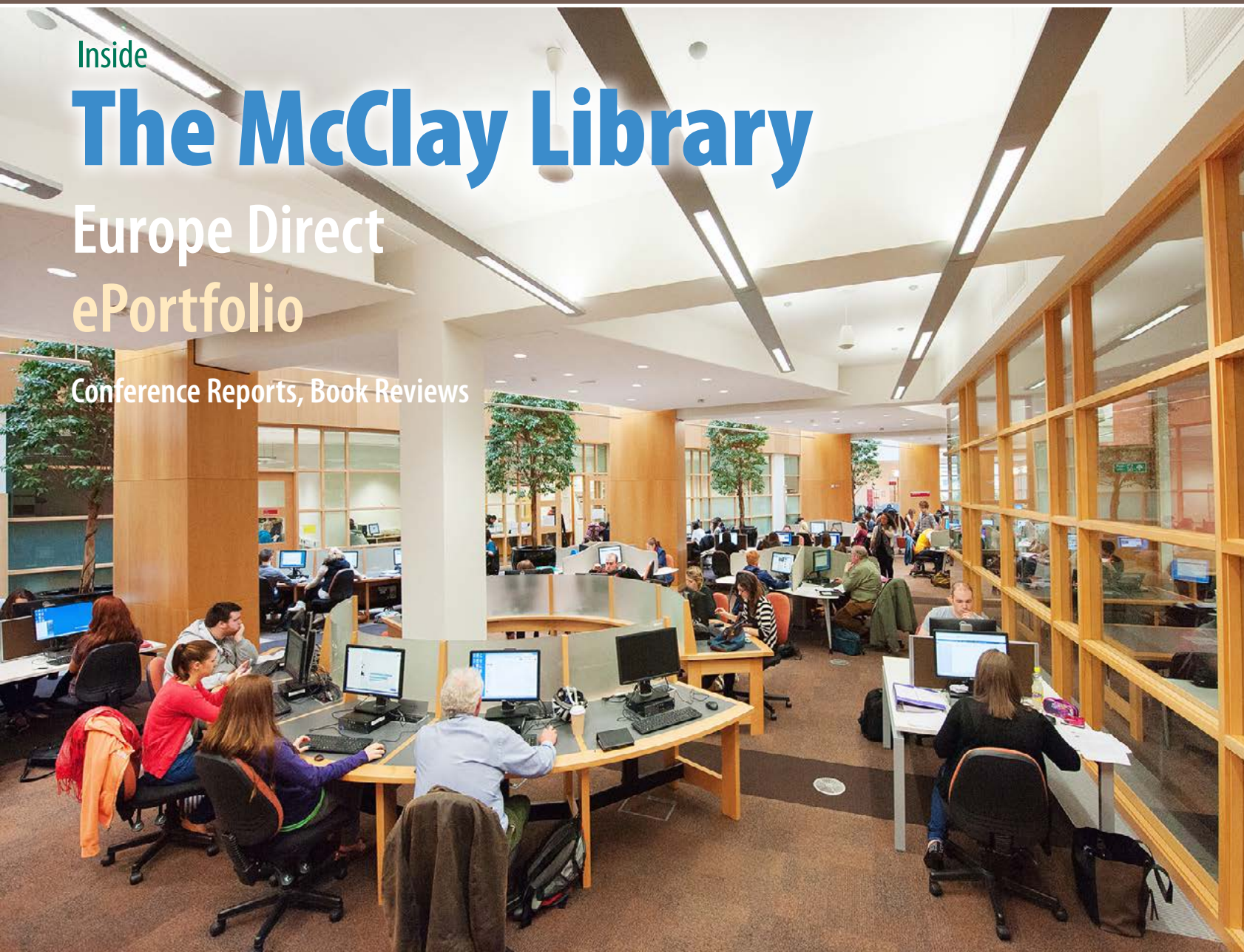


Inside

## The McClay Library

Europe Direct  
ePortfolio

Conference Reports, Book Reviews



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c/o 138-144 Pearse Street, Dublin 2  
[www.libraryassociation.ie](http://www.libraryassociation.ie)

*An Leabharlann: The Irish Library* is published  
by The Library Association of Ireland and The  
Chartered Institute of Library and Information  
Professionals (Ireland).

ISSN: 2009-6062

Editor: Marjory Sliney

Editorial Board: Helen Fallon (National University  
of Ireland, Maynooth), Kate Kelly (Royal College  
of Surgeons in Ireland), Terry O'Brien (Waterford  
Institute of Technology), Micheál Ó hAodha  
(University of Limerick), Brendan Teeling (Dublin  
City Libraries)

## Production/Distribution

Distribution: Kieran Swords  
Business Manager: Jane Burns  
Proof-reading: Jane Burns  
Design: David Cooke

## Frequency

*An Leabharlann: The Irish Library* is published  
twice a year in March and October.

## Acknowledgements

Photos:  
*The McClay Library* – Martyn Boyd, Marketing  
& Domestic Recruitment, Queen's University Belfast,  
*Europe Direct* – Fingal County Libraries.

# 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 The Editorial Board invites original, unpublished  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  
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## Articles

- Manuscripts will be reviewed by the Editorial Board.
- Authors are asked to submit an informative abstract  
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- Images which visually support the article are  
welcomed. Authors should also submit a photograph  
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## Format

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Formatting of text (e.g. italics and bold) should be  
kept to a minimum.
- Authors should provide their name, organization,  
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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

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- The Oxford Style Manual should be followed for acro-  
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## Editing

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Style Manual*. Oxford: OUP

## Copy Deadlines

- 31 December 2014 for March 2015 issue
- 31 July 2015 for October 2015 issue



An Leabharlann  
23-2  
March 2014



# Editorial

In the last week there has been some good news for libraries in Ireland. In the 2015 Budget, the Department of Education and Skill's Literacy and Numeracy Strategy has received an additional €6m bringing the annual budget to €13.8m. While none of this goes directly to public libraries, the roll out of this increase will impact on services in public libraries. The University of Limerick has been allocated €10 m towards Phase Two of the Glucksman Library.<sup>1</sup>

As I write, substantial funding has been announced for the establishment of five world class research centres (<http://www.sfi.ie/news-resources/press-releases/245-million-to-be-invested-in-five-new-world-class-sfi-research-centres-in-ireland.html>). Many third-level libraries should benefit indirectly from this.

This issue covers a wide range of topics from library buildings through services provided to various aspects of digital libraries.

That library buildings are continually evolving is clearly seen in Elizabeth Traynor's article on The McClay Library at QUB. This award-winning building shows us how libraries need to be adaptable and flexible. In this article and through the various conference reports and book reviews, we find that LIS staff need to constantly adapt to changing work environments. Staff display great flexibility in accommodating an ever-changing structure and environment.

Apart from physical changes in the McClay Library, *News from the Stacks* brings information on the physical re-location of one of Dublin Institute of Technology's (DIT) libraries. There is also

news of current and impending structural changes in HSE and public libraries. Many recent library changes are informed by advances in technology and from the availability of information in different formats. While we are familiar with format shifting in terms of copyright, different formats also change how we manage and deliver services. Economic conditions also lead to change with reduced budgets. These conditions have led to the increased use of consortia purchasing. The concomitant economies of scale result in better value for money and less unnecessary duplication.

The Government Libraries Section Conference Report (p.22) discusses the importance of evidence-based decision-making over several sectors- agriculture, parliamentary and planning. Electronic repositories are mentioned in this report and that of the Academic & Special Libraries Conference. These should also assist decision-making. Perhaps, the importance of specific digital library resources and repository initiatives could be highlighted during the forthcoming Library Ireland Week.

Susan Lovatt's article on Europe Direct Information Centres provides the rationale for the service and also gives useful information on what can be found there.

Collection development is at the heart of all libraries. While it has changed profoundly over the last two decades, it still provides the user with the information they need whether physically or through access. Two conference reports deal with the increasing role of PDAs as does one book review. A second book review shows how collections can be exploited through exhibitions.

Digital libraries – and specific aspects of digitisation- permeate this issue. As all libraries aim to increase their social media presence, Siobhan McGuinness considers how LIS professionals can use twitter, blogs and MOOCs to develop their own CPD portfolio. The organiser of the Library MOOC mentioned in this article also features as a speaker in the Report of the pre-IFLA conference held in Limerick. This was the first time that a pre-IFLA conference was held in Ireland. Perhaps, it could happen again when IFLA returns to Europe in 2017 and 2019.

Libraries have always kept statistics but web developments mean that metrics are easier to collect and analyse now. A book review on web metrics suggests that they can be used to assess the impact of time and energy expended on a web presence.

This issue contains five conference reports which are all enthusiastically written. Many of the papers and workshops described should provide all with ideas for looking afresh at some service. They should also inspire you to do something new in 2015. They may inspire you, as Samantha McCombe suggests, 'to get on your bike' to attend a conference during 2015!

In conclusion, I wish to thank Nigel Macartney for his work on the Editorial Board over the last few years and wish him an enjoyable retirement.

Marjory Sliney  
[editor@libraryassociation.ie](mailto:editor@libraryassociation.ie)



<sup>1</sup> Funding unavailable in 2010 as originally planned



# The McClay Library

## Queen's University Belfast



**Elizabeth  
Traynor**

### Background/Introduction

The McClay Library<sup>2</sup> (named after Sir Allen McClay, one of the largest benefactors to Queen's in the University's history) opened in 2009, replacing the Main Library, the Science Library and the Seamus Heaney Library to become our main central library on campus. Before this, library facilities had gone largely unchanged since 1969 despite a 360% increase in full time student numbers; shelf space had remained static

2 Winner of SCONUL Library Design award 2013 <http://www.sconul.ac.uk/news/library-design-awards-show-libraries-at-the-heart-of-academic-life>

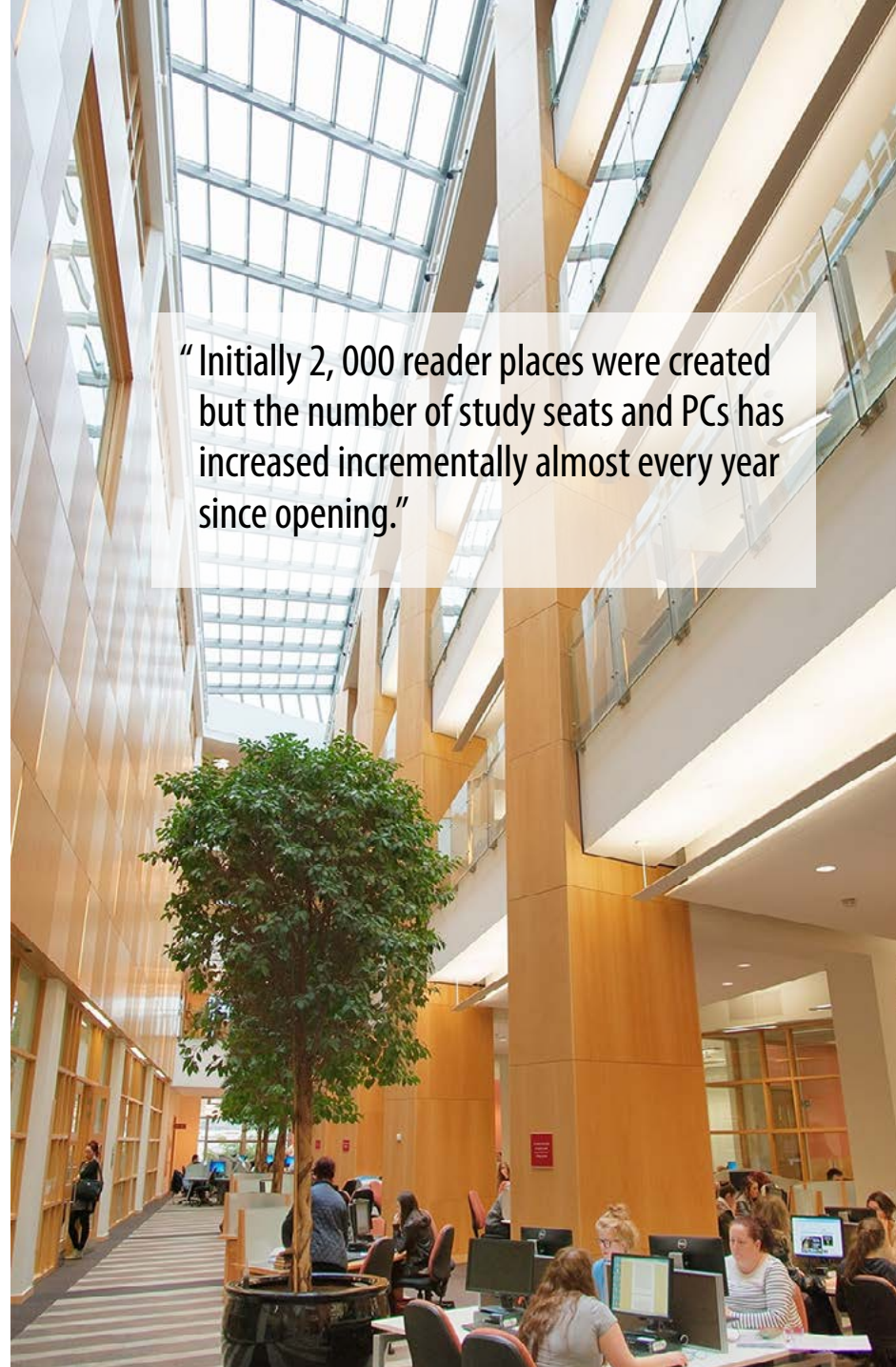


while the number of books and journals had doubled and the opportunity for service development was seriously constrained. As a result of a Working Group report entitled “A New Library for the 21st Century” the decision was taken to build a large, new library to the highest possible standards of construction and finish. The University was convinced that provision of a new library would make the single greatest contribution to its ambitious aspirations to improve research performance and the student experience and to join the global top 100 universities. From the start, Queen’s envisaged a “Landmark building” which would reflect the needs and priorities of the University but also reflect the local architectural environment on the Queen’s campus.

There is no doubt that the McClay Library has delivered on the University’s strategic objectives – modern yet timeless, designed by award winning architects SBRA to last for 50 years, constructed and furnished to the highest quality standards. The building is flexible and infinitely adaptable, due to the creation of large open-plan spaces that can be easily re-configured over time, the use of raised floors, flood wiring and wireless connectivity. The many changes made during the initial five years of operation to meet ongoing increases in demand are testament to the innate flexibility of the design. Very high quality student and research space has been created and it has, if anything, surpassed the anticipated contribution to the University’s aspirations.

To give a sense of the McClay Library, it is worth summarising some of the “headline figures”. The building covers an area of 17,600 square metres and is built over four floors with a partial basement (reserved for plant and storage). In terms of stock, the Library was planned to accommodate 1.5m volumes with up to half held in compact storage – both open and closed access. Initially 2, 000 reader places were created but the number of study seats and PCs has increased incrementally almost every year since opening.

The Library is built around a central atrium with a range of service areas – Borrower Services, Short Loan, Computer Help Desk and Language Lab as well as a Student lounge, Training rooms and Computer Shop. The upper floors



“Initially 2, 000 reader places were created but the number of study seats and PCs has increased incrementally almost every year since opening.”

are laid out to a standard pattern – public access compact shelving to the North; an Enquiry desk in a central location, book stock in Library of Congress classification order in stepped formation on each floor and beautiful L-shaped reading rooms along the Southern perimeter to maximise views over Botanic Gardens.

Throughout the planning process, there were some key service concepts that underpinned all decision-making. One such was the desire to bring all Information Services student-facing services and staff together in the same location. This included the stock, services and staff from three libraries as well as Computing and Media Services.

Another service aspiration was a building that would accommodate long and flexible opening hours. The initial opening hours saw an improvement of up to 20% on previous provision – especially at weekends and during vacation periods.

Coming from an eleven-storey tower where staff were invariably remote from stock and users, we were determined to offer support for users close to stock. Enquiry desks were provided on each floor and Subject Support Teams were built up to staff the service. Maintaining this level of support has been an undoubted pressure at times in the intervening period but we have never seriously considered withdrawing these enquiry points. The desks are staffed flexibly and we can withdraw in an orderly fashion when staff shortages demand it. Indeed, we can operate effectively with two floors staffed.

As with most new University libraries, full access to technology was critical and we wanted wireless access throughout and power to all student desktops. This has meant that students have easy access to electronic facilities and it is simple for them to use their own laptops.

Finally, we were determined to provide as much group study space as possible and twenty-one group study rooms were provided from 2009. These rooms are used continuously throughout the year and two more were introduced last summer (2013).

## New Library

The McClay Library opened with full service delivery from September 2009 and the first year of operation was extremely challenging in many ways. For example, a huge number of new systems were introduced simultaneously in addition to migration and integration of the library catalogue and all had to be commissioned, tested and used for the first time while the building was very heavily used. The first months were also very challenging from a staffing perspective. New teams were created, new working patterns to accommodate extended opening hours came into operation, there was recruitment to new part-time posts and some previous posts ceased to exist. The change in opening hours (moving from a 5.5 day working pattern to 7 days a week) was perhaps the most significant change and staff contracts and working patterns had to be re-aligned and re-negotiated in line with this. Inevitably, there were hiccoughs and staff felt under a great deal of pressure. Finally, the student population put us under pressure as numbers using the Library were huge from the word go! The former Main Library had a maximum capacity of 500 and this had not been reached in a number of years as many students chose to study elsewhere. From the day the McClay Library opened, we were supporting almost three times as many at any given time. Almost immediately, there was pressure on space and we were constantly looking at ways to add more seats!

Overall, it has been a continuous process of change since the Library opened and the service is already quite unrecognisable from the position in 2009. There were about 600 PCs in the building when we opened; 150 additional PCs and more study seats were added after the first year of operation and we made space by removing casual seating, changing a meeting room into a student computing area and dismantling shelving. Each examinations period saw huge pressure on seats and there is still no sign of the demand for fixed PCs abating.

In 2008-9, before the move to the McClay Library, self-service accounted for less than 10% of standard loan transactions in the Main Library and only about 45% of short loan transactions. When the McClay Library opened,





self-service was a core element of our service aspiration and we introduced self-issue and return facilities on the ground floor and self-issue workstations on each of the upper floors. While self-issue was initially quite slow to take off, over the last few years it has come to account for virtually all loan transactions – staff-mediated borrowing now only remains for equipment, closed access items, etc. We have also gradually extended self-service well beyond issue and return of books. Self-service laptop loans were launched in September 2011 with sixty laptops based on an RFID system. This is very heavily used with a huge percentage of loans outside staffed hours. Self-service collection of reserved items and fines payment was introduced in 2012 and in summer 2013, a Sentry temporary card system was introduced so that students and other library users could register their credentials and generate a temporary card if they forget their library card.

Despite the huge growth of self service, we have maintained a central Borrower Services desk but it is now routinely staffed by only 1-2 people (rather than 4-5) and they are now responsible for a wide range of non-circulation related functions.

In 2009, in preparation for the move to the McClay Library, RFID tags were installed in the Short Loan Collection only. In spring 2012 we produced a business case and got funding (from the University strategic projects fund) to RFID tag the entire collection and to install an automated book sorter. This business case was predicated on an improved student experience and improved efficiency (elimination of reserved items returned to the wrong bin by students, books for other branches returned to McClay shelves in error, etc.). In summer 2012, the RFID tagging of the entire circulating collection took place and a tender process to procure the book sorter was carried out during autumn. In 2013, the book sorter was integrated into the Borrower Services area in a way that is totally sympathetic with the architectural surroundings and looks very much as if its inclusion had been planned from the outset. In September 2013, we moved to RFID circulation and in summer 2014 moved to exclusive use of RFID security on all library sites. We will now be able to realise further improvements in the student experience as it

will be possible to borrow multiple books simultaneously at all self-service installations.

During the first year of operation, some students found it difficult to adjust to the new open-plan surroundings and we received a number of complaints about various aspects of the study environment. In response, we carried out a student survey and set up a review group to identify and address the major concerns. The 2010-11 academic year saw the launch of new Study Environment policies. These spelt out specific policies around noise, food and drink and reserving seats. We formalised our silent and whisper zones, launched an extensive publicity campaign and carried out a lot of training to help staff to support the new environment and to offer regular roving on all floors. We also made some infrastructural changes such as acoustic improvement to group study rooms and in 2012 we launched a Noise Alert Service which runs during each examination period. These combined measures have improved the situation considerably and few complaints have since been received.

The pressure on the building also led us to revise our Access Policy during the first year of operation and to make several changes such as the introduction of a “three strikes” system for students forgetting their cards and a new visitor pass system to deal with the huge number of requests for access. We now have an online application process for visitors and for students from other institutions wishing to use the library during vacation periods.

As mentioned above, the initial McClay Library opening hours represented a 20% improvement on previous provision although we were not starting from a particularly low base. Since 2009, we have tried to make incremental improvements to deal with pinch points as we discover them. In 2009-10, additional spaces were opened and hours extended to 1.00am 7 nights a week in term time. In 2010-11, we began to open on Bank Holidays over the Easter weekend; in 2012-13, we decided to open until 2.00am 7 nights a week, early Saturday and Sunday mornings during examinations and on May Day. In 2013-14, we further extended 24 hour opening. During the hours when

Library staff do not work, we use a private security firm and now involve security staff in maintenance of the study environment.

I have described already the period of initial service delivery, the staffing changes that went with the move to the McClay Library and the pressure experienced by staff during the first year of opening. The period since has also seen a lot of change in terms of staff structures and teams. Like other institutions we went through a recruitment moratorium and lost a number of Library posts; this was followed by a voluntary retirement scheme and the loss of several more posts which led in turn to restructuring of the Library service in 2012. The ongoing pressure on posts led to a review of service points in the Library. A Learning & Teaching/Language Centre enquiry point was closed and some responsibilities were taken on by Borrower Services staff. While we decided to maintain the enquiry points on all floors, staff numbers were reduced and we have adopted a more flexible approach to staffing these and agreed a formal “withdrawal” strategy when staff numbers are short.

We are all aware of the received wisdom that new academic libraries often report up to 50% increases in usage levels. However, a figure of 1,072,915 visits was recorded in the McClay between August 2009 and July 2010 (an average of about 90,000 visits each month) – this works out at about 8,000 per week day and occupancy of about 1,100 in the middle of a busy morning or afternoon. The figures for each successive year have continued to rise. Following the enhancement project in summer 2013 (described below) we have seen occupancy levels rise again and they reached a new peak during the recent examination period. In May 2014, the library experienced approximately 250,000 visits – a 29% increase on the figures for May 2013. Our figures for late night and overnight usage are also increasing – during the examination period we can easily have 700 students in at midnight!

Feedback on the McClay Library has been very positive and a range of very illustrious visitors have crossed our doors over the last few years. It has been a hugely important development for the University and National Student Survey scores have risen steadily. Students give continuous feedback via



Twitter and other means and have a very strong sense of ownership of the Library. It is the venue of choice for every publicity campaign and every charity fundraiser. For the first time, the impact of any potential change is weighed against its impact on the Library first and this can only be a positive development.

### Enhancement Project

It was agreed in summer 2012 that we should address pressure on space and facilities in the interests of improving the student experience and received funding for a major enhancement project in summer 2013. This involved adding 200 new study seats (a mixture of traditional seats and PCs) on the ground floor; we extended the atrium and introduced over 100 extra PCs as well as creating two new silent reading rooms. The student lounge was also significantly extended and refreshed. The project was more successful than we could have hoped for – the new spaces work really well and are indistinguishable from their surroundings – fears about noise in the atrium which now holds 176 PCs have not materialised and the new silent study rooms are light and airy with lovely views out to Botanic Gardens. The students have been really positive about the developments and, for the first time, we saw no one wandering around looking for a seat during the examination periods this year!

While the 2013 enhancement project has improved the Library significantly, we are still looking forward and more changes are planned on campus over the next few years. A sequence of building moves and refurbishments is likely



to see the McClay Library extending into the adjacent David Bates Building in 2019-20!

The changes made in first 5 years of operation (while more than we ever imagined) are testament to the flexibility of the building and the University's commitment to provide the ongoing investment and support needed to make this a service of which we can be truly proud!

*Elizabeth Traynor, MA, DipLib, MCLIP, Assistant Director (Library Services), The McClay Library, Queen's University Belfast*



# Europe Direct – Your local link to Europe

Susan Lovatt



## Abstract

Key European decisions affect citizens' everyday lives as a result of policies and legislation drawn up within the European Union.<sup>3</sup> Over the decades, many publications have been made available. Originally, European Documentation Centres (EDCs) were established in selected European universities.

This article describes the role of Europe Direct Information

Centres (EDICs) in making European Union (EU) information available to the general public through a different network. The role of the EDICs in public libraries will be considered. The article will focus on EDIC Blanchardstown.

**Keywords:** *European Union Information, Europe Direct Information Centres, Ireland, public libraries*

<sup>3</sup> Ireland joined EU in 1973

European Parliament, Strasbourg.  
endermasali / Shutterstock.com

Minister Pascal  
Donohue with  
children outside EDIC  
Blanchardstown





## Background

In October 2004, the European Commission launched an open call for proposals to select centres capable of operating a new relay network to disseminate EU information to the general public. The call requested that the centres be ideally

- staffed with information professionals,
- located in the heart of the community.

One of the public libraries' main functions is to provide resources to meet the information needs of its citizens. Therefore, locating European Direct Information Centres (EDICs) in public libraries was a logical step. There is the additional benefit of access to a wider range of information.

Six Irish library authorities<sup>4</sup> were successful in this call and were awarded a framework agreement to operate the Europe Direct Information Centre Network in Ireland for an initial four-year period to 2008. The first Europe Direct Information Relay Service was in Blanchardstown Library.<sup>5</sup> Since then the European Commission launched two more calls and library authorities<sup>6</sup> have been awarded an agreement to host the EDICs. The latest agreement runs until 2017. There are ten EDICs countrywide: Letterkenny, Gweedore, Tubercurry, Ballinasloe, Carraroe, Mallow, Waterford, Mountmellick, Blanchardstown and Dundalk. It should be noted that in other countries, the EDICs are not always in public libraries.<sup>7</sup>

## Organisation of the Europe Direct Centres

Each EDIC has a dedicated space with EU documentation (brochures, guides etc.) and access to a wider library of less common documentation. A

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4 Proposal coordinated by then Library Council (An Chomhairle Leabharlanna)

5 Launched by Dick Roche, TD, Minister for Environment, Heritage and Local Government, October 2005

6 Under the auspices of the Local Government Management Agency (LGMA)

7 For details see: [http://europa.eu/europedirect/meet\\_us/index\\_en.htm](http://europa.eu/europedirect/meet_us/index_en.htm)

centre's catchment area is larger than that of the home local authority. EDIC Blanchardstown's designated catchment area includes Fingal, Dublin City, Kildare, Meath and Westmeath. Each centre requires staff, a physical presence and a community network to deliver on the requirement of providing EU information.

Each authority has a designated Europe Direct Manager<sup>8</sup> who is responsible for training and informing staff of the resources and information available in their respective centres.<sup>9</sup> During the year, managers meet to discuss the coordination of events to maximise their impact in delivering information on the EU.

A free dedicated direct phone line to an EU helpdesk where a person can speak to someone in any of the official European Languages is available. The centres have a dedicated EU computer for the public to search EU websites for information.

Throughout the year, training for the public in searching these is provided and, when possible, staff will help people navigate these. Each EDIC manager has a budget to fulfil the objectives of the Europe Direct Centre through the organisation of activities and events to disseminate information about the EU. Europe Direct Ireland has a dedicated website at [www.europedirect.ie](http://www.europedirect.ie), to which EDIC Blanchardstown contributes regularly. EDIC Blanchardstown promotes and markets its events on this website. The public is made aware of the website as an information resource. Regular emails highlighting this website are also sent to teachers in the catchment area. EDIC managers inform the public on EU policies through press releases, participation on radio shows and social media (Facebook, Twitter, LinkedIn etc).



### Europe Direct Centre Blanchardstown

All public libraries have a role as conduits of public knowledge, offering such information in a supportive and neutral

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8 Qualified librarian

9 Each centre receives Euro25,000 per year for events, publicity and merchandising



environment. EU information provision through EDIC complements the long established role of public libraries. Specifically, EDIC Blanchardstown aims to facilitate the dissemination of information about the EU, and to stimulate discussion, debate and feedback at grassroots level. This occurs through events and the provision of information. The information includes legislation, policies, programmes, community supports, research funding, and environmental measures.

From the first Europe Direct call, the provision of services by each of the EDICs and the focus of the events organised have reflected the changing nature of



society and the various priorities of the European Commission and member state Governments. These cover employment and youth affairs; education; research and innovation; social inclusion and poverty reduction; and climate/energy. Events organised include those aimed at the general public and those, which focus on specific audiences (e.g., media, schools, third level education, community groups, and businesses). The centre aims to work cooperatively with other partners, such as European networks, government advisory bodies, enterprise development agencies, citizen's information centres when organising events.

Like all EDICs this year, EDIC Blanchardstown was very busy with the provision of information for the European Parliament Elections. In 2013 EDIC Blanchardstown recorded approximately 2035 personal contacts, 49 phone enquires and 136 e-mail enquiries. In the lead up to the European Parliament Elections 2014, we recorded a 60% increase in enquiries about Europe and the European Parliament. Through the LGMA each centre received extra funding to provide and organise information forums on Europe and the European Parliament.



## Activities of the Centre

The activities of the centre can be divided into two categories – *common* activities that are carried out by all centres, and *specific* activities that are carried out by different centres reflecting their area's needs.

### Common Activities

#### 1 Soapbox<sup>10</sup>

Each EDIC hosts a regional soapbox competition on an agreed topic. The competition has two categories: 18 years & under and 19 years & over. Each speaker gives a three minute presentation either for or against the topic. The winner of each category receives an iPad and will proceed to a national final held in Dublin Castle in November. The overall prize is €1000 and a trip to Brussels sponsored by one of the sitting MEPs. The soapbox is a great opportunity for people to engage and debate. Daire Lawler (winner of the under 18s category in 2013), who argued against the topic "Citizens are the heart of Europe" commented that:

**Throughout my whole soapbox experience I have cherished one particular fact: The fact that my opinions were recognised and listened to and that more importantly, they made an impact.**

This year's topic is "The internet does more harm than good."

#### 2 Europe Day<sup>11</sup>

Europe Day (9 May) is important in the history of EU. Europe Day gives us the opportunity to celebrate European culture, connect and network with different groups while showcasing the work done in the EU. To help with our celebrations this year we approached Blanchardstown Community Training Centre (BCTC). The BCTC provides vocational preparation and life skills training to

<sup>10</sup> <http://www.europedirect.ie/a-soapbox-experience-by-daيرة-lawler-winner-of-the-under-18-soapbox-category-europe-direct-blanchardstown/>

<sup>11</sup> Marks the foundation of European Coal & Steel Community by Robert Schuman

meet the needs of early school leavers and local young people supporting them to meet their full potential.

Culinary students from BCTC brought a taste of Europe to Blanchardstown Library by preparing and serving foods from all over Europe. Anna Peplinska (BCTC Manager) commented that:

**The students enjoyed preparing for Taste of Europe Fair; they learnt a little bit about Europe and had the opportunity to put their skills into practice gaining experience to help their progression into employment or further education.**

Other Europe Day activities included local primary schools visiting the library to hear European folktales. In Fingal's newest library DonabatePortrane, children enjoyed a European Punch and Judy Show.

### Specific Activities

The EU information needs of the Blanchardstown catchment area reflect the nature and demographics of the area- commuter and urban, mixed with agriculture. The area has a very large population of children and young people in education, youth unemployment as well as a large number of immigrants from the EU and beyond. Accessibility to information for non-English speakers is essential for them to be fully engaged active citizens. EDIC Blanchardstown recognizes the fact that many immigrants lack fluency in English. The staff has access to a dedicated bookstore which enables them to order leaflets in different languages. The provision of information leaflets in various European and non-European languages means that non-English speakers are more aware of all that Europe can offer and so can better engage with the European Union. Many of the users of the Information Centre are immigrants, either from EU countries (particularly the Baltic countries and Poland) or from further afield (notably Africa and China).

The laws and regulations which govern immigrants in an EU country are of particular interest to this audience, as are issues such as employment rights for non-nationals, the single market, healthcare and general EU information.

## Failtelsteach (Welcome) Integration Classes

Because of the diverse population within the Blanchardstown area, the EDIC Centre and Fingal libraries connected with Failtelsteach. Fáiltelsteach is a community project with volunteers welcoming new migrants through conversational English, citizenship and integration classes. This aims to break down barriers that migrants and communities face by extending goodwill through the practical, welcoming and inclusive manner in which the programme is delivered. In partnership with Failtelsteach we organised classes on citizen information, integration and migration facilitated by an English language teacher. Hopefully, by being engaged with Europe through the local library, this will counteract alienation and isolation for some immigrants and mean that they may have access to the opportunities that native English speakers have. At the end of the classes we organised a presentation of certificates for all attendees.<sup>12</sup> This partnership proved extremely useful. It enabled us to reach members of the community we may not have had the opportunity to engage with while fulfilling some of the objectives of Europe Direct and Fingal County Libraries.



Mayor of Fingal Cllr. Kieran Dennison with participants



Susan and Gary

## Europe and Young People (Informing Young people about Europe)

The European Union encourages young people to be actively involved in strengthening civil society in Europe and to defend the values of human rights, cultural diversity and social cohesion. Through the EDICs and the Public Library Service active participation is seen as essential in the promotion and development of youth policies, putting special emphasis on the participation of young people. The European Charter on the Participation of Young people in Local and Regional Life states:

**The active participation of young people in decisions and actions at local and regional level is essential if we are to build more democratic, inclusive societies. Participation and active citizenship is about having the right, the means, the space and the opportunity and where necessary the support to participate in and influence decisions and engage in actions and activities so as to contribute to building a better society.**

Engagement with children, young people and youth unemployed is a priority for EDIC Blanchardstown. Through the local primary schools we have held many workshops on different aspects of the EU. In partnership with Eurodesk

<sup>12</sup> Mayor of Fingal Cllr. Kieran Dennison presented certificates of participation, May 2014



Ireland, National Youth Centre, Jigsaw and our local employment office, we have run information sessions which included the workings of the European Parliament, travel, study and job opportunities in the EU, informing young people on Erasmus+ programmes, the European Voluntary Service (EVS) and job seeking, interviews and CV building workshops. These sessions resulted in an initiative with the European Commission representation in Ireland and Foróige. The initiative called for young Foróige volunteers from all over Ireland to take on the challenge of raising awareness of the EU and its institutions among young people.

The project volunteers gathered in Dublin for a European Workshop to further educate themselves on the EU, questioning how it works and the opportunities it presents to young people. What is mobility? What is European Voluntary Service? What is there for young people in Europe? Leaders of Foróige, Malgorzata Fiedot-Davies (Eurodesk) and the author conducted workshops. As well as delivering information on the EU, young people were shown how to navigate the European websites and the resources available in their local libraries.

In completing the challenge they made a video 'A day in the life of a young European Citizen'. Through the video they inform young people of the EU and its relevance in everyday life. Along with producing the video the young people developed an education pack with sample workshops designed by them that teachers and educators can use to inform and discuss the EU and how it affects young people.

The video and workshops can be downloaded for free at: <https://www.youtube.com/watch?v=ihxrv4RwBwc&feature=youtu.be>

## Doing Business in the EU

One of the EDIC's remits is to promote and inform researchers, entrepreneurs and businesses on the opportunities that are available to them through funding and support. EDIC Blanchardstown collaborated with Fingal Economic Department, Enterprise Europe Network and Enterprise Ireland to host a seminar on *Funding and Support opportunities for business in the European*

*Union*. Presentations included support for business, support for online trading, support for young entrepreneurs and information on EU funding opportunities. Some 100 delegates attended. Since the initial seminar, we have worked closely with each of our partners in delivering various information talks aimed specifically at those who wish to do business in the EU. Following this event we were approached to host the national launch of the European Consumer Centre's information brochures for citizens and their rights.<sup>13</sup> Each of these events has received both local and national coverage raising the profile of the centre and the resources available within Fingal County libraries.

## Conclusion

The objective of the EDIC Blanchardstown is to facilitate the dissemination of EU information, and to stimulate discussion, debate and feedback at grass-roots level.

We have collaborated with new partners, had opportunities to reach a larger audience, and raised the profile and relevance of libraries as conduits of public knowledge, offering such information in a supportive and inclusive environment.

Fingal County libraries have seen many benefits from the operation of EDIC.

Blanchardstown Library has been at the forefront of community development and communication for many years. It has excellent links into the wider community, both due to its own open-doors ethos and through the community development department of Fingal County Council with which the library cooperates. By working with established and trusted groups in the community, Blanchardstown Library increases the impact of its own efforts and directs audiences to the services and the events offered by Europe Direct.

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<sup>13</sup> Launched in June by Minister for European Affairs, Paschal Donohue TD



For further information contact Susan Lovatt or Lisa Deacon at [europedirect@fingal.ie](mailto:europedirect@fingal.ie)

## European Union Information resources

Information leaflets and Educational resources on the EU can be obtained for free from <https://bookshop.europa.eu/en/home/>

### Virtual

- Europe Direct Website: [www.europedirect.ie](http://www.europedirect.ie)
- European Union Website: [www.ec.europa.eu](http://www.ec.europa.eu)
- European Commission Representation in Ireland – European Union House, 18 Dawson Street, Dublin 2: 01 634 111: [www.ec.europa.eu/ireland](http://www.ec.europa.eu/ireland)
- Information for Young people: [www.eurodesk.ie](http://www.eurodesk.ie)  
<http://europa.eu/youth/en>

### Your Europe Advice

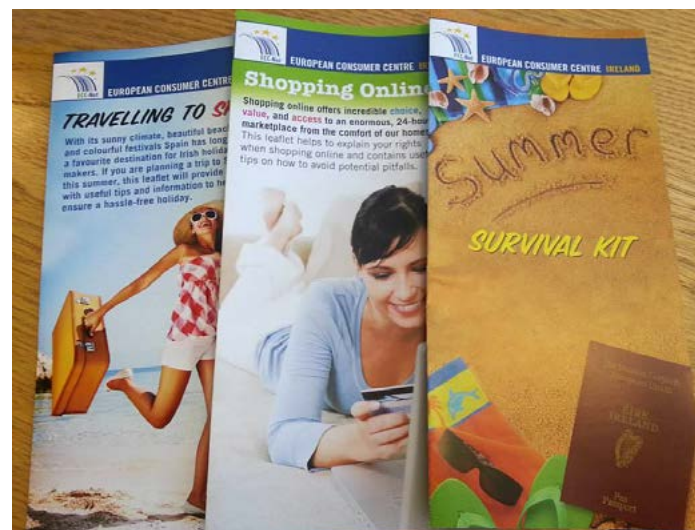
- website: [http://ec.europa.eu/citizensrights/front\\_end/index\\_en.htm](http://ec.europa.eu/citizensrights/front_end/index_en.htm)  
Link to Enterprise European Network website:  
[http://ec.europa.eu/ireland/eu\\_services\\_in\\_ireland/enterprise\\_europe\\_network/index\\_en.htm](http://ec.europa.eu/ireland/eu_services_in_ireland/enterprise_europe_network/index_en.htm)  
Link to European Consumer Centre – Ireland:  
[http://www.eccireland.ie/contact\\_us.php](http://www.eccireland.ie/contact_us.php)

### Information on jobs

- <https://ec.europa.eu/eures/page/homepage?lang=en>
- <http://www.eurojobs.com/>
- <http://jobseurope.net/>
- [http://europa.eu/epso/index\\_en.htm](http://europa.eu/epso/index_en.htm)
- [www.welfare.ie](http://www.welfare.ie)

### Telephone

If you dial the freephone number (00 800 6 7 8 9 10 11) from a landline you will be connected to the Europe Direct call centre which provides an answer in the official EU languages of your choice.



ECC leaflets ...





# Library and Information Professionals:

## Building Your Portfolio via Twitter, Blogs and Massive Open Online Courses (MOOCs)

Siobhan McGuinness

### Abstract

This article explores how Library and Information Science (LIS) professionals are becoming leaders in the use of social media and particularly how they are increasingly using social media to build their professional portfolios. It focuses on the use of Twitter, blogs and Massive Open Online Courses (MOOCs), which incorporate elements of social media.

Social media is now a core skill set for the information professional. Librarians need to consider how to update and advance their skills and knowledge in this area. This article aims to encourage librarians to develop their use and understanding of social media tools.

**Keywords:** *Social media, Twitter, Massive Open Online Courses, MOOCs, Blogging, librarians, teaching, collaboration, networking, professional development.*

### Social Media

Social media is about connection; it is a conduit for communication. Making connections is vitally important to professional development. Social media plays a major role in all professional identities today, and perhaps, none more so than the LIS sector. Social media tools have been evolving since the early 2000s. Both the forms of social media and the ways they allow people to connect have changed and developed. Why is it so important for professionals to recognise and adapt to these changes? Traditionally the platform to showcase our skills and network widely was via conferences and publishing. Social media creates a large open space for librarians to showcase knowledge and

expertise worldwide and communicate instantaneously. Social media thus offers opportunities to network and collaborate with people who share interests far beyond traditional communication/networking channels.

## A Social Media Profile

Discussion around social media, among Irish librarians, gained momentum around 2008 when *Second Life* – a 3D virtual world – was being explored in a library context. Farragher and McCauley (2008) examined ways in which Facebook and Second Life could be integrated into libraries. Burns (2010) took up the topic to explore the many new social networks that were coming on stream. She noted the potential social networks offered librarians commenting: “Librarians are in a unique position in this arena” (Burns 2010).

Undoubtedly social media offers tremendous potential to librarians, including the potential to promote their individual professional ideas and gather ideas relevant to their position within a library setting. Many LIS professionals worldwide are using social media to pave the way for the future development of the profession. It is a new and exciting time and one that has the potential to change the status of a librarian in the evolving world of technology.

The next sections illustrate how some librarians are using social media.

## A Twitter Profile

Twitter ([www.twitter.com](http://www.twitter.com)) is a social networking tool for sending short messages called tweets. Starting conversations on Twitter is very straightforward. You first need to set up a Twitter account and then start following people i.e. viewing their tweets and sharing your tweets.

Twitter can, and will, extend your profile within any discipline. Within the LIS profession many individuals use this tool to reach out and begin conversations with like-minded librarians. Commenting on Twitter, Dalton(2013) remarked:

**Twitter potentially represents an innovative tool for networking, collaborating and learning across distance and time (Dalton, 2013).**

When you join Twitter, start conversing with people you do NOT know, as well as acquaintances and library colleagues. These conversations will be brief as each tweet can only have a maximum of 140 characters (letters). This makes twitter ideal for sharing links to interesting websites, blogposts, forthcoming events and articles on library-related topics etc. In the case of tweets relating to articles on library issues, you could give a brief comment on the article and also suggest other links to related articles. Engage in many different conversations and you will be active within the Twitter scene. You will quickly have a number of followers and be following a number of people. Tweeting enhances your professional visibility and can be a useful way of showcasing your expertise to a large body of professionals worldwide. Via Twitter, you can develop a professional learning network keeping up to date with developments in the profession and enhancing your continuing professional development (CPD). It is now possible to follow many LIS journals on Twitter and be alerted to the publication of new journal issues.

Murphy (2013) identified 900 libraries with Twitter accounts, 9 library-related Twitter lists with 4,500 librarians participating worldwide. The number is likely to have grown substantially since he posted this information.

I had the opportunity to participate in a Twitter library chat at #uklibchat. Twitter chat is a public conversation around one unique hashtag, which is assigned by the person who sets up the conversation. This might be a conversation around a conference, with a number of people tweeting to a particular hashtag throughout the day.

I was interested in how these chats were formed and the process behind them. Through Twitter the leader of the #uklibchat team heard of my interest and asked if I wished to become a part of the team. This has allowed me to work alongside amazing people from outside Ireland enhancing my professional portfolio.

Librarians on Twitter can combine personal thoughts/reflections and professional reflections/ideas. skills. The effective use of this tool can broadcast the many events and activities that are happening in the library and within



the wider library community. This can lead to deeper conversations around relevant issues and is making a huge impact on the community, with many libraries using Twitter as one means to communicate with their users. Milstein (2009) notes that:

**Twitter holds great promise for libraries of all kinds, and your creativity will expand its utility (Milstein, 2009).**

As information professionals we understand the power of information and how it can be easily shared. Twitter is a vital tool for sharing information within our profession and between the Library and other professions.

## A Blogging Profile

A blog is a type of personal website, where the contributors generally post short diary-style entries. Web links and links to images are often used to enhance blogs. Generally there is a facility to tweet posts and to follow specific blogs.

Blogging in college can take a very academic format. However, with the opportunity to showcase one's thoughts within the LIS world you take the brave and courageous path and begin to engage with other LIS professionals. You may be cautious when writing your first blogs but your confidence will grow.

As you build this network, build on your blogging, and be diverse with the content. You will not take the same approach to reading a blog post as to reading an academic article. In the same way when writing a blog post, you take a different approach. A blog post needs to be structured in different parts, ideally pictures added, tweets and other links embedded and where relevant links to references.

Professional blogging within the LIS world and in Ireland especially, is a growing area. There are many library blogs and bloggers to emulate. Begin small and aim very high. However this will need time and patience. While your blog posts are likely to be topics that interest you, you need to consider your audience.

Blogging allows your readers to share their thoughts on what you have written, almost instantaneously. You can follow blogs created by likeminded professionals and be alerted each time they post to their blog. If you are passionate about a particular LIS topic, search and build a network of bloggers or twitter professionals who share this passion.

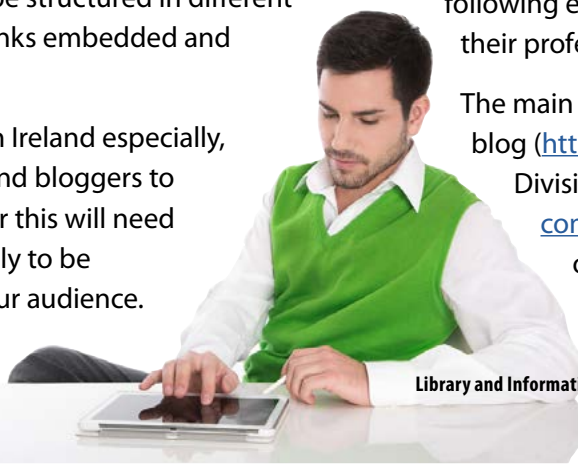
Tan (2010) promotes the idea of an Influence Flow within blogging. If you begin to link your posts to other prominent LIS professionals what could happen is that:

**The influence of the linked blogger on the linking blogger would have a positive effect leading to further influence flow through the linked posts (Tan et al, 2010).**

Collaboration is one element of building a blogging profile. It is very useful when attending conferences and events. By linking up with another library professional and sharing the elements of the day's conference you can then choose which pieces you will each write about. Be clever when writing posts. The aim is to build on your profile and reaching out to others is one such way of doing this. Make the connection with the professional hosting the presentation; establish a conversation through this post. This conversation may spill over into Twitter or it may get picked up by another conference and many more ideas and collaborations may follow.

You can set up your own blog or contribute guest posts to already established blogs. Many Irish librarians are promoting and sharing their professional practice and ideas by submitting guest posts to various library blogs. The following examples illustrate how some Irish librarians are developing their professional profile via blogging.

The main blog for Irish librarians doing guest posts is the Libfocus blog (<http://www.libfocus.com>). Helen Kiehl's post on CILIP Ireland's Division of the Career Development Group (<http://www.libfocus.com/2013/06/celebrating-success-open-day-for.html>) featured on Libfocus in June of last year. Shona Thoma is also active on the library blogging scene; she took part in voices for the



librarypost in early 2013. In a recent blog post Martin O'Connor gave a valuable insight into the internship life and what it means for new graduates.

There are many reasons to build on your professional library blogging. The impetus can be anything from your own personal interests to professional activities done within a library setting. The rewards that come from seeing other professionals interact with your work are immensely satisfying and ultimately you can become a leader within your own LIS community.

Through presenting your professional profile on blogs such as *Libfocus*, *I need a Library Job (INALJ)* or to *voices for the library*, you will build your profile and promote your posts which can then be documented on a LinkedIn page or Curriculum Vitae.

The ability to demonstrate this skill and emphasise your many achievements as you progress in your career can only make your profile more visible to potential employers. As far back as 2007 leaders in the library profession have been stating this. Stephens (2007) wrote;

**I realized that eventually boards and other governing bodies are going to be looking for directors, administrators, and deans with experience blogging and using other technologies as well.**

## MOOCs

The significant growth of Massive Open Online Courses (MOOCs) has led to debate around education delivery and costs. MOOCs are courses, often from prestigious universities, that can be accessed online free of charge. Generally no formal qualifications are awarded for completing a MOOC, many of which are accessible via <https://www.coursera.org/>

Blass & Hayward (2014) explored the issue of what the role of the academic and university might look like in 2025. Here they give one such scenario:

**The public academic champions the MOOC: the explosion of MOOCs by 2015 saw most of the top 25 global universities in the world rankings offer 'free' education.... (Blass & Hayward, 2014).**

The growth of MOOCs may change the way librarians, students and educators teach and learn. At present MOOCs offer an excellent opportunity for librarians to develop skills in topics of interest and to deepen their understanding of online learning through participation in courses. Before signing up for a MOOC you need to consider the time you need for the course and the relevance of the course to your current and future professional development needs.

The motivation and encouragement that comes from participating in a library and information studies MOOC, as I have done, can have a tremendous effect on a new LIS professional through engaging with course leaders and participants. I completed the Hyperlinked Library MOOC which was created by Michael Stephens. He engaged with all of the participants and his inspiration and encouragement gave me the confidence to develop my ideas and showcase these through my personal blog and Twitter profile. The level of engagement that Stephens required throughout the MOOC led me to become friends with LIS professionals all over the world, and opened up my perceptions of libraries in different contexts.

Undoubtedly having access to experienced, eminent professionals through MOOCs offers interesting possibilities on the professional path of the Librarian. Seeing these leaders comment on work that was personally created is an uplifting experience. As a new professional many of the contexts provided in a MOOC may yet have to be experienced in a real library. This adds to the excitement of exploring and imagining where your professional path may lead.

Michael Stephens, from the Hyperlinked library MOOC (<http://mooc.hyperlib.sjsu.edu/>) in San Jose Library iSchool, analyses the findings from his successful MOOC:

**45% of students believed the course would aid their professional development and lifelong learning (Stephens, 2014).**

MOOCs open up a new circle of LIS professionals. You will find new Twitter followers and from there potential followers for your professional blog.



MOOCs allow you to converse and discuss topics that interest you and by opening this discussion to Twitter and Blogging you will create and develop as a LIS professional.

Inspiration flows from professionals such as Stephens when you follow their achievements and read their inspirational quotes. It opens up a world of possibilities, one such quote about MOOCs is:

**Understanding this new, evolving landscape and its potential to make learning more accessible and affordable should be a priority for LIS professionals, as they are influential actors in teaching and learning environments (Stephens, 2013).**

## Conclusion

Social media tools can play an important role in creating a professional identity. The three social media tools discussed in this article – Twitter, Blogging and MOOCs – offer new professionals (and those established in the profession) opportunities to develop and broaden their knowledge, their networks and their professional portfolios.

The section on Twitter illustrated how participation in twitter chats can help develop a professional profile. Added to this library professionals can build on their Twitter profiles and their continuing professional development by engaging with specialised library-related MOOCs, the example showcased is the Hyperlinked Library MOOC. Lastly, blogging can incorporate all three aspects of social media into one, as shown in the examples from leading library and information professionals.

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# Access + Evidence: information for policy

Government Libraries Section Annual Seminar,  
Dublin Castle, 31st January 2014

GLS's annual seminar attracted not only librarians, but also researchers and policy professionals, ensuring many lively conversations and discussions. GLS, a section of the LAI, is a professional network of librarians working in central government, Irish State agencies and also encompassing libraries serving the legislature and the judiciary had two themes for discussion. Firstly, Information For Evidence-Based Policy examined the connection between information, research and policy-making in both the Republic of Ireland and Northern Ireland. Secondly, Access to Public Sector Data examined recent open access developments and initiatives in Ireland.

Keynote speaker Frances Ruane (Economic and Social Research Institute) addressed the topic of *Using Evidence to Inform Policy*. The recession has increased interest in the use of evidence in policy as fewer resources mean more evidence is needed as you can no longer just 'throw money at it'. Evidence is complex and we need to look at critiques of evidence as well as just views from the proponents of 'what works'. Librarians have an important role to play in expert searching and assessment of the robustness of the sources of evidence. Experts are also not infallible and you need to think about whom to connect with in certain areas and not assume that you 'already know everyone'. It is important not to lose good ideas just because they cannot be implemented right now because of current constraints. The key relevant themes for the library and information profession are the importance of a deep understanding of information in terms of its quality, alternative viewpoints, and its relationship to current practical constraints. Information storage and retrieval is also very relevant so that good ideas can be re-discovered when 'their time has come'. Evidence can, and should, inform policy but the nature of this process is subtle and complex and those who are experts in information have an important contribution to make.

Eileen Regan (Research and Information Services, Northern Ireland Assembly) described the *Knowledge Exchange Seminar Series (KESS)* at the Assembly. KESS are an opportunity for academic researchers to present their work in a 'policy-friendly' way to public sector officials to support evidence based policy and law-making in Northern Ireland. The success of



this initiative was down to starting small and real effort going into communicating with all stakeholders. Academics had been given training to help them present their work in a new way as presenting research in the KESS environment was very different from the traditional academic conference or peer-reviewed journal. The problem of translating complex research information into a format accessible to busy and non-research trained (in many cases) policy makers was a recurrent theme and perhaps is another potential role for librarians to consider. The new UK research assessment system, the Research Excellence Framework (REF), rewarded academic institutions whose research has an impact on policy and practice so this had been a big help to the initiative. Good relationships have also helped with disseminating the content of the seminars as they were hosted on the public sector web boards.

<http://www.niassembly.gov.uk/Assembly-Business/Research-and-Information-Service-Raise/knowledge-exchange/>

In *Informing Parliament – Informing You*, Jennifer McGrath (Oireachtas Library & Research Service) described a fascinating project to digitise historical documents that had been ‘laid’ before the Dail. The documents revealed a very detailed history of events such as the beginning of the facility ‘999’ calls. Challenges for digitization were significant as information about the documents was in a separate handwritten register from the actual documents. They also had only been catalogued until 1982. Work processes were changed so that now information comes in to the system in a digital form. Currently the information, including photos, is available online within 24 hours of being deposited at <http://www.oireachtas.ie/parliament/about/libraryresearchservice/documentslaid/#d.en.931>.

Eoghan McCarthy (AIRO) spoke on *Improving Evidence-Informed Planning in Ireland*. If you like maps then Eoghan McCarthy’s talk about the All-Ireland Research Observatory AIRO was a treat. AIRO is a research unit, and spatial data website, focused on improving evidence-informed planning decisions. You may already know AIRO’s maps from the Saturday edition of the *Irish Times* where surely they have brought calm absorption to breakfast tables

across Ireland! AIRO combines census information with mapping tools to create detailed atlases of Ireland across 15 census themes including population, economic status and internet access. You can drill down to one of 18,500 geographical units on the website as you begin to appreciate AIRO’s mission to maximise the usage and benefit of publicly funded and readily available datasets. [www.airo.ie](http://www.airo.ie)

Having chosen the Green Route to OA, Ireland has a good IR infrastructure in place, highlighted by the success of RIAN’s brand recognition in the research and scholarly communities. OA is gaining support too, at Government level. Patricia Clarke (Senior Analyst, HRB) described the *Open Access Policy for Ireland* co-ordinated by the National Steering Committee on Open Access Policy to promote access to publicly-funded research. The Group is focusing its efforts on infrastructure and sustainability, advocacy and co-ordination, and exploiting and resourcing OA, and welcomes the work being done at organisational level to develop OA policies.

Teagasc (Ireland’s agriculture and food development authority) invests significantly in R&D: following only behemoths SFI, HEA and Enterprise Ireland. It produces 400 research papers annually. Head Librarian Máire Caffrey’s vision was to raise its research profile by establishing an IR: T-Stór. As Teagasc researchers publish in a diverse range of publications there is more than the usual level of complexity in establishing publishers’ open access and copyright policies. T-Stór is currently walking the “crosswalk” (a protocol for interoperability between IRs) towards RIAN. *What’s the Story on T-Stor?* – a great exemplar for what a librarian with vision can achieve. <http://t-stor.teagasc.ie/> It was a relevant, timely and informative seminar, and not least for encouraging links between diverse professions, and providing insights into different perspectives. It was also a most enjoyable seminar with good opportunities to network and make connections.

*Clare Thornley is Researcher, Innovation Value Institute, NUIM and Anne Murphy is Head Librarian, Tallaght Hospital*



# Patron Driven Acquisition: A Brave New World

Acquisitions Group of Ireland Seminar, Dublin, May 2014

Wherever two or more acquisition librarians are gathered these days, the topic of patron driven acquisition arises. For this reason the Acquisitions Group of Ireland (AGI) organised a one-day seminar on the subject in Trinity College Dublin on 23rd May 2014.

52 delegates from all over the country came to TCD to hear a range of presentations. The day began with a report from two Swedish librarians, Karin Perols (Uppsala University) and Karin Bystrom (Sodertorn University), of a project funded by the National Library of Sweden and run in three academic libraries, which explored the use of patron driven acquisition (PDA) as an acquisitions tool. The main finding of the project was that it is important that libraries are well prepared before starting PDA. In order to help with this preparation, the librarians involved in the project have produced a most useful, detailed checklist for academic libraries and there was one for everyone in the audience! The Swedish speakers stressed the need for libraries to create time and space to assess their PDA project.

Eoin McCarney (UCD) gave an excellent talk on PDA for both electronic and print books in UCD. He too stressed the amount of time and work needed in the preparation phase of PDA.

Queen's University Belfast has used PDA for two consecutive years (2012/13 and 2013/14) and so John Knowles (QUB) was able to compare and contrast the two experiences. In a most entertaining talk, John pointed out that one thing we librarians must all do, but find very difficult to do, is to "just let go, and trust our users to select appropriate books". Queen's staff discovered that 70% of their undergraduates prefer print over electronic books. John stressed that PDA supports research rather than teaching.

After a sandwich lunch, during which delegates were seen networking intensively, Julie Cleverley (Leeds Metropolitan) described the Leeds experience of evidence based acquisition (EBA). In particular, she reported on their work with Alexander Street Press, a supplier of videos and DVDs. Evidence Based Acquisition involves a publisher or supplier opening access to their content for a period of time, following which the library spends a previously agreed



amount of money. The library decides what to purchase based on their analysis of the usage during that period.

Mary Kiely (DCU) spoke about the university's experience of both PDA and EBA. She noted that PDA suits undergraduates better while EBA is more suited to researchers. EBA is more about access to books than acquisition of books.

The final presentation was by Caleb Dervan (University of Limerick). During the UL PDA project, on average four items a day were purchased – a most impressive statistic with which to end the day!

Some of the themes that were repeated across the day were:

- The need for preparation: a lot of time and effort needed to create a profile for your library to ensure that the best selection of titles is loaded into your catalogue
- Users almost always purchase wisely, choosing books that are subsequently well-used
- The need for cataloguing and metadata skills – acquisitions staff should collaborate with cataloguing staff, as well as with subject librarians
- The importance of accurate and prompt financial reports from the supplier, especially order and invoice files
- The importance of rapid responses from suppliers, especially in the areas of updating the collections, and removing access to titles when the PDA fund has been spent
- To publicise or not to publicise? Nearly all speakers said that their library had decided not to publicise PDA, so as to avoid excessive ordering by users
- Most speakers mentioned that they had been surprised by how quickly PDA funds were spent.

*Patricia Quigley is Assistant Librarian, Trinity College Library, Dublin.*





# "Data, Data Everywhere": BIALL Conference

Harrogate International Centre, 12th – 14th June 2014



Welcome to the District of

*Harrogate*

*home of the*

HARROGATE INTERNATIONAL CENTRE

The picturesque town of Harrogate was host to the 45th Annual Study Conference and Exhibition of the British and Irish Association of Law Librarians (BIALL). Gearing up for the Yorkshire start of the Tour de France arriving delegates found the town festooned with bunting and yellow bicycles. The race is an appropriate analogy for the conference itself – international, colourful, exhilarating, highly professional, rough going at times (early morning sessions after a late night networking!), but overall very rewarding and motivating, with a sense of achievement and professional development at the finishing line.

First off was Phil Bradley giving the keynote address and setting the theme of the conference – “Data, Data Everywhere”. Phil is an Internet Consultant and well-known speaker on the subject of internet searching and social media and his session around the themes of big data, the personalisation of search results and website tracking was thought-provoking and challenging. Phil made me think about the importance of the information profession curating the overwhelming volume of information available and how our skills in questioning, filtering and authenticating information are invaluable. He encouraged me to “go to where the conversations are” – to think beyond traditional information architecture and to embrace the possibilities of emerging technologies. His examples of companies moving customer support services to Facebook and Pinterest being taken over by business resonated; while the ramifications of YouTube being the second largest search engine in the world are undeniable. Phil argued the need to move away from nouns – books, library, and collection – by rewriting the concept and concentrating on results, learning, teaching and promotion. I am not quite ready to give up my resistance to social media or change my job title to “Gatekeeper” but given the increasingly young demographic of our workforce and “digital dementia” (Google it!) a blended approach is pragmatic.

One of the strengths of the BIALl conference is the number and variety of plenary and parallel lectures. Sessions of note and, of particular value for me working in a law firm, included Adrian Weckler (Technology Editor, Independent Newspapers), discussing compliance and the Cloud and how



challenging it is for companies with legal responsibilities moving to web based services, the prevalence of technology companies domiciling in Ireland as it is perceived to regulate with a “light touch” and how solicitor firms are already offering reputation management on the back of the right to be forgotten/Google judgment. Equally Simon Lord’s (Head of B2B Marketing, Financial Times) presentation on the FT/SLA report on the value of information management was fascinating as I had used this report to evaluate a service and it informed moving away from teams working as silo technical experts to being client centric enablers providing decision ready information to meet the information challenges of users.

Of the most practical value to me was Gillian Watt’s project management know how session. Gill is an accredited project manager and chartered librarian and presented a complex subject in a pragmatic manner with some

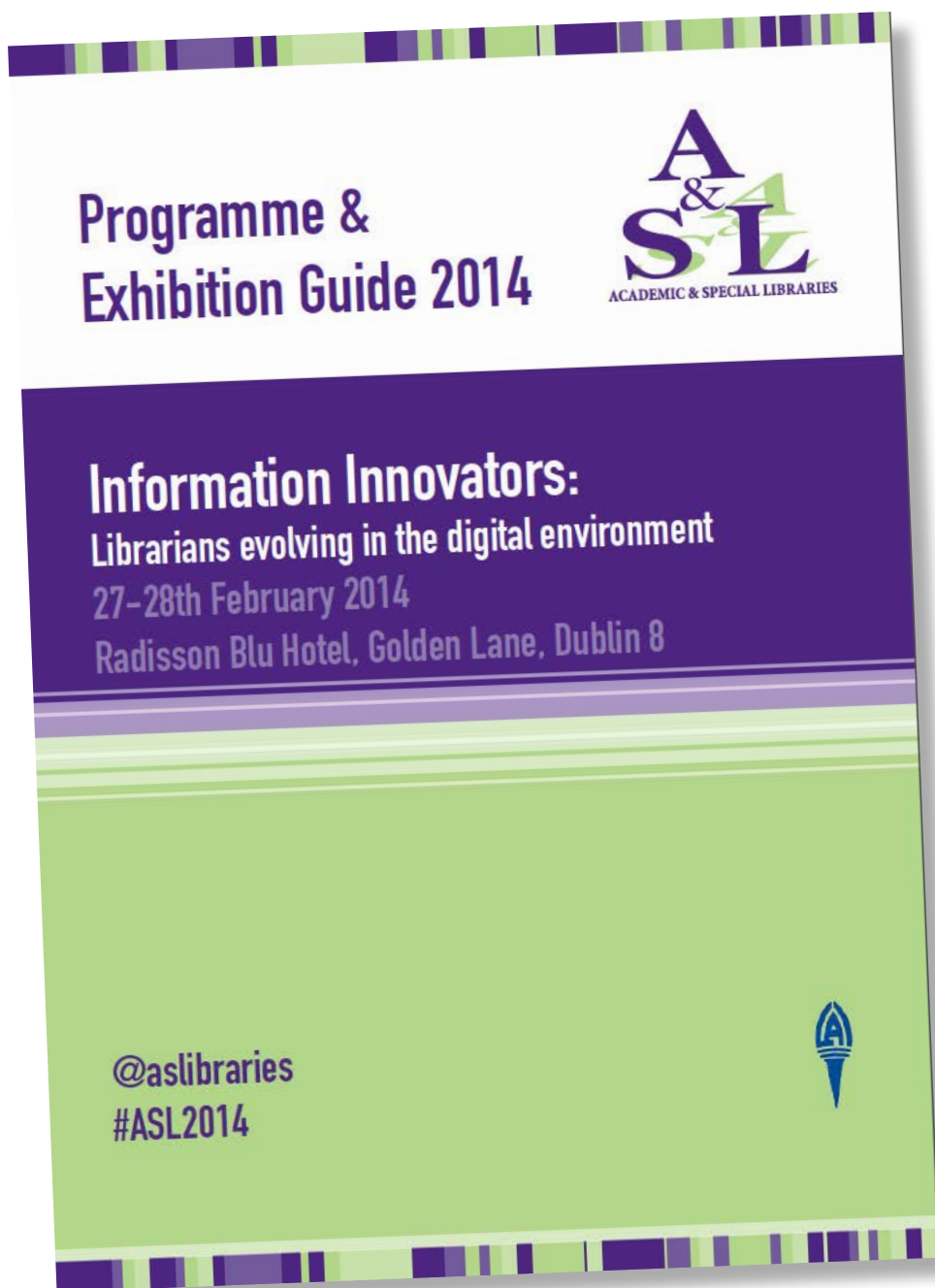
excellent tips of practical applicability and a sense of fun. It was encouraging to know Prince 2 is a great methodology but you don’t need to be qualified to apply the principles to any project, regardless of size. The take-away for me was if you don’t have a process written down you don’t have a process, nail the Project What and Project Who (or the project will not work) by defining roles and responsibilities. While projects are about change they are also about people and communication so watch out for characteristics and trends (including the micro-manager, the Seagull (another one to Google!) and the “incompetent but energetic” – lots of ideas but no detail). I am a convert to “working the plan”, the Ten Commandments of Project Management and the PM Life Cycle – and after an excellent experience in Harrogate I would encourage everyone to get on their bike for next year’s conference in Brighton.

*Samantha McCombe is Library & Research Manager, Allen & Overy, Belfast*

“He encouraged me to ‘go to where the conversations are’ – to think beyond traditional information architecture and to embrace the possibilities of emerging technologies.”







# Information Innovators: librarians evolving in the digital environment

27-27 February, 2014. Dublin

The LAI Academic and Special Libraries Annual Seminar considered how librarians are responding to the digital environment. Both keynote speakers provided the background for the various parallel sessions, workshops and case studies.

**Fionnuala Croke** (Director, Chester Beatty Library<sup>14</sup>) noted the common difficulties and issues in libraries and museums. The relocation to the Dublin Castle site has provided a greater canvas on which to display this amazing resource for museum goers and scholars alike. She provided an insight into various digitisation projects being undertaken at the library (<http://www.cbl.ie/Image-Gallery.aspx>). Digitisation is crucial to engaging a wider audience and safeguarding the collection for the future.

**Ben Showers** (Head of Scholarly and Library Futures, Jisc) spoke on libraries in an ever changing landscape. His themes were: the user, the infrastructure and the library. Our users are consumers whether we like it or not. Much time is spent getting and analysing data and not enough time acting on it. He noted how the library at this time is 'dancing' with the user. We are looking *outside in* when we should be looking *inside out*. This talk divided listeners: some found it inspirational while others were not quite sure what 'promiscuous' data is!

14 <http://www.cbl.ie/>



## Workshops

Those attended included:

- **Making Documents Accessible.** Everyday accessibility was described by Andrew Costello (Trinity College Disability Service). Testing mechanisms on Word and similar word processing packages are readily available. The reason most people do not make their documents accessible is that they perceive it will take too much time, not because of the technical difficulty involved, as this is negligible. The Trinity Inclusive Curriculum project <https://www.tcd.ie/CAPSL/TIC/> offers a free self-evaluation tool, good practice guidelines and accessible information.
- **Information at point of need: practical tips to augment your library service.** Peter Dudley, Siobhan Dunne, and Paraic Elliott (DCU) developed points on augmented reality which had been 'pitched' earlier.<sup>15</sup> Augmented reality (AR) is a live direct or indirect view of a physical, real-world environment whose elements are augmented (or supplemented) by computer-generated sensory input such as sound, video, graphics or GPS data. AR may be preferred to QR codes as it is more visually attractive, and therefore, more accessible to patrons.
- **Design your own 23 things programme** was a motivational workshop by Niamh Tumelty (University of Cambridge). 23 Things began in the U.S. (2006).<sup>16</sup> Inspired by this Niamh, Helen Murphy and others used the '23 things' template to set up a Professional Development programme online that eventually had 1000 participants. Workshop delegates split into groups to see how the model could be used to further personal and professional development as LIS professionals. Ideas proposed included posting 'how to' video clips on YouTube, self-publishing, mentoring and blogging. New lists suggested were '23 free things worth having' and '23 ways to market your library service'.

<sup>15</sup> at last year's Library Camp Ireland: <https://sites.google.com/site/irelibcamp2013/make-your-pitch/augmentedrealitythenewfrontierininteractivelibraryservices>

<sup>16</sup> <http://plcmclearning.blogspot.ie/>

## Case Studies described practical digital projects.

- **Click here to order this book: a case study of print and electronic patron driven acquisition in UCD Library** was described by Eoin McCarney and Mark Tynan.<sup>17</sup> Print was treated differently to 'E' by the patrons in this project. Why go for PDA? For high use, low price and John Howard said so! The major challenges were a fear that the catalogue would be flooded with uncontrollable PDA acquisitions and an influx of poor MARC records requiring correction. One unforeseen outcome was that many print books were ordered and not collected. While it took some time to get right, the profiling lists worked very well. The allocated money was spent very quickly which clearly demonstrated demand.
- **Opportunity out of change: designing a new approach to student and teaching support at UCD Library** arose because of a developing campus and the restructuring of UCD library that began in 2010. The library team needed solutions on how to best serve students and academics. Restructuring meant less staff to provide teaching sessions for students. James Molloy and Susan Boyle outlined how the team accepted an opportunity to develop and evolve new ways of approaching teaching and learning. With reduced staff numbers they now provide more online learning solutions<sup>18</sup> to compensate for the reduction in personal teaching sessions.
- **Gathering Meaningful Statistics – Using KnowAll Enquire at NUIM Library.** The move from paper to electronic recording of user enquiries was outlined by Laura Connaughton. The Library online chat facility has grown by 120% reflecting the increasing use of social media by Maynooth students. Eventually the Library's Intranet site will provide instant answers via the FAQ questions tool. To date KnowAll Enquire has facilitated and enhanced statistics gathering and displaying these has demonstrated to users the important work being carried out behind the Issue Desk on their behalf.

<sup>17</sup> Also mentioned on p.24

<sup>18</sup> [http://www.ucd.ie/library/supporting\\_you/](http://www.ucd.ie/library/supporting_you/)

- **Findit@NUIM Library-development, implementation and delivery of the Library app.** Mary Antonesa stressed the importance of having a very focused, clear and detailed specification. The purpose of the app must be clear from the outset. In this case, it had the specific aim of serving solely as a directional tool for students, to help them locate items and places within the library. It is extremely popular with a thousand plus downloads since it was launched.
- **Find not search: delivering information services to parliamentarians.** Laura O'Broin (Oireachtas Library and Research Service) focused on various web 2.0 tools, resources and applications which could be utilised within a library. The potential for using social media to provide information was investigated, risks identified and tools assessed. The depth of investigation undertaken by the team as well as the systematic approach utilised in rolling out the project, illustrated the amount of teamwork, research and attention to detail that is the information professional's 'bread and butter'. This project has proved to be successful for both the library staff and the parliamentarians.
- **Social Media in a corporate information setting.** Florence Curley described PwC's social network- Spark- which operates its 'Social Business' over 158 countries and within its own corporate network. She included PwC tips on good social networking behaviour – tips that are useful to anyone using Social Media. Check out Florence's presentation for further details.<sup>19</sup>
- **eDeposit Ireland-Collecting everything & the challenge of digital only publications.** Christoph Schmidt-Supprian (TCD) concluded the case studies with details of eDeposit Ireland. TCD is using TARA<sup>20</sup> (Trinity's Access to Research Archive), their existing repository, to provide a trouble-free Open

Access digital repository for depositing e-material. This excellent address left delegates contemplating the inevitable digital future of legal deposit.

As recipients of A & SL bursaries, we know that attendance has widened our perspective. It is impossible to convey the richness of the conference which also included poster sessions and lightning talks. Conferences encourage you to reassess your role within your organisation and how you might make a real difference.

Papers are available at: <http://academicandspeciallibraries.blogspot.ie/p/asl-2014-ntations.html>

*Sarah Connolly, Programme Coordinator, IMI, Stephen Buck, Resources and Periodicals Librarian, DCU and Lucy Frey, Assistant Librarian, Departmental Solicitor's Office, Belfast*

<sup>19</sup> <http://www.slideshare.net/aslibraries/social-media-in-a-corporate-information-setting-florence-curley-asl2014?ref=http://academicandspeciallibraries.blogspot.ie/p/asl-2014-ntations.html>

<sup>20</sup> <http://www.tara.tcd.ie/>



# Facing the Future: Librarians and Information Literacy in a Changing Landscape



## Information Literacy Satellite Meeting (IFLA), Limerick, August 2014

Held in association with the IFLA (International Federation of Library Associations and Institutions) World Library and Information Congress 2014, approximately 100 delegates attended with a strong international representation. The 2 day meeting consisted of 3 keynote speakers and 20 sets of tracks which included 4 concurrent sessions in each and workshops with varying themes.

In her welcome address, Jan O'Sullivan TD Minister for Education & Skills acknowledged the role of information literacy for life long learning in a changing economy.

Dr Nancy Fried Foster (Senior Anthropologist , Ithaka S+R) followed with the first keynote *Studying students to advance information literacy*. She discussed the original ACRL (Association of College and Research Libraries) Standards for Information literacy and how they seem to conform more to behaviours whereas the current revised version of the standards perhaps assume a better understanding of research and envisage students as creators of knowledge. Using examples from her own research, Dr Foster compared both versions of the standards and concluded that information literacy is a contextual concept which will vary depending on the researcher.

The second keynote *Literacies as owned spaces in a changing world*, by Dr Conor Galvin ( College of Human Sciences, UCD) recognised how today's undergraduates are truly technologised and he urged institutions to adapt to meet student expectations and their technology habits. He strongly criticised the EU's current focus on the economy rather than personal development in Higher Education. Dr Galvin encouraged us all to become teachers, mentors, co-researchers and advocates.

The final keynote *Learning everywhere: hyperlinked libraries and life literacies*, was by Dr. Michael Stephens, (Assistant Professor, School of Information, San Jose State University). Dr Stephens considered how gamification is now an



“ Libraries need to actively share information by online promotion of the most unique items in their collections.”

accepted way of dealing with a new generation of learners. Consequently, libraries need to move from 20th to 21st century modes of delivering learning. Libraries need to actively share information by online promotion of the most unique items in their collections.

Themed tracks took place throughout both days and a selection attended included:

*Challenge Accepted: on a Quest for Information Literacy* (Heinrich-Heine University Dusseldorf). The information literacy team developed a World of Warcraft style online role-playing game “The Legend of Zyren”, to teach information literacy. Following a quest motif, users may participate either individually or in a group and complete various IL tasks to move through the game. This proved very successful with increased grade averages achieved in the final IL exam.

*Reimagining Digital Literacy Possibilities* (Deakin University, Australia). The Library was tasked with developing digital literacy activities and formative assessment for undergraduates as digital literacy is one of the University’s

eight graduate learning outcomes. Keys to success are continued professional development for library staff and building relationships and collaborating with faculty.

*Squeezing Education Back into the Tube: Information Literacy and International TV News* (University of Illinois). An international news lounge was created with news from ten non-US regions via eight 52” flat screens with each TV broadcasting via an FM radio station. This teaches students about the importance of assessing sources of information, the value of a free media and enables them to learn about other cultures in a non-academic way. Users can listen via iPod, mobile phone or FM transistor or watch on the screens in the lounge.

To conclude, we were delighted to have had the opportunity to attend the conference and we were left with much to think about in terms of the evolution of information literacy and how it might be reflected within teaching and learning in the future.

<http://www.iflasatellitelimerick.com/>

*Liz Dore and Caroline Rowan, Glucksman Library, University of Limerick.*



## Organizing Exhibitions a handbook for museums, libraries and archives

Matassa, F. London: Facet Publishing, 2014. 302 pp. ISBN 978-1-85604-945-0. £54.95. Pbk.

Written by a well-known international expert on museum practice, this handbook provides a detailed and comprehensive guide to planning, organizing, installing and evaluating exhibitions. It is suited both to the first-time exhibition organizer and experienced professionals. It is well structured with each section addressing a key stage of exhibition planning. A useful checklist of key tasks which should be completed at the end of each stage is presented at the end of each section.

The handbook's layout allows the reader to quickly locate the particular aspect of exhibition planning which is of interest. Clear, descriptive diagrams, are used throughout this Guide. A specific example is the Gallery Plan for *The Perfect Place to Grow: 175 Years of the Royal College of Art*, showing positions of the objects in Section 5, which deals with the installation phase of an exhibition,

The author provides excellent templates for the various documents required in planning and organizing an exhibition, such as a method statement for a complex move of art objects, a sample template for a museum budget, a sample exhibition installation schedule and a sample contract for external staff. Good explanations of materials used are given. This is particularly useful for the non-expert. For example, in the section of the guide which addresses packaging of objects and the transport of objects to an exhibition, descriptions of materials such as Tyvek (a strong, waterproof fabric made of polythene fibres) are given.

There is a very useful section on data entry which is particularly pertinent to librarians and which is found in the section which addresses the planning stage of an exhibition. This section details the information on each exhibition object which should be recorded in a database, such as a loan number, the condition of the object and environmental requirements for the object.

Useful tips are found throughout, such as the tip in section 8 which deals with the closing phase and which states that when removing objects at the end of an exhibition, the object which came in last should go out first. Insurance is also covered extensively throughout the book.

The author provides excellent insight into the legal aspects of planning an exhibition, such as acquiring copyright and issuing disclaimers and her knowledge in this area is apparent. Excellent explanations of the terms 'copyright' and 'disclaimer', within the context of an exhibition, are given in the directory found in Part 2 of the guide.

Every query or issue which may arise either prior, during or post exhibition is dealt with in the guide. It is an essential reference tool for anyone considering planning an exhibition, whether they are experienced in the area or are first time exhibition organizers.

*Betty Maguire, International School on the Rhine, Neuss, Germany.*



# Web metrics for library and information professionals

Stuart, David. London: Facet Publishing, 2014. 208pp. ISBN 978-1-85604-874-3. £49.95. Pbk.

Web metrics for library and information professionals is a very accessible and practical guide to how web metrics can contribute to the work of librarians. Almost all libraries have a website and a number of social media channels and the author, David Stuart, uses practical examples to illustrate to librarians how web metrics can be used to assess the impact of all of the time and effort they expend to keep their web presence current.

The opening chapter introduces the topic of web metrics, chapter 2 looks at the variety of web metrics that have been adopted by libraries. Chapter 2 is very dense with terminology as Stuart tries to unravel the multitude of technical terms that are used in web metrics by defining webometrics, bibliometrics, cybermetrics, web analytics, scientometrics, informetrics, altmetrics and other terms. All of these terms are explained well but they are still confusing due to the overlap between the terms, and the reader can easily forget what exactly each term means by the time the later chapters are read!

The third chapter examines the various data collection tools that are currently available such as search engines and web crawlers. Chapter 4 looks at evaluating impact on the web and includes details on many useful tools including Google Trends, Webometric Analyst and Alexa.com. Similarly, chapter 5 details tools that can be used to analyse the impact of your library's social media channels, such as conducting a sentiment analysis of YouTube videos. Network analysis is covered in Chapter 6 and the author describes how the links between websites or Twitter can be mapped as a network diagram. The focus in chapter 7 is on applying metrics derived from online tools, such as Google Scholar, Amazon and Google

Ngram Viewer, to traditional publications such as books.

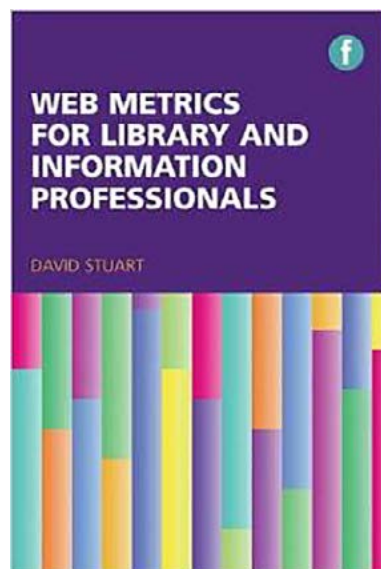
Chapter 8 on the web of data contains a great deal of very technical information which may be of particular interest to cataloguers and those interested in ontologies and the development of the semantic web. However, I feel that only those with a high level of technical and programming skills will be able to use the tools described to investigate the web of data using web metrics.

The future role of librarians in relation to web metrics is described in Chapter 9 and Stuart gives good practical advice on how to get started with web metrics in your own library. Stuart uses a library's Twitter account as his final example and shows the sorts of questions that can be answered using metrics.

Overall the book contains a multitude of good tips and uses of web metrics for librarians. Many of the tools mentioned in the book were new to me and I look forward to experimenting with them over the coming months especially as Stuart has given good ideas and examples of how they can be useful to librarians. It should be noted that this book is not

a step-by-step guide of how to use web metrics in libraries and some readers may find it difficult to use many of the tools the author lists. Finally, although the book is easy to read in paper format, I feel it would be useful if there was either a digital version or an associated website to allow the reader to more easily access the many websites and tools that are cited.

*Fintan Bracken, Librarian, Research Services & Bibliometrics, Glucksman Library, University of Limerick*





# Exploring Digital Libraries: Foundations, practice, prospects

Karen Calhoun. London: Facet Publishing, 2014. XXIX, 322pp. ISBN: 978-1-85604-820-0. £49.95.Pbk.

When I received the email with a web link to the book to be reviewed, my attention was drawn to the first word of the title 'Exploring'. Despite being a recent MSc graduate with a good IT foundation, this book was still daunting! However, with Karen Calhoun's guide and her exploratory tour of digital libraries, I feel at such a level of confidence that I could face a job interview for a researcher or a developer post in this field.

The book examines the sector from every angle: from the formation of digital libraries and their architecture, their impact within the librarianship environment and communities, to their future development. Technical keynotes are explained clearly and with a wealth of references – the bibliography has 52 pages – and web sources, making this text suitable for beginners and experts alike. Certain parts tend to be overly US-centric with examples, statistics and case studies taken solely from North America.

It starts with a thorough glossary that deals with acronyms and key concepts, which I found beneficial during the reading. Chapters 1 and 2 provide the history of digital libraries covering their first decade (1991-2001) and their outcome, giving the reader an exhaustive introduction to the topic with an accurate description of their technological architecture and details of early digitization. Even if some of the projects mentioned are "historical", they bring an up-to-date progress into the discipline working as a bridge to the future.

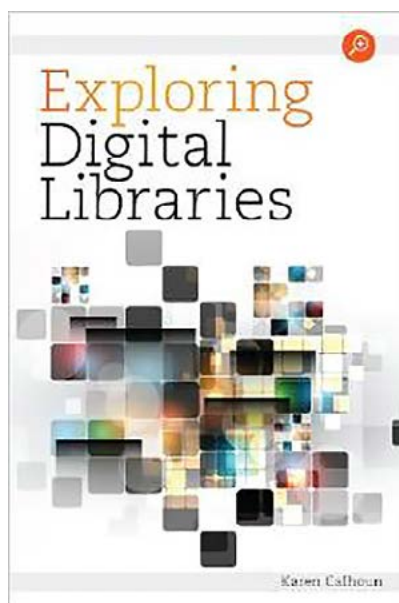
Chapters 3 and 4 bring the reader into the second decade (2002-2012), concentrating on unforeseen challenges that could block the sustainability of

a digital library. Karen Calhoun stresses how early developers of digital libraries encountered similar obstacles as the founders of Google search engine – Larry Page and Sergey Bin – such as treating complexity of metadata, reference linking, interoperability and copyright. In addition to this, she traces a list of similarities with a search engine, underlining that the most important characteristic would be open access of digital library repositories, which would

guarantee stability and success. This key concept is repeated throughout the book with several references to thriving digital libraries proving her theory: a collection should be made available to the community and not restricted by a fee.

Another repetitive but fundamental concept is the development of digital libraries using social web tools and services. Chapters 3 and 8 introduce the basics of the social web, whereas chapter 9 gives in-depth analysis with citation of international projects involving digital libraries. In chapter 10 the emergence of the social web is compared with the recent demise of the newspaper industry; in the same way digital libraries need to adjust and employ social media tools to survive this "newly" found world on the web.

Personally, I appreciate her establishing a framework employing her philosophy, at times provocative for a sector where the route to adapt to a social web is still in its infancy.



*Lara Musto, Library Assistant (Volunteer), Legal Aid Board  
Email: lara.musto@gmail.com*

# The Patron Driven Library: a practical guide for managing collections and services in the digital age

Allison, Dee Ann. Oxford: Chandos Publishing, 2013. 352pp. ISBN: 978-1-84334-736-1. £52.50stg. Pbk.

This book outlines the challenges libraries face in moving away from the traditional library customs to providing patron centred library services that reflect the lifestyles of today. The book is divided into two parts and in Part 1 a lot of the historical background dwells on events that have brought about change in the United States. The problems however remain the same for most libraries whichever side of the globe they are situated on i.e., declining budgets and fast moving technology.

Dee Ann Allison suggests that the culture of technology is changing so rapidly that the number of years between generations appears to be growing smaller and that we must update services constantly. The library world is experiencing the most technologically savvy generation yet and as such they are necessitating more changes to library services.

Many of these services go against the grain of what traditional librarianship is all about – collection development. In Part 2, which comprises 9 more chapters, Allison advocates the need to move the main focus from collection building to focusing on user needs. Acquisition of new stock is still crucial in keeping customers happy but since most libraries are spending more and more of their budget on electronic resources and new technological related services it makes sense to engage with the user needs in providing access to these new resources and services. With information being freely available outside of the library, users need a reason to visit the library, both physically and virtually, since the library is generally no longer their first port-of-call. Allison looks in detail at the various services that are applicable to the modern –day library. These services include:

- Digital libraries (e-collections and e-services)

- Mobile libraries – (Applications or Apps)
- Cloud computing
- Website design (specifically a patron centred design)
- Collaborative collections
- Data repositories

These are all services that libraries are being challenged to introduce or

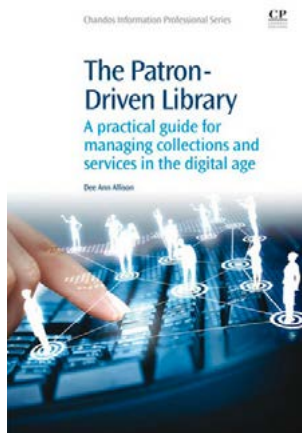
update. In order for them to be successful these services need to be marketed. Advocacy and marketing combined with metrics will be the key to successful change and Allison discusses usability metrics at some length in Chapter 7.

While advances in technology have necessitated most changes they are not the sole driver. Declining financial resources have necessitated changes to the way in which libraries can afford to develop their collections. With procurement costs for electronic resources changing as rapidly as technology and traditional purchasing channels disintegrating it could be the case that budgeting for a patron centred library requires a new approach to budgeting. This matter is discussed in chapter 11 as are other

skills needed by the professional librarian of today.

All in all this book is very comprehensive and each chapter follows on logically from the previous one. As a recently qualified library professional whose dissertation focused on some aspects of the patron driven library I found that this book provided a very practical and straightforward approach to providing services in this digital age.

*Attracta McFerran, Information Assistant, University of Ulster*







## Edward Murphy, 1948 - 2014

In 1978, the first ever Librarian was appointed to the National College of Art & Design (NCAD). Charged with the remit of developing a collection to support the teaching and learning of staff and students of the College, Edward Murphy began a process that would continue for the next 35 years: to build Ireland's finest, most extensive, research-oriented collection of books and journals on international contemporary art, design and photography.

When Eddie retired in 2013, there were 92,940 titles recorded in the accessions register and several dozen more awaiting entry, stacked in not-so-neat piles beside, beneath and on top of his desk. When he took up the post, the library collection numbered less than 600 items, occupying a mere 20 shelves in one room in the former home of the College of Art on Kildare Street.

At the helm of NCAD Library, Eddie was first and foremost an acquisitions librarian, tirelessly researching new artists, subjects and publications that would enrich the intellectual life of the college community. Art journals, newspapers, trade catalogues, book fairs, museum shops – his research took him around Ireland and further afield – to London, Paris, Cologne and New York – in the years before the Internet transformed the information landscape. He engaged with students in the library and visited their work spaces, and met with lecturers in their offices, ever curious about their interests and how the library might support their work.

In tandem, Eddie reached out to the wider visual arts community with visits to exhibitions and artist's studios, collecting and retaining all of the available invitation cards, press releases and catalogues documenting contemporary Irish arts activity. Over time, a few boxes of material grew into a collection of approximately 300 meters – the contents of more than 75 filing cabinets – of visual arts documentation.

This collection forms the basis of the National Irish Visual Arts Library (NIVAL), formally established in 1997 with recognition and support from the Arts Council. NIVAL is a specialist research resource documenting all aspects of



An Leabharlann  
23-2  
March 2014

Irish visual art from 1900 to the present day and, as such, is building a record of Ireland's visual cultural history. From a small independent initiative, Eddie's 'Project NIVAL' has developed into a public research library of international importance.

In many aspects of life Eddie was a collector. He gathered an extraordinary collection of works by Irish artists, many of whom were close personal friends. His collection of Italian silk ties, numbering in the hundreds, illustrated the vibrancy, boldness and colour that were so much a part of his character. He loved story-telling and anecdotes and was passionate about opera with its intricate narratives and heightened drama.

With a unique insight into human nature and sociopolitics, Eddie appointed and oversaw a team of knowledgeable staff, many of whom worked with him for more than fifteen years, responsible for the distinctly creative and welcoming environment of NCAD Library.

In preparation for his retirement, staff of the library undertook a photo project, inviting the NCAD community to describe Eddie in a single word. Colourful, generous and genial; mischievous, charming and debonair; cheeky, grumpy and politically incorrect; gentleman, fisherman, and bookies favourite, were among the 100+ words put forward to describe the larger-than-life character of this surprisingly shy man.

Staff also proposed the renaming of the library in honour of Eddie's inspiring influence, both personal and professional. In 2013, with the unanimous support of the College Board, the name was changed to The Edward Murphy Library to mark his enduring contribution to life and learning at NCAD. In the same year, the Royal Hibernian Academy awarded Eddie its gold medal for contribution to the arts in Ireland.

Edward Murphy passed away before his time on 17 May 2014. He was a man of great vision, dedication and enormous personality and NIVAL is his living legacy.

*Donna Romano, Librarian, National College of Art and Design*

## Hanna O Sullivan 1938-2014

I first met Hanna in August 1962 when I started my new job in Kerry County Library. A native of Currow, Farranfore, Co. Kerry, she was already *in situ* when I was assigned to her for training. Very quickly, Hanna and I formed a great debating duo over many topics – farmers, religion, politics etc. At some stage, we took up swimming and cycled to nearby Fenit for lessons, which we continued at various times over the years.

Tralee was a quiet town in the 1960s so there was great excitement when The Brandon Hotel and ballroom opened. Prior to this, dances were held in local halls. However, Hanna was not a great fan of the Ballroom of Romance with its quaint customs. Hanna always had style and a dignified demeanour.

The staff was very excited when a Library Committee was formed in 1964. We hoped to hear news of new services such as Mobile Libraries, driving around the County all day instead of us working at the library desk. Alas, it was much later before the Mobiles arrived. Hanna established the Schools Library Service (1969) in Kerry with her new schools van, as always full of enthusiasm. She had by now obtained her FLAI, which was the professional qualification available at the time. Her professional career took her around the country to Galway, Cork County and Carlow libraries where she served as County Librarian.

Appointed Cork City Librarian in 1985, Hanna served with great distinction and success in this very demanding post. Under Hanna's direction and, in conjunction with Cork County, computerised library services were introduced in HQ and then all the branch libraries. The development of Archive Services was also important to Hanna and she worked closely with the Archivist responsible for Archival services for Cork City and County. A dedicated member of the V.E.C, she made a valuable contribution to this important service.

Hanna's membership of the Library Association of Ireland stretched over many decades. During the 1980s and 1990s, Hanna, Ruth Flanagan (Cork County)



and myself, were all very active in the County and City Librarians Section and also the Executive Board. We met regularly at Mallow station on our way to Dublin. Agendas were discussed, strategies formed and the usual rush from Heuston to the meeting with the mad dash back to the train afterwards. A welcome cup of tea allowed further discussion and on a couple of occasions, when snow had fallen something stronger was required! Hanna served on the Executive Board until 2003. She was a member of the Public Library Development Panel (1990s) and was on a delegation to the Department of Education (1998).

The annual Joint Library Conference was an occasion for professional discourse and also social enjoyment. Hanna participated in study trips to visit European libraries. She used these to source many new ideas and enjoyed her travels. She had regular professional contact with Cork County library, University College Cork and indeed with her library colleagues throughout the country. Hanna made many friends on her travels, all of whom remained close to her to the end.

On her retirement in 2003, Hanna continued to live in Cork City. She enjoyed her Bridge playing and her visits home to Kerry, remaining close to her family all through the years. A founding member of the Kerry Archaeological and Historical Society in 1967, Hanna continued her interest in the society with membership and attendance at various functions.

A private and independent lady, Hanna, was held in high regard by colleagues and friends.

Her illness came suddenly but she hoped for recovery. Finally, she moved back to Kerry where she received wonderful care, visited regularly by many friends and, of course, her family. She passed away on 18 May 2014 and is laid to rest in her beloved Kerry near her loving family and close neighbours.

Ar Dheis Dé go raibh a hAnam dílis.

*Kathleen Browne was formerly Kerry County Librarian*



# NEWS from the STACKS

## Awards

Congratulations to

- **Valerie Coghlan** (formerly CICE and Vice-President, LAI) who is on a Fellowship with the International Youth Library, Munich
- **Peter Dudley, Siobhan Dunne and Paraic Elliott** winners of DCU President's Award for Innovation
- **Mary Farrell** (Belfast Metropolitan College) who has been awarded a CILIP Ireland Bursary (<http://www.cilip.org.uk/cilip-ireland/student-bursary/cilip-ireland-pgdip-bursary-2014-2015>)
- **John Fitzgerald** (Librarian and Head of Information Services, UCC) winner of Patrick Kavanagh Poetry Award, 2014
- **Helen Kielt** (Libraries NI) winner of a CILIP grant to attend IFLA 2014. Helen also won the Allen & Overy award for outstanding performance in Library Information and Management Diploma, University of Ulster
- **LIT librarians** winners of European award (<http://www.lit.ie/News/Item/LIT-Librarians-receive-European-Projects-Award.aspx>)
- **Breffni Smith** (RCSI) and Gethin White (HSE) for EAHIL Best Poster award 2014

## People

*New Appointments:* **Mary Antonesa** (Institute of Technology, Carlow), Christopher Pressler (DCU) and Helen Shenton (TCD).

*Retirements:* **Breda Bennett** (St. Michael's Hospital, Dun Laoighre), **Josephine Brady** (Cavan), **Monica Cullinane** (UCD), **Richard Lennon** (Institute of Technology, Carlow)

We wish them all a very happy retirement.

## LAI/CILIP Ireland Joint Conference 2015

2015 Conference will be held at the Titanic Centre, Belfast from 8-10 April. More details later.

## Library Ireland 2014 Week, 17-24 November

Theme is *Open for Business*. Details available at <https://libraryassociation.ie/events/library-ireland-week/>

## Forthcoming Conferences

- <http://eurolis.wordpress.com/seminar-2014/>
- <http://www.isast.org>
- <http://isi2015.de/?lang=en>

## Publications

Details of a recent publication by Micheal O'hAodh (UL) are here: <http://www.cic.ie/books/published-books/the-glen-an-gleann-recollections-from-a-lost-world>

## Digital Developments

- *It's a long way to Tipperary* is the title of the University of Limerick's online World War I exhibition. View and subscribe here: <http://longwaytotipperary.ul.ie/>
- A new digital repository is based at Trinity College Dublin. Details here: [www.edepositireland.ie](http://www.edepositireland.ie)



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Back issues of this journal are included.

## Education News

The DBS Master's course in Information and library management is accredited by LAI.

Details: <http://www.dbs.ie/course/postgraduate/msc-information-library-management-march>

## CPD

- Details of LAI CPD events at: <https://libraryassociation.ie/events>
- Details of CILIP Ireland events at: <http://www.cilip.org.uk/cilip-ireland/events>

## International News

- IFLA 2015 will be held in Cape Town: <http://conference.ifla.org/ifla81/>
- IFLA 2016 will be held in Columbus, Ohio: Details later
- IFLA 2014 in Lyon saw the launch of Lyon Declaration. See: <http://www.lyondeclaration.org/>
- Latest on Copyright here: <http://www.ifla.org/node/9075>

## Library Developments

The library landscape will change considerably in the next few years with structural changes in both HSE and public libraries.

**Delivering Health Library and Knowledge Services into the Future** will see:

- The creation of a National Health Library Service
- Appointment of a National Health Service librarian
- Re-organisation from Regions (8) to Areas (4) in terms of service delivery

- National functional areas- Electronic resources, procurement and commissioning, user and staff services, library development and corporate support
- Procurement consolidation
- Enhanced governance structure

The time scale is September 2014- end 2016.

**Opportunities for All: the public library as a catalyst for economic, social and cultural development. A strategy for public libraries 2013- 2017**

([http://www.lgma.ie/sites/default/files/public\\_libraries\\_strategy\\_2013\\_2017.pdf](http://www.lgma.ie/sites/default/files/public_libraries_strategy_2013_2017.pdf)) will see:

- Amalgamation of smaller public library services reducing the total number to 23
- National Library Management System(LMS) to be introduced
- Various national service offers
- Open Libraries to be trialled for 12 months from November in Offaly and Sligo

Time scale is 2013-2017.

## DIT Library

With the first step in the move to the Grangegorman site, the library at Mountjoy Square has closed.

See details of the new location: <http://www.dit.ie/library/sites/grangegorman/>