessions are a unique opportunity for people to experience the joy of shared reading in an inclusive and informal way.

**World Book Night Read Aloud session in Skianos Centre East Belfast, led by Sarah Crowther of Health in Mind**



## One Book Campaign

The duration of the project has also seen a number of milestone projects, including the One Book Campaign for Northern Ireland in 2013. This campaign resulted in a number of inspirational regional events being held to promote discussion of mental health themes around the chosen book, Rachel Joyce's The Unlikely Pilgrimage of Harold Fry, which was borrowed by over 7,000 library users throughout the seven month campaign. As one reader eloquently said:

> **"Harold's story is deceptively simple and yet very profound. He is struggling with the same things most of us struggle with in life – regrets, fears and an urge to do something, to make a difference. He finds that he is not alone. He sees that people are all the same really. This book is so simply and beautifully written, it will stay with you long after you've read the last line."**

As a result of reading the book, one person plucked up the courage to tell her personal story in a moving way at a One Book event. This has led to positive changes in her life and she now helps others by volunteering with one of the Health in Mind partners.

## The Future

The Health in Mind project officially ends in January 2016. It has surpassed all initial expectations both in terms of the objectives set at the beginning of the partnership but also in the way that the project in now held in high regard by professionals, partners and customers alike.

The Big Lottery Fund generously awarded an additional year to the project – an acknowledgment of the success of the team and programming. This has enabled the project to enhance the events delivered, pilot some new activities and extend some services to families as well as individuals.

The project has also been successful in the last two years in the Department of Culture, Arts, and Leisure (DCAL)'s[13] Learning and Innovation awards. Last year saw the project winning the Individual Learner award, no small feat given the large number of submissions across the whole of DCAL. Pauline Corrigan was the lady at the centre of this award. She attended a Mindfulness course and Vital Nutrition workshop in Fivemiletown Library. She describes the information and tools

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13  See http://www.dcalni.gov.uk/about_us.htm

**Pauline Corrigan, winner of the Claire's Award (Individual category) in June 2014, is photographed along with DCAL Minister, Carál Ní Chuilín and Darren Gowdy, Health In Mind Project Manager.**



**Arthur Scott from DCAL presents a Highly Commended award this year in the Community Impact category to Julie Russell, Health In Mind Libraries, NI, with Maria Scott from DARD, who had kindly funded the enhanced delivery of the Health in Mind programme in ten carefully selected rural libraries**

she received as "absolutely mind-blowing" and has been using them since to enhance her coping skills. Culture, Arts and Leisure Minister, Carál Ní Chuilín, speaking at the event said:

> **"Projects and programmes delivered or funded by DCAL enhance education and lifelong learning, support families and add value to the work of teachers, youth workers and community-based training providers.**
>
> **"These creative initiatives make a real difference to people's lives and demonstrate the important role and contribution of culture, arts and leisure in helping people to realise their potential. This role and contribution is needed now more than ever as our society tries to effectively deliver social and economic change."**

Health in Mind was also presented with a Highly Commended award this year in the Community Impact category. This recognised the programme delivered by the project in tackling the social isolation that people feel living in rural areas. The Department of Agriculture and Rural Development (DARD) had kindly funded the enhanced delivery of the Health in Mind programme in ten carefully selected rural libraries.

A Certificate of High Commendation was also presented at the Belfast Healthy Cities 25th Anniversary Awards through the 'promoting health equity' category.

Currently in its sixth and final year, and due to be concluded in January 2016, Health in Mind continues to deliver wellbeing programmes across Northern Ireland. This project has been innovative in the way that the partnership between statutory and voluntary sector organisations has enhanced and showcased the strengths of all partners.

Libraries NI will continue the good work delivered by the project over the next few years, by mainstreaming key activities into the core services offered by libraries. Staff trained as part of this project will continue to support and encourage customers with low levels of mental health using the skills and knowledge that they have learned. Partners acknowledge the benefits of engaging with library services and have already agreed that they will continue to signpost people to libraries for support.

For more information visit the Health in Mind website: www.yourhealthinmind.org

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# Ten Years Back, Ten Years Forward: achievements, lessons and the future for digital curation

**International Digital Curation Conference, London, 9–12 February 2015**

This year I was fortunate to be a recipient of the new conference bursary from the Academic & Special Libraries Section of the LAI. The Digital Repository of Ireland, where I am based, is involved in many initiatives that promote the management and sharing of Digital Humanities, Social Sciences, cultural and scientific data resulting from third level research. As a librarian, I was eager to visit the International Digital Curation Conference, organised by the UK-based Digital Curation Centre, to gauge the current levels of collaboration between university library and research departments.

The first keynote speaker, Tony Hey (Senior Data Science Fellow, University of Washington), presented a journey through the development of digital curation in the last ten years. There was little consensus as to whether data management and sharing is improving or not, but all the experts he quoted seemed to agree on one thing: scientists are poor data managers.

Hey's speech was followed by an interesting panel discussion, featuring international perspectives on open research and curation. It was noted that there has been push back from Humanities scholars in Australia to data-sharing policies, but it was agreed that national policies were vital to changing the data-sharing behaviour of scientists. Towards the end of the discussion some panellists argued that libraries have not adapted sufficiently to the changing needs of researchers in a digital world. Thankfully, there were a few counter arguments to this put forward by librarians in the audience, but it was a notable red flag.

The Birds of a Feather sessions that afternoon covered research data management requirements, with a debate on how best to gather requirements and feedback from researchers without initiating 'survey fatigue'. A lively panel discussion closed the first day, with much disagreement about whether data curation practices were evolving fast or slowly. However all the panellists concurred that we cannot continue to fund research infrastructure on grant cycles – something the Digital Repository of Ireland would agree with wholeheartedly – as this only serves to undercut effective, long-term data preservation strategies.

The second keynote speaker was Melissa Terras (Director , UCL Centre for Digital Humanities). Terras spoke at length about the vast and varied amount of work being done in Digital Humanities for such small amounts of funding in comparison to STEM research. Despite the differences

in subject matter and funding levels, Digital Humanities suffers from the same lack of data curation infrastructure and planning as the sciences.

Parallel sessions on the second day covered the varied issues of curation infrastructure, case studies and education. The sessions on education and training were particularly engaging, including a presentation on programmes that have been piloted in U.S. universities to increase digital

" . . . an enormous opportunity for librarians, who have so much experience and expertise in the delivery of information literacy programmes"

literacy and curation skills. Liz Lyon (University of Pittsburgh) suggested that iSchools are now bridging a "data talent gap" in library and information science students. This provided much food for thought, given the ongoing debate in the library community about whether MLIS courses are sufficiently preparing librarians for the changing work environment.

Overall it was a fascinating insight into the data curation practices of the scientific community. It seem that we are, ultimately, asking researchers to care about something that they really do not care about – data management. I believe that early intervention in the education of scientists could play an integral role in curbing these attitudes. This

presents an enormous opportunity for librarians, who have so much experience and expertise in the delivery of information literacy programmes.

As any librarian will testify, there is always a struggle to overcome disparaging attitudes towards our profession, but I hope that those who care about digital curation, from both the information and research communities, will continue to reach out to each other through initiatives like the Digital Curation Centre (DCC). Kevin Ashley (Director, DCC) commented in his closing remarks that, "even imperfect collaboration, and imperfect and incomplete collections, is better than no collaboration and no collections".

Papers available at: http://www.dcc.ac.uk/events/idcc15/programme-presentations

*Kate McCarthy is Digital Librarian, Digital Repository of Ireland*

# Innovation and Evolution:
## challenges and opportunities for 21st century academic and research libraries

**Radisson Blu Hotel, Athlone, June 3rd & 4th 2015**

CONUL (Consortium of National & University Libraries) was established in 1971 by the seven university libraries and the National Library of Ireland. Later the consortium included RCSI, DIT and RIA. More recently Queen's University, Belfast and Ulster University have joined this consortium which aims to act as the voice of research libraries on the island of Ireland.

The inaugural CONUL conference took place in Athlone and some 136 delegates attended from various academic and special libraries, coming from all over Ireland. The professional conference organisers ensured all went smoothly throughout the two days. Live streaming was also provided, enabling our colleagues to follow the proceedings from their desks.

Attendees enjoyed a very full programme with a focus on topics including the digital library, open scholarship, emerging roles, skills sets
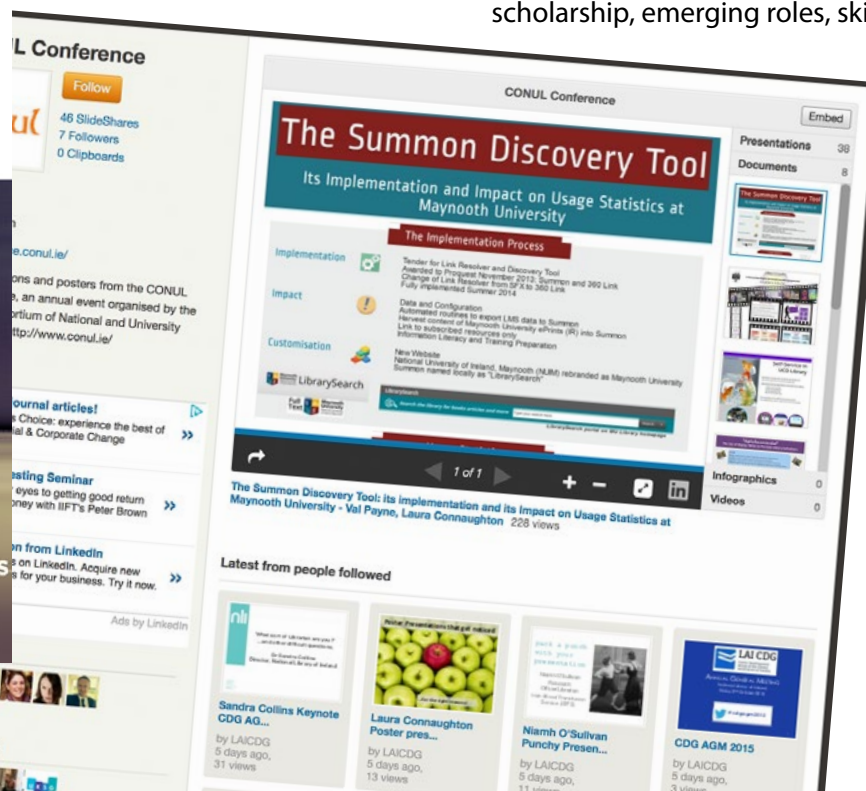
and services, library space, resource discovery, unique and distinctive collections (UDCs). Poster presentations set up to inform and engage delegates, were placed alongside the sponsors and exhibitors. This prompted plenty of discussion over coffee throughout the two days until the poster prize winner was announced. Christine Cullen (UCD Library) won with her poster entitled "Self Service in UCD".

The first Keynote speaker was Marshall Breeding, independent consultant, author, and founder and publisher of Library Technology Guides. He observed that library systems are big business, accounting for $1.8bn per annum globally. He identified several current trends in the area of library management systems such as the move to bringing together separate applications, the shift towards strategic cooperation and a new phase of the library without a catalogue – interesting times ahead!

Professor Sarah Moore (Chair of the National Forum for Enhancement of Teaching and Learning, and Associate Vice -President Academic, University of Limerick) was the second keynote speaker. She addressed the theme of enhancement of teaching and learning in higher education in Ireland. She highlighted the term "Digital Literacy," and I think all would agree that our so-called "digital natives" may instinctively know their way around a smartphone, but are not automatically literate in terms of information and media. She strongly urged librarians to "crash the party" – to have more

confidence in their role as part of the teaching and learning process.

Over the course of the two days the pace was varied by a mixture of longer talks, shorter parallel sessions and lightning talks based round central themes. It was difficult to make a choice as to which of the excellent and informative parallel sessions one should attend as they were not repeated. The nature of the conference was very

> " … library systems are big business, accounting for $1.8bn per annum globally."

practical and creative, with a huge willingness to share good, research based practice and experience among colleagues.

The conference atmosphere was enthusiastic and friendly. This was a great networking event for the staff from the various academic, institutional and specialist libraries. There had been a gap in networking opportunities since the last INULS (Irish National & University Staff) conferences which were held from 1965-2011. It is great to have a forum in Ireland again to bring together all those working in this sector. Networking is vital for librarians and something we generally do very well – as was evidenced by the buzz and energy throughout the conference.

Congratulations to the steering group and all the hardworking team who made such a successful event come to pass. It was a great start and everyone who attended is already looking forward to next year. It is clear from the inaugural conference that the future of academic libraries in Ireland is in good hands.

The slides and YouTube videos can be viewed here:

* http://www.slideshare.net/conulconference

* https://www.youtube.com/channel/UCeiGMTSgBVZ92wzoU2uuzPw

*Catherine Clehane, Engineering & Food Science Librarian, University College Cork, and Claire O'Brien, Monographs Acquisitions Librarian, University College Cork*

> " She strongly urged librarians to "crash the party" – to have more confidence in their role as part of the teaching and learning process"

# Looking Back, Moving Forward:
## open repositories at the crossroads

**10th Open Repositories Conference, 8-11 June 2015, Indianapolis**

Repositories play a vital role in the information landscape and are being developed and used across libraries, publishers, research institutes and commercial organisations. Open Repositories (OR) is a conference for delegates from all of the above sectors. This year's conference took place in Indianapolis and I was lucky enough be able to attend after winning one of two bursaries awarded by the Academic and Special Libraries group of the Library Association of Ireland.

OR brings together those involved in creating and using repositories on all levels; from software developers, front end designers, and academics to librarians of all sorts including repository managers, metadata creators, cataloguers, and research data custodians. It is a four day conference with the first day based on workshops. This is followed by two days of talks and papers, some focused on specific technology but mainly of a more general interest followed by a final fourth day devoted to Fedora, Dspace and Eprints user groups.

I attended the Fedora workshop which introduced Fedora 4. One really useful aspect of the workshop was that the organisers had distributed a virtual machine which simplified the installation process and meant workshop participants were up and running in minutes.

Kaitlin Thaney (Mozilla Science Lab) gave the keynote talk on open science and open access. Specifically she spoke about the need for open science and how Mozilla aim to leverage the power of the 'open web' to develop greater research capabilities and support the future of scientific discovery.

Anurag Acharya (Google Scholar) gave a packed conference address on "Indexing Repositories: Pitfalls & Best Practices" – with best practice being synonymous with "How to optimise your repository for Google Scholar". His presentation is

available at: http://bit.ly/1FIp2Gt

Despite really enjoying the conference I found four days to be tough going. The conference content is mixed, some sessions are quite technical, others might introduce new technologies, or developments in local services. The general sessions included topics such as developing staff or the demands in moving from project launch to a sustained service. The style of presentation differed depending on the session but overall it is relaxed, and based more on workplace experience than academic analysis. I presented a paper written with Caleb Derven (UL) and we had the only paper with a formal literature review section of which I am aware.

## My takeaway impressions

### Software and servers

Libraries have moved away from holding their own software on their own servers in recent years.

In the repository space I think that libraries are going to have to revisit this. The most interesting solutions involve customisation by libraries – local developers and technically competent staff are required to implement the type of changes that produce the best results.

### Community Development

Islandora, Hydra, Fedora and DSpace are now all being developed through community sprints. This is an alternative both to centralised development and to a policy where individuals contribute patches based on their own needs. Instead, the major development will be done in community sprints where a consensus is sought about what issues need to be addressed. These are then worked on collectively – this can involve providing developers time but it can also involve librarians and other users writing documentation, or forming working groups to come up with best practice or suggested ways of working.

### Developing Standards

An interesting aspect of open repositories is the development of work which is shared across communities. The Portland Common Data Model is one example of this. It began as an attempt to find a way to model resources in Hydra based repositories. It was widened out to other Fedora based repositories. After OR2015 it looks as though it will now also be taken up within the DSpace community.

*Open Repositories 2016* will be hosted by Trinity College Dublin and will take place in June 2016. As a conference it represents a unique opportunity to learn more about the trends and developments in the field. I think it will be well worth heading along. For more details see: http://or2016.net/

*Padraic Stack is Digital Humanities Support Officer, Maynooth University*

# The Inside Out Library:
## collaboration, inspiration, transformation

**LAI's Academic and Special Libraries Section Annual Conference
26-27 February, 2015: The Gibson Hotel, Dublin.**

The conference[14] included keynotes, case studies, Pecha Kucha sessions and a workshop.

Malachi Browne (Reported.ly) spoke of validating the credibility of sources, outlining key tools and technologies that can be leveraged online to do so. The parallels with both information literacy and verifying catalogue records were recognised by the attendees. Being a small organization, Reported.ly has the opportunity to respond and investigate in real-time. Verification can take less than an hour, using online tools and services.

Helen Shelton (University Librarian, Trinity College Dublin) reminded us that

Wikimapia, Dataminr,
Wolframalpha,
Flickr,
GoogleImages API gee
'Who LinkedIn,
registry. Geo-feedia, is'
GoogleTranslate,
Topsy, GoogleStreetview,

GoogleMaps,

**Some verification tools used at Reported.ly**

14  The conference sponsors were IEEE, ProQuest, LM Information Delivery, Taylor and Francis, Dublin Business School, IET and EBSCO.

we are all competitors for time, space, resources and attention. We work in spaces that are Inter/Multi/Anti-Disciplinary. Big data, big content, MOOCs, Digital Humanities, mobile technologies and open access all impact on us. Resources are under pressure in our environment. From digitisation to digitalisation, expectations of what libraries can and should deliver have shifted. Libraries are experienced in working with content, data and metadata; this has evolved into having expertise in dealing with big content and big metadata. The library is now many things to many people: laboratory, social space, or cultural space.
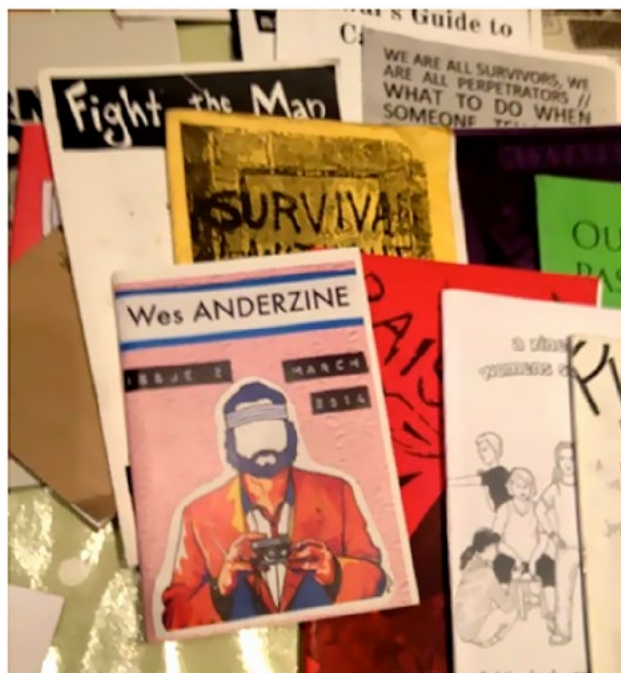


**Examples from the Zine Archive image: Shona Thoma**

## Case Studies

Helen Fallon (Maynooth University) recounted how the Ken SaroWiwa archive was digitized and made publicly available at Maynooth University Library. This has resulted in significant publicity for the library and the entire university. The project has also enabled the successful introduction of archival literacy to undergraduate courses.

Jenny O'Neill described her role as a "databrarian" at the DRI and Trinity, which involves collaboration with Software Engineers, Systems Administrators, and Librarians on behalf of the six partner institutions (RIA, DIT, MU, NUIG, NCAD, and TCD) while serving on working groups. The key to the selection of a metadata scheme for the project was ensuring that researchers have the greatest possible capacity for information discovery.

Tom Maher (Kenny's Bookshop) and Mick O'Dwyer (Maynooth University) described working outside the mainstream, with *The Forgotten Zine Archive,* a collective community archive of zines while reaching out to a virtual community of "zinesters" via social media. They have also reached out to other zine archives, sharing advice and support.

From his experience of coordinating the Sir Henry's



**Sir Henry's Curators, image: Martin O'Connor**

exhibition, Martin O'Connor (UCC) found that crowd sourcing is the ultimate act of outsourcing. Martin spent six months online building awareness and collecting materials for a virtual exhibition, followed by a physical exhibition in UCC library about Sir Henry's Nightclub in Cork. RTE News and various local radio stations and national media carried coverage of the exhibition. Promotional opportunities like this can be aligned with the strategic objectives of the university and the library.

Elaine Bean and colleagues (Maynooth University) designed a programme for transition year

students, covering topics such as the catalogue, shelf numbers, digital foot print, and search versus research. The programme helps with the move to third level, given the absence of school librarians in these schools, and builds the reputation of the university.

Monica Crump (NUIG) discussed showcasing the librarian's new roles and skills to colleagues beyond the library by getting involved in external projects. She also noted the university's lack of awareness of the services offered by subject librarians. To highlight these services and skills, the library collaborated with the Academic Writing Centre, and in so doing also helped to meet the changing needs of the students.

Fintan Bracken (UL) and Arlene Healy (TCD) presented using bibliometrics to evaluate the impact and value of e-journals subscribed to by IReL. Data and usage statistics were blended to establish the value to university libraries participating in IReL. A baseline citation level was established and articles, cited more than the global average, were then identified for further analysis.

Aoife Lawton (HSE) outlined how she measured the impact of collaboration in order to justify the time and effort involved. She also identified possible pitfalls including: communication, scope creep, differing expectations or participants not actively contributing. Successful collaborations between library and information professionals, both nationally and internationally, were identified and called

for further collaboration.

Hugh Murphy and Michael Leigh (Maynooth University) provided an overview of how 3D printing fits into the library as the next step in offering innovative services to users. Although not all library projects and collaborations can be as high profile as 3D printing, the innovation that it represents and the attention this project has gained, reflects the evolution of library services.

Pecha Kucha Sessions included:

1. RIAM Library & RIAM Opera: performing in perfect harmony – Laois Doherty

2. Digital literacy and scholarship: why libraries are critical to teaching, learning and research in higher education – Mary Delaney (IT Carlow)

3. Collaborative relationships: essential to university orientation – Jenny Collery (UCD)

## Workshop

Jane Burns' (RCSI) workshop included active participation by attendees. The 'Scavenger Hunt' devised by Jane tested team skills and observational abilities. It encourages the development of collaborative skills and proves a useful tool as group assignments now form a significant component of many university courses.

Laura Connaughton (Maynooth University) presented the winning poster presentation on Continuing Professional Development in

Librarianship: Applying for the Associateship of the LAI

*Shoma Thoma, IReL Officer, HeaNET and Niamh Walker-Headon, Systems Librarian, Library ITT Dublin. The authors of this report were recipients of the A&SL Conference Bursary, 2015.*

## Further reading

- Conference papers and videos are available online at: http://www.aslibraries.com/#!asl2015-presentations--videos/c1puf

- Shona Thoma's conference report on Libfocus is available online at: http://www.libfocus.com/2015/03/lai-academic-special-libraries-annual.html

- Niamh Walker-Heaton's conference notes are available online at: http://anleabharlannai.blogspot.ie/2015/07/academic-and-special-libraries.html

# Building a Europe of readers

EBLIDA/NAPLE Conference 2015
National Library of Latvia, Riga, 8th May

**A** | **L**

**An Leabharlann**
**24–2**
*October 2015*

National Library of Latvia,
'The Castle of Light'

Some 92 delegates from 27 countries attended the conference which was based on the key priorities of the Latvian EU Presidency: involvement, growth and sustainability.

A video of the plenary sessions is available on You Tube at https://www.youtube.com/play-list?list=PLodeDt40MJHIvHmlk5ALEPDWJEj_HKhh0

From the opening speakers (Latvian) some key facts emerged:

- Latvia has 2000 libraries, 800 of which are public

- Each Latvian can access a library within 20 minutes.

- National Library of Latvia is known as the Castle of Light, and is a symbol of knowledge and freedom. This corresponds to the political agenda of the EU ministers of culture – freedom of expression, quality and trustworthiness of content, and safeguarding cultural values and heritage.

- National Library of Latvia is a central focal point for all cultural events.

- 30% of Latvians are library users, compared to EU average of 20-30%.

More general comments were made by other speakers:

- Libraries are a great asset to the social and economic fabric of a country

- Insufficient recognition of the positive impact that libraries have on the economy

- Measurable chain of causality which is often overlooked by policy makers.[15]

- Strong arguments need to be developed

- Case studies need to be heard

- Libraries are centres for local communities, and serve as a cornerstone of European culture.

## Session 1

Andris Vilks (Director, National Library of Latvia) noted that Libraries are part of a wide network of social services including education, employment and welfare, and should work with other providers. The mission of libraries is to make people's lives better by making them smarter.

The three main themes from the remainder of the opening session and panel discussion included Reading, Changing role of public libraries and Illiteracy.

Kristīne Pabērza (President, Library Association of Latvia) noted that reading is a fundamental skill and literacy for all is connected with strong economic growth. Literacy is a pre-requisite for smart growth as identified in the EU2020 strategy, and libraries can help achieve this goal. The world is dominated by the written word and the ability to evaluate information critically is crucial to ensure skills remain

15   Recent study showed that there was a €9 million direct financial benefit from libraries.

relevant to the current economy. The ability to read, understand and be understood is becoming more important than ever. Libraries in Latvia and all over Europe are and will serve as the gateway to the future by providing lifelong access to resources, knowledge and tools, which will benefit families, communities and society as a whole. Libraries feature in the Digital Agenda for Europe, which aims to make cultural heritage collections accessible and preserve them for future generations.

Jan Braeckman, (Chair, NAPLE Forum) suggested that while Public libraries were originally intended as a form of social integration they have evolved into institutions focusing on reading as an end to itself. Reading as a means to an end should be promoted–as a way to educate ourselves in our developing society. There is a need to change from a service/product to a platform serving the community and empowering people. Building a readership involves engaging people to help themselves by forming partnerships with lifelong learning organisations, cultural organisations and media should offer a broad social experience and co-operate with educational and learning organisations.

Sylvie Guillaume, Vice-President of the European Parliament (video message) and Prof Inese Vaidere, MEP highlighted the evolving nature of libraries and that they are becoming cultural centres and places for building democracy. They are the key to the EU2020 strategy and should be better supported.

Klaus-Peter Böttger (outgoing EBLIDA President) reported that 75 million people in Europe are illiterate and lack basic language/literacy and digital skills. Literacy is a core competency needed to play an active role in society and is a key issue at the European level. It is not acceptable to have one in five Europeans experiencing difficulty in reading. Citizens are part of the economy and should be able to contribute to their future. For a knowledge-based Europe we need educated people and libraries are helping support people in learning. 60% of young people's activities revolve around digital media. Libraries can make their voices heard on the EU digital agenda by demanding cross-border solutions and a digital single market strategy.

Prof. Divina Frau-Meigs (Sorbonne University) outlined her research findings on media usage by young people, which indicate that young people read a lot, are ambitious in their reading, and the practice is not patrimonial. The book as a long narrative form is under threat and there is a move towards convergence of content and comment. New digital skills such as programming and curating are emerging and libraries are catalysts for sustainable digital development. Digital tools enable young people to produce their own collections and provide the means of stocking them.

A key issue for libraries is access and the library plays a crucial role in serving as a "porous" space, in enhancing mobility between school and life beyond, and in transferring abilities to different information cultures. The profile of a librarian

has changed in recent decades and new competencies are needed. Libraries should support transliteracy, which involves reading, writing and interacting across a range of platforms, tools and media. Librarians are pedagogical mediators, not just curators or teachers, and need to focus on hybrid practices. Libraries are shifting from the logic of equipment to the logic of users, and they are moving towards digital humanities, online public services, new literacies and reorganisation of knowledge around information. Library associations need to fight for access, equity and the right to global information commons.

## Session 2

There were two topics that ran in parallel for this session and I attended the second one:

1.  Building Literacy Advocacy: the Role of Libraries and Library Associations[16]

2.  Skilled By My Library: Connecting Policy and Practice in the EU[17]

A national reading campaign in Denmark called Denmark's Reading was described. This involved creative writing workshops, pop-up libraries and the distribution of 100,000 books on World Book Day last year. The campaign involved collaboration

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16  Organised by EBLIDA, Library Association of Latvia and ELINET. Chair: Divina Frau-Meigs

17  Organised by NAPLE and the Reading and Writing Foundation. Chair: Gina Ebner, Secretary General, European Association for the Education of Adults

between the Ministry of Culture, public libraries, bookshops and publishers, and the manifesto was to reach people where they are, remind them of the benefits of reading, and provide inspiration for more reading. Events were held in shops and libraries, and advertised via TV, radio, and print sources. Evaluation methods included self-assessment, anthropological field studies and research by Aarhus University. Survey results indicated that 51% of people had heard of the campaign, 85% of whom had a high opinion of it.

Annette Kelly (Libraries Development, LGMA) considered Libraries as Non-Formal Educational Institutions: Opportunities and Barriers. She discussed how libraries can support children and adults in literacy and life skills. From an Irish perspective services include high quality library collections, skilled staff supporting users, reader development activities and programmes, access to formal and informal learning, and the library as a space for research and study .The Right to Read campaign is in its early stages. The traditional role of the library as a university of the people is changing to a focus on active intervention, community engagement, delivering national agendas, and forming partnerships with educational institutions and government organisations. Initiatives include collaboration between libraries and universities to provide FETAC- accredited business entrepreneurial courses, and co-operation with the Department of Social Protection on internet support for job seekers. Barriers include reduced funding at national and local level, a skills gap in the leadership and workforce, resistance from staff to move from traditional roles, reduced capacity to respond to new demands, lack of engagement with national and local strategies and stakeholders, and inconsistency across and within library services. There has also been some resistance from educational institutions to libraries taking on a literacy support role. Library staff support users in educational activities, but are not literacy tutors.

Martina Ni Cheallaigh (European Commission) (video message) introduced the European Agenda for Adult Learning which provides a framework for European co-operation in adult education policies for the period 2012–2020. The strategy began in 1996, the European Year of Lifelong Learning. The emphasis is on non-formal and informal learning as well as formal learning. Only half of EU Member States have a comprehensive strategy in place, and many are still struggling with the adult learning component. There is a national co-ordinator for each country to implement the agenda at national level – the co-ordinator for Ireland is Majella O'Dea (Department of Education and Skills). Libraries are not mentioned specifically in the policy documents.

## Session 3: What's next?

Kate Russell (freelance journalist and author) chaired this session. She noted that librarians are becoming custodians of content in an ever-increasing forest of information, both in the form of atoms and bits. The old fashioned view of a librarian needs to be wiped out, and librarians need to be given enough training and support to enable them to keep up with technological change and to become guides across multiple platforms, disciplines and trans-literacies.

## Conclusion and next steps

In summing up Jukka Relander (incoming EBLIDA President) stated that libraries represent a good return on investment to the community. He highlighted the key issues for EBLIDA in future - literacy, e-books and copyright.

The conference ended with a tour of the National Library of Latvia

*Zoë Melling is LAI delegate to EBLIDA and Librarian, Legal Aid Board*

# Íosold Ní Dheirg

## 6.5.1935 – 17.1.2015

Íosold gently slipped away on January 17th. She was the younger daughter of Thomas Derrig and Sinéad (née Mason). Her sister Úna died six weeks later on March 4th 2015.

Íosold was born in Dublin to a political family. Her father Thomas Derrig was at various times Minister for Education and Minister for Lands during the 1930s, '40s and '50s and as a Fianna Fáil TD had represented Carlow-Kilkenny in the Dáil from 1927 until his sudden death in November 1956. Her mother had been personal secretary to Michael Collins. Íosold too gave of herself for the greater good.

Irish was her language from the cradle and she was educated at the lán-Ghaelach Choláiste Loreto on St Stephen's Green, at University College Dublin, at Cois Fharraige in South Connemara and Paris. Apart from her bilingualism in Irish and English, and her fluent French, Íosold's linguistic abilities found other outlets, including private lessons in Russian.

Her natural and professional talents made her ideally suited to her work as Librarian and information specialist in the Linguistics Institute of Ireland (Institiúid Teangeolaíochta Éireann (ITÉ)) in Dublin's Fitzwilliam Place. A life-long member of the Royal Dublin Society where she had earlier been a librarian, Íosold was also a member of the Royal Irish Automobile Club.

A scholar, linguist, educationalist and author, Íosold could see gaps and know how to fill them in the most useful manner. Her *Vade Mecum Na Gaeilge* (TCD/ITE2006) crowns her life's work and embodies her life's love and expertise: its purpose is to guide others to and through the sources to the riches of the Irish language. Íosold's hallmark is also to be found in other works: *Téarmaí Leabharlainne* (An Gúm, 1989 & 1993), which has come into its own with the Official Languages Act 2003. *Tráchtais teanga agus teangeolaíochta i leabharlanna*



*ollscoile na hÉireann/Language and linguistic theses in Irish university libraries* (ITÉ, 1977). Those of Íosold's works published with both Irish and English together derive added value and accessibility as a result. That Íosold also wrote for children is indicative of her light and lively mind and also of her simplicity and sense of fun.

Íosold by her vision, industry and dedication contributed to the advancement of the worlds with which she was associated: the Irish language; the work of Institiúid Teangeolaíochta Éireann and librarianship.

Her contribution to the Library Association of Ireland, of which she was elected president in 1984-85, is impressive. Íosold served as first Correspondence Secretary of the University and Special Libraries section[18] and on various committees of the LAI. She also represented the LAI on COLICO and served as Chairman of the North-South Liaison Committee.

Her natural diplomacy and keen understanding of the workings of government, organisations and committees empowered her and her fellow members to deal effectively with both the many and varied external bodies (e.g. Seanad Éireann, An Chomhairle Leabharlanna, the Library Association UK, Department of the Environment, Department of Education and UCD's Department of Library & Information Studies) and also with the thorny policy issues that arose for the profession and

18   Now A&SL

the Association throughout the 1960s, '70s and '80s. These included Education and Training for Librarianship, the introduction of library charges, a review of the LAI's constitution, an examination of communication throughout the Association, the National Archives Bill 1985, and school library provision etc. During her Presidency she attended the inaugural meetings of the Government Libraries section and the Rare Books Group. Eager that the Association act on behalf of its members Íosold was instrumental in having a members' needs survey carried out while she was president.

Íosold often wistfully mentioned dining at the Aisling Hotel as part of LAI events. She found her work throughout her life most congenial and enjoyed the conviviality it brought. She made a difference. She also was a mentor to those starting out on their career in librarianship. Íosold had a way of being a good friend to people – she was no stranger to life's struggles – and it was wonderful to witness how her many and special friends tended to her as the days of her life turned to evening.

Most distinguished by her graciousness, Íosold was a charming lady with a gentle smile. We are reduced by her passing.

*Ar dheis lámh Dé go raibh a h-anam dílis.*

**Mary O'Doherty, Librarian, Special Collections, Royal College of Surgeons in Ireland, and Joseph Donnelly, Librarian, The Judges' Library**

# Kieran Swords: An Appreciation

Kieran Swords died in February 2015. We have lost a true friend and a valued colleague. Those of us fortunate to have worked with Kieran hold our memories dear and grieve at the passing of a generous and thoughtful man.

Throughout his career as a librarian, Kieran worked within the public library sector, in County Dublin and later transferred to South County Dublin's Library Services. His experience was extensive. His dedication was total. Kieran rose to the post of County Librarian. He held B.EconSc from the University of Wales in addition to a Diploma in Local History (NUIM). He was awarded ALAI in 2006.

Two areas of interest in particular informed Kieran's practice. These were Heritage Studies and innovation in the application of new technologies. Kieran relished the opportunities that new technologies offer to create new ways for understanding the continuum of human experience; for him, the combination of Local Studies and IT had magical prospects. From 1994, Kieran established Local Studies Services in South Dublin Libraries. He managed an ambitious, multi-media acquisitions and publications programme, created user education projects and led development of the online digital archive SOURCE. Kieran was equally

involved in the development of the library service's overall IT architecture and public access services. Innovations piloted in the County Library were rolled out service-wide under his direction. From 2012 he represented South Dublin County Council as an initiator of the public library first national library management system, the pilot phase of which went live in South Dublin Libraries and in five other local authorities in June 2015.

Kieran's contribution to the wider profession, through participation in the Library Association of Ireland, demonstrates the consistency of his commitment. In 2004, Kieran was a founder member of the Association's cross-sectoral Genealogy & Local Studies Group; he was its Chairperson in 2007 and 2008 and remained a member of its Committee until 2014.

From 2009 – 2012, Kieran was Honorary Secretary of the Association, a voluntary role. He managed this diverse and gruelling workload with competence and apparent ease, and was available 24/7 to colleagues and collaborators. Always calm, always interested, always cheerful. For individual members Kieran was reliable, unfailingly helpful and a careful, considerate guide. At an organisational level, among his major achievements, as Honorary Secretary and later as a member of the central Council, were Kieran's stewardship of the review of management practices through examination of the Memorandum and Articles of Association from 2009 - 2012, and his leadership

of the Association's e-presence via the Website Development Working Group which he convened and led from 2012.

A catalogue of Kieran's accomplishments reveals an achiever, a hardworking, self-starter who persisted and succeeded. That is only half the story. Behind the achievements was a very special person. Kieran inspired everyone who worked with him to be as results-focused, objective, diligent and conscientious as he was himself. More, his driving commitment and innate sense of justice gently created environments where collaboration flourished, investigation was forensic, talents were harnessed, contributions were respected and progress was achieved. All this - plus Kieran's wry sense of humour and even greater sense of the ridiculous - ensured enjoyable as well as productive meetings and teamwork.

Kieran was motivated by a steadfast belief in the rights of all individuals, be they library and information workers or members of the wider public, to access skills and opportunities to develop themselves and their communities. He lived that belief passionately, through his own continuous professional development, by his contribution to the work of South Dublin Public Libraries and by his collaborations with us in the wider information community.

We honour Kieran Swords by applying his absolute conviction to our professional practice. It is the highest standard he has set us and what his

example inspires. He is survived by his wife Helen and daughter Anna.

*Fionnuala Hanrahan is the former Wexford County Librarian.*

# NEWS from the STACKS

## People

Recent appointments include: **Sandra Collins**, Director, National Library of Ireland, and **Grace Toland**, Director, Irish Traditional Music Archive.

Recent retirements include: **Fionnuala Hanrahan** (Wexford), **Trevor Peare** (TCD), and **Andrew Sliney** (Maynooth University). We wish them a long and happy retirement.

## International news

Refugees and their plight have been in the news for several months. While the European Union and individual member states have responded, library associations have also issued some guidance. See IFLA's statement here: http://www.ifla.org/files/assets/public-libraries/publications/library_service_to_refugees.pdf

EBLIDA's statement is available here: http://www.eblida.org/news/press-release-public-libraries-in-europe-welcome-refugees.html

EBLIDA Council meeting was held in Riga, Latvia in May. The Annual Report is available here: http://www.eblida.org/Documents/eblida_annual_report_2014-2015_approved-by-council.pdf

## Forthcoming conferences

**LAI Public Libraries Conference:**

https://libraryassociation.ie/events/lai-public-libraries-section-annual-conference

https://libraryassociation.ie/events/developing-professional-attaining-library-association-ireland-lai-award-alai-and-flai

**Open Repositories**
Details at: http://or2016.net/

**LAI/CILIP Joint Conference 2016**
The proposed theme is:
*SUSTAINABLE DEVELOPMENT: buildings, services and personal careers.*
Venue: Malton Hotel, Killarney, Co. Kerry.
Dates: 13- 15 April, 2016.

More details will be available later on LAI website

**BIALL Conference 2016** http://www.biall.org.uk/pages/dublin-2016-opener.html

**LILAC 2016** http://www.lilacconference.com/

**LIDA 2016** http://ozk.unizd.hr/lida/

**QQML 2016** http://www.isast.org/

## Conferences 2017

**International Congress of Medical Librarians**
https://icml2017.wordpress.com/2015/03/04/icml-2017-international-congress-of-medical-librarians-dublin-ireland/

## Awards

**Annie Brady** (Librarian, St. Paul's CBS School, Dublin is the SLA School librarian of the Year 2015. Details: http://www.irishtimes.com/culture/film/for-second-time-in-three-years-an-irish-woman-wins-school-librarian-of-the-year-1.2380780

**Award open**
The John Campbell Trust has recently announced an award open to information professionals in Ireland and the United Kingdom. This award is to facilitate travel to conferences. For details see: http://www.cilip.org.uk/cilip/membership/benefits/advice-and-support/grants-and-bursaries/john-campbell-trust/john-campbel-2

**Building Award**
Dun Laoighre's new Lexicon building has won several architecture awards for the architects who designed the library. Details here: http://www.architecturefoundation.ie/news-item/lexicon-library-winning-awards/ and http://architectureireland.ie/riai-irish-architecture-awards-2015-announced

## Publications

In September 2015, Cork City Libraries published, *A Room of Their Own – Cork Carnegie Free Library & its Ladies' Reading Room 1905-1915 (*ISBN:978-0-9928837-2-0), which will be of interest to library

historians and those with Cork connections.

The author, **Helen McGonagle,** is a member of Cork City Libraries staff. This book will be reviewed in the next issue of this journal.

The Library of Trinity College Dublin recently published its *Strategy 2015-2020*. It is available here https://www.tcd.ie/Library/assets/pdf/strategy/library-strategy-2015-2020.pdf

**IFLA publications**
Two titles of interest were published during IFLA 2015:

a)  IFLA Guidelines for School Libraries. 2nd. edition http://www.ifla.org/publications/node/9512?og=52

b)  IFLA Guidelines for Parliamentary Research Services http://www.ifla.org/node/9758

## Library Ireland Week

Library Ireland Week 2015 will run from 16-22 November 2015. The theme is *A Library of Words* and is an opportunity to highlight your particular library/information service. Details are available here: https://libraryassociation.ie/events/LIW-2015

## IFLA/WLIC 2015

For the first time ever, LAI members attending IFLA in Cape Town decided to hold a caucus meeting. All the other national/language groups usually hold such meetings which are timetabled. Those



Philip Cohen, Marjory Sliney, Brian Galvin and Sandra Collins at IFLA in Cape Town



attending included **Philip Cohen** (LAI President and DIT), **Sandra Collins** (National Library of Ireland), **Brian Galvin** (HRB) and **Marjory Sliney** (An Leabharlann: the Irish Library). **Adrienne Adair** (Chair, CILIP Ireland) also attended.

Brian Galvin completed two terms as Chair, IFLA Health and Biosciences Libraries Section. **Cathal McCauley** (Maynooth University) was recently appointed  Information Coordinator of IFLA Buildings and Equipment Section. **Karen Latimer** (previously Chair of this Section) continues as a Corresponding Member.

**Future IFLA conferences**
IFLA 2016, Columbus, Ohio: http://2016.ifla.org/ and IFLA 2017, Wroclaw, Poland: details will be available later.

## CPD opportunities

**CILIP Ireland** see http://www.cilip.org.uk/about/ devolved-nations/cilip-ireland

**LAI** see https://libraryassociation.ie/events

**DBS** see http://www.dbs.ie/course/postgraduate/msc-information-library-management-march

**Ulster University** see http://www.ulster.ac.uk/edu/library-and/

**University College Dublin** see: http://www.ucd.ie/ics/graduateprogrammes/

## University College Dublin news

There have been some amalgamations in the College/School structures in UCD.

This has resulted in a name change for SILS: http://www.ucd.ie/ics/newsevents/silsnewstitle,234917,en.html

The school is within the UCD College of Social Sciences and Law.