

President's Perspective

Time to reflect and develop

Margaret Forrest introduces her key themes as the new President of CILIPS.

It is a great honour to be elected as President of a professional association and represent the interests of over 2000 people working in the library and information community throughout Scotland. I feel very humbled to be following in the footsteps of a long line of distinguished men and women who have held this office over the last 100 years. I would particularly like to thank my predecessor, Alan Hasson, for his hard work and dedication to the profession during 2008.

In this, my first President's perspective for Information Scotland, I'd like to introduce myself, tell you something about my history, interests and the key themes which I hope to explore as President of CILIPS.

Anyone who is familiar with Aileen Paterson's Maisie books will have an inkling of the suburb of Edinburgh where I grew up, went to school and joined the local library. My gap year between school and university was spent working in the Undergraduate Reading Room of Edinburgh University Library, a wonderful introduction to the library which I would be using for the next few years as an undergraduate student. A postgraduate year of library studies at Strathclyde University followed and it was during this time that I read and was greatly influenced by Mona Going's book, *Hospital Libraries and Work With the Disabled in the Community*.

Over the next 25 years I worked in a wide range of health care libraries, starting with the Medical Library of Edinburgh University at the Western General Hospital and later moving on to my first professional post as Hospital Librarian of the Royal Infirmary of Edinburgh where I was responsible for library services to patients in addition to a number of departmental libraries. During a brief 'career break' when I was at home looking after my two daughters, I began working freelance for a number of health educationalists. By 1991 I was working for the Health Education Board for Scotland (now NHS Health Scotland) and became Library Services Manager there in 1994. A highlight of my time at HEBS was working with a winning library team which gained Charter Mark, the Government's award for excellence in public service in 1998 and 2001.

I moved into higher education in 2003 when I took up the post of Fife Campus Librarian at the University of Dundee. At this university I was privileged to work with some very inspiring people in learning and teaching and it was there that I completed my Certificate in Teaching in Higher

Education. Last year I was delighted to return to Edinburgh University, to take up my current post of Academic Liaison Librarian for the School of History, Classics and Archaeology.

Throughout my career I have benefited from the networking and collaborative activities of library and information professionals, the most recent of which is SHEDL, the [Scottish Higher Education Digital Library](#), which was highlighted by Jill Evans in the last issue of Information Scotland. Professional networking and collaboration is the first theme I would like to explore this year as President of CILIPS. I would like to encourage members who usually shy away from collaborative activities to become more involved and tap into the support available from CILIPS' advocacy services.

Another theme I would like to pursue is disability awareness. As a deaf librarian I have a vested interest in the improvement of services to people with disabilities. Since the [Disability Discrimination Act of 2005](#), much good work has been achieved, but I believe we still have a long way to go in making our library services truly accessible, not just in terms of the physical space, but also in staff knowledge and skills in supporting disabled people.

Finally, I am interested in the use of reflection in professional development. During last year I was a member of CILIP's Assessment Panel and was privileged to be given the opportunity to review many excellent portfolios for both ACLIP accreditation and Revalidation. However, one area which many applicants appeared to find hard to demonstrate was their evaluative and reflective skills. Partly in response to this and partly as a follow up to an article [\[1\]](#) I had read in Health Information and Libraries Journal, I contributed a brief article to the same journal on becoming a reflective practitioner.[\[2\]](#) One of the hallmarks of reflective practitioners is taking the time to write about and reflect on personal experiences relating to their practice. Something I would like to encourage CILIPS members to consider is that writing (especially for publication) can be an important tool in professional development.

This last theme links in well with the title of CILIPS Annual Conference which takes place 1-3 June this year at Peebles Hydro, '[Inspiring Excellence: yourself, your service, our future](#)'. My favourite part of the conference has always been Branch and Group Day, a great opportunity to network, meet colleagues and be inspired by like-minded professionals.

As President this year, I'm keen to meet as many of you as possible and visit as many library services as I can. I am particularly interested to see examples of good practice in collaboration, accessibility and professional

development. I look forward to hearing from you!
Margaret Forrest e: margaret.forrest@ed.ac.uk

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News feature

An 'integral and rewarding' part of the job

An innovative reading group programme for people in the community who have special needs has been implemented by Dundee Central Library. Taking part in the weekly groups are adults with a wide variety of physical and learning disabilities. The aim is to introduce them to using the library's resources. The sessions also offer the opportunity for them to develop learning, social and emotional skills in a relaxed environment. Working with the groups has become 'an integral and rewarding' part of Maureen Hood's job. Here she describes her work.

A successful bid to the Scottish Government's [Public Library Quality Improvement Fund](#) saw Dundee libraries embark on partnerships with local agencies who work with vulnerable, unemployed, special needs or socially excluded people. Libraries have a potentially wide role to play in supporting people to feel part of the community through flexible, informal sessions tailored to the needs of each group.

Library staff who had the skills and enthusiasm needed to conduct these sessions were identified, and as a result I have been part of the initiative since last April. I now conduct sessions with two groups of residents from local care homes. I also visit the homes once a month to bring stories to

those who are unable to travel to the library, due to physical or emotional problems.

The size of the groups can vary from four to twelve members, and the group members have learning and physical disabilities ranging from moderate to profound.

In each session we aim to connect with the group members – rather than just read a story to them, we encourage them to become involved in the stories themselves and become part of the storytelling process. This can be achieved by something as simple as letting them choose a story that they would like to hear, or deciding on options within a story to dictate how it unfolds.

Staff have also made their own books for the groups, which include the names of group members and situations that they can identify with.

The story sessions encourage skills ranging from visual tracking, making choices, selecting items and storylines, to discussing the story and answering questions about it. Each story is accompanied by relevant artefacts, such as puppets, shells, fruit, flowers, soaps and seaweed. These aromatic and tactile props are particularly important to members of the groups who have visual impairments and have to rely on their other senses.

Particular interests are also catered for: these could include topics of local significance, such as the football teams, places of interest, or historic events. The books which prove most popular are well-illustrated picture books, rhyming and poetry books and amusing stories.

These well-planned sessions, in a safe, secure environment where the groups feel welcomed and relaxed, provide a thoroughly enjoyable experience for participants who may otherwise find it difficult to access library services. Some members of the groups have already gained the confidence to borrow CDs and books from the library, and the homes and centres themselves are now borrowing library material on a regular basis.

Staff, carers and relatives and the members of the groups themselves have noticed a marked improvement in concentration spans of individuals. Many can now maintain attention for the duration of the story and experience a greater anticipation of storylines. Other developments include significant advances in eye and finger pointing, responding positively to stimuli, choosing between a numbers of objects and manipulating objects.

Group work has now become an integral and rewarding part of my job. I find that, along with the groups, I have advanced emotionally, learnt new

skills and improved my communication since starting to work with them. It is now also of the most challenging aspects of my job. I am constantly gaining new knowledge and I keep a journal of the sessions as part of my learning experience so I can assess what worked well and use it again in the future.

Training is now being planned, to ensure that staff have the opportunity to continue their personal development and share ideas and experiences with colleagues, agencies and other organisations.

And I am looking forward to developing this aspect of my work further through additional training such as [Bibliotherapy](#) and the Reading Cure training courses.

Maureen Hood is Library and Information Worker, Dundee Central Library. She would be happy to answer questions from readers about her work with the groups.

e: maureen_hood@blueyonder.co.uk



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Customer service

Winners all round

Being 'Highly Commended' in [Scotland's Colleges Annual Awards](#) was only one element of her library's commitment to good customer service, says Christine Barclay.

FE college libraries have always worked within their local context, supporting students and staff in their diverse needs. In recent years the challenges we have had to face have increased as funding has, in many cases, contracted.

Our library service here at [Elmwood College](#) is no exception. We are a small college with a friendly and caring atmosphere but our library accommodation no longer caters for the varied learning styles that students require. In this climate of financial constraint, with minimum staffing levels, it is a challenge to find creative ways of supporting students. However, we decided to turn these challenges into opportunities and our efforts became the basis of a submission for an award. What ensued has raised our profile within the college and has been a great motivator for library staff.

Our library has a reputation for providing high levels of support for learners. A key factor in this has been the development of good relationships between curriculum teams and library staff, all of whom bring different skills and personalities to the mix.

Two years ago one of our library assistants completed an MSc focusing on customer service, comparing FE libraries with the retail sector. His research confirmed that we were already meeting many of the expectations of our customers but that we should not rest on our laurels. We should continue to develop our awareness of our customer needs and expectations.

Embracing these findings, and those from a library survey, we identified three attributes of customer service that we could develop further:

- Access: 'roving', with staff getting out from behind the issue desk and being located where our customers were, becoming more visible.
- Responsiveness: developing the response to a query by going back a few minutes later to enquire if further assistance is required.
- Courtesy: the simplest but most often forgotten aspect of customer service.

Working with these elements we fostered strong relationships with student groups and evidence of the success of these measures was found in the next annual library survey.

In the process we had identified a number of student groups who had not engaged very well with their library inductions. We decided to explore ways of improving this situation. One was a group of hospitality students. Liaising with their course tutor, we devised a 'Bake a Cake' competition in which we guided them to access different types of resources (ingredients). During the exercise library staff recognised that some students were experiencing difficulties in completing it and this was fed back to their tutor. This resulted in individual learning plans being developed to ensure that these students now have the appropriate support to complete their studies. In addition to

the positive feedback we received from students in the group and their tutor, we have fostered good relationships with these students.

A second group offered an opportunity for a different model of support. The HNC Health Care group consisted of mainly female students who, in the main, only came into college for their tutor contact. Other commitments necessitated studying at home and this had created retention issues with the previous academic year's group. What customer service model would support these students with their learning? With support from a member of library staff from St Andrews University we explored digitising key texts, under our copyright licence, and making the material available electronically via our library catalogue. Having ascertained that this would work technically we offered, with the agreement of the tutor, to run a pilot of four key texts for the final term of the session. Time was spent with the class group explaining the project and supporting them during the pilot exercise. This concluded with an evaluation and feedback session. The pilot has been extended to cover all units of the HNC Health Care course for this academic session.

These two activities formed the basis of our entry to the annual Scotland's Colleges Award in the Customer Service category. In November 2008 we were shortlisted, and received a 'Highly Commended'.

The judges commented on the tailoring of the initiatives to two very different student groups, how we had moved beyond the issue desk to meet students where they were studying, and that knowledge gained in one environment had been transferred to another.

We feel that we are all winners – our students, colleagues, library staff, Elmwood College and the library profession. As a profession librarians are not traditionally given to broadcasting their successes; we didn't set out to submit an entry for an award, but achieving one has certainly been a huge motivator.

Christine Barclay is College Manager Learning Resources, Elmwood College, Fife.



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Aiming higher

Different audiences

I was recently invited to the launch of the refurbished library within the HM Prison in Edinburgh, with a number of other library colleagues. The library's printed content was displayed on the bookshelves. Access to the internet, to source electronic content, was not permitted.

[SCURL](#) is actively involved in procuring electronic content for our users and part of my responsibilities are to focus on the electronic environment. I was therefore genuinely astonished, and perhaps naïve, not to have realised that the users of the prison library would be entirely reliant on their printed collections. I had a few conversations with the young men who had recently benefited from this magnificent new library and their pride and joy in this new resource was evident.

The footfall through the door of the library had increased substantially since the refurbishment which is testament to the Librarian who has given the young men confidence in themselves and their ability to take part in a scheme in which they have access to the books that their children read. Thus the library provides support to the inmates endeavouring to strengthen their relationship with their children, through reading the same books.

The libraries which I visit and in which I work are often multi-storeyed and multi-sited with many library members of staff and thousands of users moving in and out of the building. The prison library was one room, with a locked door, bars on the windows but providing the same sort of sense of escape that you can get from reading, regardless of the environment in which one finds oneself.

One of the young men told me that he wished to train to become a librarian when he was released. He explained that he had been given the responsibility to develop the library's registration process and book issue system. This had provided an opportunity to develop his skills, his confidence, and gain expertise. I left the prison library after the hour's visit feeling extremely humble, and very grateful for the privilege to have had an opportunity to meet a group of young men who perhaps are benefiting from reading for the first time in their lives. I was invited by one of them to return to visit him in 'his' library in a year's time and I promised to do so.

A librarian colleague who serves on the [SLIC Further Education Working Group on Quality Standards](#) also advised me that Carnegie College in Dunfermline, since April 2000, has provided four prisons with education and learning services. The aim is to give offenders the opportunity to develop basic and core skills qualifications working with the Scottish Qualifications Authority (SQA). As we know, the Scottish Government's Homecoming Scotland initiative is celebrating Scottish culture and life. This is also reflected in the teaching and learning within prisons as the [SQA](#) announced that each prison will "receive a full class set of books which will be backed up with teaching resources and online support."

I referred earlier to the multi-sited education libraries where I work and to the thousands of users. The Scottish Higher Education Digital Library (SHEDL), a SCURL steering group, in liaison with JISC Collections and Content Complete Ltd, has successfully negotiated a contract with three publishers for access to their electronic and print content for the use of the SHEDL institutions and their users. Access was made available on 1 January to nearly 1,500 titles thus ensuring equitable access for the Scottish HEIs and the Small Specialised Institutions (SSIs). This is a remarkable achievement for SCURL and the members of the steering group must be congratulated for their tenacity and vision while working through the procurement process with its potential risks and which was, often, unknown territory.

I look forward to the next round of negotiations with the potential publishers from whom we would wish to have access to content, and to widening both the audience and the partner institutions.

Jill Evans

[More about the HMP Edinburgh library](#)



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Online library

Gateway to engineering

Nicola Harrison charts the growth of the national online library for engineering, based at Heriot Watt University and part of a national network of subject gateways.

The [Edinburgh Engineering Virtual Library](#) (EEVL) project started in August 1995 with the aim of providing access to high quality online information resources at UK higher education establishments. It was a collaboration between the [Institute for Computer-Based Learning](#) (ICBL) and the Library at Heriot-Watt University with partners at five other UK universities and at the IEE.

A collection of records describing engineering-related websites was prepared and the service went live in September 1996. Each record consisted of a URL and title along with a short description of its coverage and contents, keywords, a subject classification and a resource type classification. The EEVL catalogue could be searched by keyword or browsed by subject heading.

Subject classifications were based on the Ei thesaurus subject divisions, although less detailed. As the collection expanded (from 2000 records in April 1997 to 22,000 today) further sub-divisions were made in areas with larger numbers of resources. So, for example: mining and mineral processing is a single top level heading, whereas electrical engineering, with nearly 3000 records, has been divided into nine secondary headings, some of which are divided down further into a third level of headings, with the aim of having not more than a couple of hundred records in each section for ease of browsing.

EEVL worked with a range of other projects including Offshore Engineering Information Service, Recent Advances in Manufacturing and AERADE. EEVL also produced a variety of extra services, including a searchable database of freely available full-text online engineering journals (called EESE), a listing of engineering-specific search engines and another of engineering news sources. As technology advanced, an RSS feed of news stories from a wide range of sources was developed.

The nature of the project changed over the years. In 2001, for example, it expanded to incorporate Computing and Mathematics. The name EEVL was retained, since it was well recognised in the UK academic library community, although it could no longer be expanded out to Edinburgh Engineering Virtual Library. The engineering part of the new hub was thus called EEVL Engineering. Also in 2001, the Resource Discovery Network (RDN) launched the Virtual Training Suite, a series of tutorials on Internet searching strategies for UK students, lecturers and researchers. They are intended to address the needs of specific subject areas. EEVL staff created

several of the tutorials, and are developing new ones. In 2006 the name EEVL disappeared when EEVL Engineering became [Intute Engineering](#).

[Intute](#) was formed from the staff and data resources of several major subject gateways which were part of the RDN funded by JISC. These gateways included: BIOME ([Health and Life Sciences](#)); GEsources ([Geography and Environment](#)); Humbul ([Humanities](#)); PSigate ([Physical Sciences](#)); and EEVL (Engineering, Maths and Computing). EEVL had acquired resources from Mathgate (maths) and Aerade (aerospace) prior to the formation of Intute. The Virtual Training Suite was also incorporated into Intute.

Intute was formed to reduce the duplication of effort, and to allow searching across all subject areas by holding all the information in a single database.

The various RDN gateways had been created independently, so the software used, and the structure of the databases was entirely different. The first technical challenge was to create a dynamic database which was much larger than had been used before by any of the gateways. It also needed to be flexible, easy to access and to have response times to searches which were not noticeably slower than those of the services it replaced.

Intute is split into four primary hubs: Arts and Humanities; Health and Life Sciences; Science, Engineering and Technology; and Social Sciences. There is an ongoing project to link subject sections together where appropriate and to form new sections to reflect current practice in HE.

One of the early projects for Intute Engineering was to combine Materials Engineering and Materials Sciences into a single section, which involved collaboration with colleagues from Manchester University.

In addition to the basic catalogue of Internet resources, a number of additional features associated with Intute Engineering have been developed: an [E-Journals Search Engine](#); a [blog with weekly entries](#); and [Newsround](#) (a news aggregator service for sciences and engineering).

Nicola Harrison is Technical Librarian, Harley Haddow.

References

[EEVL News and Enhancements](#)
[An Exceptionally "EEVL" Search Resource](#)
[The EEVL Metadata Format](#)

[About Intute](#)

[Raising the profile: Intute Engineering Online Library](#)



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Ebooks

Opting for success

When Glasgow Metropolitan College's Library needed an update, the opportunity to try e-books seemed a good idea – with remarkable results, say Tony Donnelly and Eileen Connolly.

[Glasgow Metropolitan College](#) is the city's largest FE College, enrolling around 18,500 students. A decision was made early last year to radically remodel our North Hanover Street site library. From an early stage in the planning it was obvious that building and fitting out the new facility would stretch through summer into the 2008-09 academic session. Among other hardships, users would temporarily lose access to 50% of library-based study spaces and 6% of book stock.

This was a prompt for creative thinking about service delivery, development and marketing as library staff explored the options. Relocation of key course texts to the nearby Cathedral Street site library would help, but space restrictions and increased demand for study spaces severely restricted size and impact. Distribution of stock to academic departments was impractical due to issues relating to accommodation, security, equitable access and circulation control.

Our twin commitments to improving services to three remote annexes and promotion of e-resources featured in discussions, and a technological solution was sought. Staff were aware of developments in the e-book market which gave librarians the ability to build collections on a title-by-title basis rather than the bundle model available in the past.

A 30-day e-book trial proved very positive. Dawson Books' catalogue included many course texts, access could be managed via Athens authentication, usage could be closely monitored, free previews facilitated (inspection copies) and stock procured quickly. Titles could be catalogued, displayed and linked to from OPACs. Titles were also displayed in relevant subject areas on the library website. Thumb-nail book cover displays prompted student recognition of course texts – and costs were reasonable.

Signing up to the Dawson platform was cost-free. An initial purchase of more than 30 titles mapped to curriculum areas enabled librarians to deliver focused workshops to class groups. These workshops proved paramount to the success of the exercise at Glasgow Metropolitan College.

Positive marketing spread the word and interest grew rapidly. Workshop attendees were shown how to access, search and download library-owned titles and use the Dawson catalogue to make purchase recommendations.

The number of titles has increased dramatically to more than 160, and 1431 accesses were recorded from 18 August to 19 December. Many titles have been recommended by academic staff and students.

Benefits of the exercise have been:

- E-books enabled us to blunt the impact of the temporary closure of a major site library.
- E-books raised the Library Services profile and strengthened links with college e-innovation and VLE.
- E-books provide remote readers with access to titles on an equal 24/7 basis to central college sites.
- Enhanced use of e-resources, remote access and the creation of the Athens accounts has increased 359% on the same period last year.
- Democratic access. Numerous readers may simultaneously access a text negating the effects of late/non-returns of circulating stock or stock unavailable whilst in processing. This questions the concept of non-circulating 'reference stock'.

- E-books self-manage copyright entitlements by users.
- Rapid procurement which enhances the reputation for responsiveness.

The ability to build title-by-title collections of course texts has greatly enhanced the applicability of e-books in FE libraries. Costs were reasonable and procurement straightforward. E-books are easy to use, satisfy learners' needs and guarantee democratic access on a 24/7 basis. Furthermore, they encourage use of the e-resource environment and expose readers to other e-resources.

A satisfied user sums it up much better than we can:

“I am no Elizabeth Bennet but I've fallen in love on the web. He's intelligent, at times witty, and uses different communication methods to WOW me! He's dependable, available 24/7 and committed to pleasing me. I'll let you into a secret: He's Mr e-books. My only concern is how faithful he is? I think he's seeing other people! A fabulous resource that everybody should use.”
Jane McQueen (Curriculum Leader-Hospitality)

Tony Donnelly is Chief Librarian, and Eileen Connolly is Digital Librarian at Glasgow Metropolitan College.

www.glasgowmet.ac.uk/library



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Publishing

Spreading the word

If you are keen not to miss out on the latest news and information about publishing in Scotland the website BooksfromScotland.com is

the place to look – and you can use it to promote your own author events, says Vanessa Garden.

[Publishing Scotland](#) (formerly the Scottish Publishers Association) was launched in 2007 as a new organisation taking responsibility for the development and representation of the publishing sector in Scotland. Its remit is to act as the voice and network for publishing, to develop and promote the work of companies and individuals in the industry, and to co-ordinate joint initiatives and partnerships.

We know that many librarians are keen to support Scottish publishing and to stock a wide range of new Scottish books. We also know it can be frustrating trying to find out what these new books are when you don't always have the time to browse through individual publisher catalogues and websites. Publishing Scotland offers two tools to help bring information about Scottish books and publishers into easily searchable resources: the website [BooksfromScotland.com](#) and the printed Publishing Scotland Yearbook.

BooksfromScotland.com

[BooksfromScotland.com](#) was set up in 2005 and is now the world's largest e-commerce and information site dedicated to promoting Scottish books. We aim to act as a shop window that demonstrates the breadth of literary activity in Scotland to the global community – showcasing the range of books available but also supporting new writers and publishing ventures. An important part of the remit of setting up [BooksfromScotland.com](#) was always to provide a site that would be useful to librarians.

Our comprehensive database of Scottish books is maintained using technology from BDS in Dumfries, which allows it to be electronically updated on a daily basis. The 'recent releases' feature shows you all books published in the last 30 days, while 'upcoming titles' will give you a list of everything due out in the next month.

The site's search functions allow you to browse not just by date but by a wide-ranging set of categories, so whether you need ideas for new fiction for general readers, or a specific text for academic or professional institutions you'll be able to find what you need. You can also search by locality: the site has 'literary maps' both of Scotland and the wider world. A general search will show all the content on the site relating to a particular theme or book; the advanced search will let you browse for specific titles or authors.

As well as maintaining this data, [BooksfromScotland.com](#) works closely with Scottish publishers to complement the sales side of the operation with background information on the books and authors we sell. There are over 170 author profiles and 50 interviews on the site plus extracts, articles and

reading guides. You can use our Events Listings to promote your own author readings and also to see which writers are touring in your area.

We appreciate that all libraries have different supply needs so please think of us as a research tool as well as a sales channel. A simple way to make sure you don't miss new material on the site is to sign up to our monthly e-newsletter (contact editor@booksfromscotland.com to join the mailing list).

We are continually developing the site and are always keen to hear from users. Please let us know your thoughts on how to how we can improve our services to librarians. What features would be useful in your day-to-day work? What do you find especially helpful? Tell us about your forthcoming events and activities so we can promote them.

Publishing Scotland Yearbook 2009

The new edition of Publishing Scotland Yearbook 2009 has been fully revised. It includes more than 100 Scottish publishers and details of specialist interests and contacts. There are several new features this year: a calendar of major Scottish literary festivals, a glossary of publishing terms (for those moments when the difference between EPOS and EPS temporarily evades you) and details of Scottish writing prizes and previous winners. There are also listings of all the major Scottish literary organisations.

As well as a handy resource for those already working in the industry, it is a useful starting place for anyone looking for an overview of the Scottish book trade such as new authors, recent graduates or someone considering a career change.

Information

BooksfromScotland.com: Liam Davison
(editor@booksfromscotland.com; 0131 228 6866).

Publishing Scotland Yearbook 2009: Vanessa Garden
(vanessa.garden@publishingscotland.org; 0131 228 6866).



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Prisons

Start of the story

Kate King is the Prison Librarian at HMP Edinburgh where the refurbished library is proving remarkably successful at attracting men who have never engaged with reading before.

Saughton Prison, HMP Edinburgh, opened its doors to a brand new library on 24 November and is currently setting new trends in delivering library services in Scottish Prisons. After many months of planning and partnership working with prisoners, I was appointed as the new Librarian.

I joined the prison from the award-winning Sighthill Library in Edinburgh which has received national recognition for the innovative ways in which it has reached out to different groups in the community. I was a Bookstart Project Worker, encouraging parents to read to their children from a very early age and using many tools to engage the hard to reach. My post is part-funded by the Scottish Prison Service and Edinburgh City Council.

The prison had previously identified that the old library, which was set in the Education Department and run by a Prison Officer, was not meeting the needs of the prisoners. It was thought that the library could have much more of an input into their rehabilitation.

Because the old premises were in the Education Department it was felt that most of the prisoners who visited were the ones who wanted to gain skills and re-train whilst inside. But the service was not reaching out to the hardest to reach prisoners. The old library was also too small.

The opportunity for bigger premises for the library came up in the form of the old Prison Gym. Prison Unit Manager Barry Fowler could see the potential of the space. The old Gym was situated in the work sheds area of the prison. Historically, prisoners who attend the work sheds undertake manual labour such as monoblocking, gardening and plastering. As they did not tend to use the old library, creating the new library on this site would help to draw them in.

Work began with designers [CuriousGroup](#), the [Scottish Prison Service](#) (SPS) and [Edinburgh City Libraries](#) to create a brief that would really take the library into the 21st century and make it as modern, welcoming, relaxing and different from anywhere else in the jail. We also

wanted computers for prisoners to print letters, or wanted to learn how to use them, music cds and dvds, and magazines and information in other languages.

The creation of the new library was funded by the SPS and Edinburgh City Libraries paid for the new stock. Prisoners worked in partnership to build and paint the new library and give the stock a complete overhaul. Questionnaires were printed and the whole jail was asked to suggest books they would read. Music books, sport, poetry and thrillers were the most popular. It was hoped the new library would stock books they would want to read and also items that would encourage them to think about reading something different.

Prisoners were given the opportunity to work in the library. There are currently three prisoners who work full-time. The prisoners issue and return the books, shelve stock, create displays and do most of the duties that a library assistant would do. In the future we hope that they will be able to work towards a certificate in Library and Information Science.

So far, demand has exceeded our expectations and in the first week we took 144 visitors – compared to 30 each week in the old library. Prisoners are reporting they feel the new library is far more welcoming, the stock is modern and inviting and they like the relaxed atmosphere. Book issues are up and library membership has increased by 100 per cent throughout the prison – both prisoners and staff.

The new stock is appealing to men who previously have never read and there is evidence that we have reached men already who have never engaged with either reading or libraries.

Michael, who works in the prison library, is sure that it will help with the rehabilitation of many of the men. “The new library offers referrals to projects that can help prisoners learn to read and write. If people want prisoners to rehabilitate they need to get help with reading and writing as you are always learning when you are reading. Reading also helps pass the time in here – and it’s good to read.”

In time, the new library hopes to deliver many projects such as Storybook Dads whereby prisoners record a bedtime story and have it sent home to their child. We also want to hold events where families can come into the library and learn as a family.

We need to recognise that in order to help break the cycle of re-offending we need to remember that it’s not the children who are serving the sentence, and that families should be able to learn together. Reading is a

valuable skill that can help inmates and families affected by prison to have the chance to renew their bond with their child, whether in prison or on release.

We also hope to deliver book groups and author visits. We have been the only prison in Scotland selected to take part in the 'Reading Stars' football initiative run by Learning Connections that will reach out to families who wouldn't normally engage with reading and libraries – but love football.

There is so much potential here to change lives and to encourage rehabilitation: this is just the start of our story.



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Like something almost being said...

Out of the past

There's nothing wrong with tradition but we must accept change for the better, say Kathleen Menzies and Richard Fallis, particularly in some information environments.

There are those who insist that modern libraries are inferior to libraries of the past. These people deserve to be listened to if only because it is right to question the need for change. Evolution and advancement are impossible if we have no sense of what wise moves and right choices have already been made.

The problem may be that many people still worship the idea of 'The Public Library' – the institution created in the image of Carnegie and others. These people see, and celebrate, The Library as a creation that came into the world perfectly formed and therefore requiring no alteration or justification. This overlooks the fact that Carnegie, albeit with one eye on self-aggrandisement, bequeathed his libraries to a society that had evolved to a point where libraries were necessary. Libraries were a formal, moneyed response to an organic, and fluid, social situation.

We should also remember what professionals working in special sectors

take for granted: that libraries serving the public are not limited to those in the high street.

Bear with us while we paint a little scenario – imagine:

You pace a hospital corridor, awaiting news of a sick relative. A doctor finally comes up to you.

“Good news,” she says, “we’re getting closer to a diagnosis. But first, I have something to ask. One of our consultants is fairly sure he remembers hearing about a case very like this one a few years ago in Canada. If he’s right, it could take us a step closer to beginning treatment. Unfortunately the doctor involved in that case is on leave, so we can’t reach him. There are a few things we need to confirm, so we’re going to have to rely on the hospital librarians to try and find the information for us.”

You nod cautiously. “So, what’s the problem?”

“Well, we have two libraries in the hospital and it’s our policy to find out which one relatives would rather we use.”

“Okay, so what’s the difference?”

“The first one is beautiful. It has two colour-coded wings, one red, the other blue. The desks are made of Regency oak, each one with a hand-carved chair and brass study lamp. The librarian at the enquiry desk, Sheena, is wonderful. She began as a volunteer many years ago, mending old fiction books. She keeps track of everything in a big leather-bound book, using an old card catalogue. There aren’t any computers. You really should see it. We’ve got books and articles from over 100 years ago.

“The second library has a lot of IT including broadband. Current research is available electronically and only the most recent publications are shelved. The librarians there are great but they don’t have the same sense of history that Sheena has; they’re always thinking ahead. A lot of our physicians and support staff do their research in online communities now, so we’ve had to move with the times. In fact, we could probably try and get in touch with the Canadian consultant on his Blackberry. What’s your preference?”

“Please,” you say, “just go to whichever library gives you the best information, most quickly!”

“In that case,” the doctor says, “I’ll bypass Sheena, and go straight to the second library...”

Okay, the above scenario is melodramatic and not very likely to take place. And, of course, there are more subtle and nuanced questions to be asked, which have been explored in research undertaken by one of your authors, among others.¹ How knowledgeable are the librarians at each of the libraries, how computer-literate are the staff? Do they prefer using printed materials? How can good training and management practices be implemented in a technology-driven environment? To what extent can IT

systems be relied upon, and what contingencies should be put in place to ensure that service delivery is not compromised by any technical failures?

These are challenging questions to answer, but that's no reason to throw up our hands and cry that traditional library methods and services ain't broke, so why fix them? It is crucial to remember that libraries and librarians are intermediaries; they sit between valuable information and people who can make use of and act upon the knowledge gained from that information. This is especially time-critical in the context of a hospital library, where there is no room for harking back to halcyon days. As Carnegie, knew only too well, there are no halcyon days.

Die-hard traditionalists should consider changing their mindsets, and viewing technology as a critical instrument that allows librarians and the professionals served by libraries to do everything they have always done, only better, while giving library staff extra time and energy to do more, paving the way for libraries of the future.

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Kathleen Menzies is a Research Assistant at the Centre for Digital Library Research. kmenzies@cis.strath.ac.uk Richard Fallis is an Assistant Librarian within NHS Greater Glasgow & Clyde. richard.fallis@ggc.scot.nhs.uk



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President's Perspective

Seeing libraries come to life

Margaret Forrest reports on her varied first few months as President of CILIPS.

One of the privileges of being CILIPS President is being given the opportunity to visit many different libraries and meet a wide variety of people. In this Perspective I'd like to share with you my reflections on recent visits to public, school and further education libraries.

My first 'official' visit was to Midlothian Libraries and its wonderful new service in the Penicuik Centre. I had already heard many good things about this new library from friends and relatives who live in Penicuik, and was delighted to see this marvellous new resource for myself. As I mentioned in my last Perspective, my background is in health and academic libraries, and so I like to take every opportunity I can to explore community libraries (yes, even on holiday!). One of the first things I noticed about the architecture of the Penicuik Centre was that the rounded shape of the roof reflects the Pentland Hills just behind the building. Inside the library, the curved bookshelves echo the same design which draws the reader around and through the collections towards the service area.

At Penicuik I met staff from a number of community libraries in Midlothian. Many are closely involved in supporting their local primary schools, collaborating with teaching staff to help ensure the children benefit from books and reading from a very early age. At Lasswade High School in Midlothian I met several school librarians and learned about the importance to their work of [Curriculum for Excellence](#). A key message I gained from my meetings with the staff of Midlothian Libraries and the School Library Service was the dedication and enthusiasm of the staff and the importance of networking to ensure the best possible use of resources. Many thanks to Alan Reid, Library Services Manager, for arranging my visit to Midlothian.

The following week I travelled north to Elmwood College Library in Cupar, Fife. In the last issue of Information Scotland, Christine Barclay, College Manager, Learning Resources, describes her library's successful application to Scotland's Colleges Award in the Customer Service Category. I was delighted to meet the staff of this highly commended library and find out more about their service. At Elmwood the staff have worked hard to develop a service which enables more students to get the best out of their library resources. In response to feedback from staff and students, library staff transformed the way they delivered their library induction programme to make this more relevant to the students and at the same time help them score higher marks in their course work.

Information literacy, libraries and learning was also the theme of the CILIPS Skills for Scotland Conference which I attended at Glasgow Metropolitan College later the same month. There were many very informative presentations at this event and one that stood out most for me was given by Margaret McKay, e-Advisor at JISC's Regional Support Centre for the South West of Scotland. Margaret described AccessApps, an initiative developed by the JISC Regional Support Centres in Scotland, in conjunction with JISC TechDis. [AccessApps](#) consists of over 50 open source and freeware assistive technology applications which can be entirely used from a USB stick on a Windows computer. Working in Higher Education, where many resources are available in electronic format, I believe it is essential to ensure they are accessible to all readers. This new resource from JISC will enable an increasing number of students and the general public to access writing, reading and planning software for use on most computers.

Back home to Edinburgh again at the end of March for the launch of [Reading Roots](#): Year of Homecoming 2009, the public library promotion marking the 250th anniversary of Robert Burns' birth. This very well attended event took place at MacDonald Road Library where I was delighted to meet two Living Library volunteers of Edinburgh City Libraries. [The Living Library project](#), pioneered in Denmark at the Roskilde Festival 2000, enables readers to 'borrow' a book, i.e. a person who has significant experience or a different perspective to share. The conversations between the 'borrower' and the 'book' can lead to a greater understanding and appreciation of diversity within our communities.⁴

During the next few weeks I'm looking forward to meeting our Celtic colleagues at the CILIP Ireland and CILIP Cymru conferences, returning home to Scotland in time for our own CILIPS Conference in Peebles. Hope to see you there!

Margaret Forrest
margaret.forrest@ed.ac.uk



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Aiming higher

Exploring libraries, literacies and learning

Catherine Kearney reports on CILIPS' conference 'Information Literacy, Libraries and Learning', which saw different sectors sharing experiences of how partnership work is supporting the national skills strategy.

Information literacy is the foundation for effective learning and the Scottish Government is encouraging its spread while promoting participation in lifelong learning through its ['Skills for Scotland' strategy](#). Intended to support a smarter Scotland, the strategy articulates a national skills system able to respond to both economic demand and individual need. To help achieve its aim a new umbrella organisation has been set up. 'Skills Development Scotland' merges Careers Scotland, Scottish University for Industry (learndirect Scotland, learndirect Scotland for business, ILA Scotland and the Big Plus) and the skills elements of both Scottish Enterprise and Highlands and Islands Enterprise.

This recognition that a skilled workforce should be information-literate prompted CILIPS to host a one-day conference in Glasgow recently to debate and explore the role of libraries and information professionals in advancing and supporting the skills agenda across the sectors.

'Information Literacy, Libraries and Learning' opened with Rhona Arthur, Assistant Director, CILIPS/SLIC, reminding everyone that libraries are key players in supporting both formal and informal learning. Our sector is varied and features academic, public, health, prisons and workplace libraries. As information professionals we incorporate a wide range of skills and approaches into our professional practice to encourage learning. Partnerships between sectors are creating accessible learning spaces encouraging people to re-engage with education. Provision of more formal opportunities, particularly since the Peoples Network initiative, has resulted in the role of the information professional changing to reflect new responsibilities and skills. In support of these new roles, [Lifelong Learning UK](#) has recently updated the national occupational standards and is encouraging a mixing and matching of skills to better suit new delivery environments.

In a knowledge economy there is a shared perception and acceptance of information resources as an organisational asset and of information literacy as a desirable skill which can improve organisational efficiency. Glasgow Caledonian University's [Scottish Information Literacy Framework Project](#) has developed to include research into workplace information

literacy. Two of our speakers, Jenny Foreman and Lesley Thomson detailed their work within the Scottish Government where the development of skills to analyse and apply information to the business of government has become a priority and led to the formulation of a workplace information literacy strategy.

Two of the most inspiring presentations came from the Scottish Prison Service Partnership projects. The Reader in Residence project is a three-year partnership project run by Stirling Council, Scottish Prison Service, Carnegie College and the Scottish Book Trust at Cornton Vale Female Prison. Richard Smith, Reader in Residence and Liz McPartlin, Community Access Librarian, discussed how the project promotes readership development and offers activities such as 'story sacks' where prisoners create a sack for a child they know and fill it with different stories and activities.

Kate King introduced a project between Edinburgh Libraries and the Scottish Prison Service to create a new library at Saughton which has been well received by prisoners, staff, and external partners. The new accommodation is helping to attract those who have never before visited a library service and offer them opportunities to improve literacy and use computers effectively.

Information literacy can be an empowering skill for individuals and this was a point well made by Joanna Prolomey, chair of SHINE, in her discussion about access to non-English language health information provision in the context of broader health inequalities. A language barrier can be a huge obstacle to all aspects of health care and her case study from the health sector described how this was being addressed.

Continuing the enabling access theme, Margaret McKay from JISC introduced the award winning [AccessApps](#) (Accessible portable applications in your pocket), an initiative developed by the Scottish JISC Regional Support Centres in cooperation with JISC TechDis. It consists of over 50 open source and freeware assistive technology applications which can be run from a USB stick on a Windows computer without the need to install anything. The applications provide a range of e-learning solutions to support writing, reading and planning as well as visual and mobility difficulties. AccessApps won the 2008 Scottish Open Source Education Excellence Award.

Peter Godwin, co-author of the recently published *Information Literacy Meets Web 2.0*, gave an overview of the impact of Web 2.0 technologies on formal information literacy teaching in the higher education sector. He concluded with the key message that while change in teaching styles is

continuous the principle of embedding information literacy within the curriculum remains a constant.

Those with an interest in more formal teaching techniques enjoyed Andy Jackson's presentation on using the Cephalonian method in information skills sessions. The Cephalonian method uses a fusion of color, image, humor and music in teaching. Many of the audience had an 'aha' moment when Andy explained why the Cephalonian method was so called (it was devised on a Greek holiday!). He offered the opportunity to participate in the Cephalonian method by using the teaching style for his presentation.

In conclusion, the CILIPS one-day conference presented a broad range of papers from across the sectors which were enjoyed by all in attendance. Delegate feedback suggests that as a profession we welcome an opportunity to share experiences of how partnership work is supporting the national skills strategy and the development of information literacy skills. All of our speakers demonstrated clearly how libraries can open the door to the pleasures and benefits of learning and support education in a range of contexts to suit individual learner need. The presentations from the day are available on [SLAINTE SlideShare](#).

Catherine Kearney is Assistant Director, SLIC/CILIPS.
e: c.kearney@slainte.org.uk



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Aiming higher

Farewell CASS and welcome SHEDL

Jill Evans updates us on policies for collection preservation and development in Scotland.

The [Collaborative Academic Store For Scotland](#) (CASS), a SCURL project, is held in the National Library of Scotland's Causewayside Building. Seven

partner libraries have deposited low-use but research-valuable material on the basis of a variety of strategic objectives:

- to encourage users to access the same material electronically and deposit the print equivalent in CASS
- to accommodate new material on the vacated shelves
- to make different use of the vacated space such as new learning environments
- to consider CASS as the next safe step in the workflow prior to disposal of the stock
- to 'buy time' during building refurbishments

Each partner library paid a financially attractive fee to the [National Library of Scotland](#) for the storage, access, and document supply of the material so, in effect, all parties gained. However, the biggest gain was the collaborative aspect of this project for the SCURL members with the National Library of Scotland stepping in to assist SCURL and the project when all other avenues appeared unsuccessful. It was the pioneering drive of the project by my predecessor in SCURL, Catherine Nicholson, who ensured the success of this quite innovative activity.

Now, a few years hence, and with the arrival of the [UK Research Reserve](#) (UKRR), we are witnessing and working toward the closure of CASS with the partner libraries discussing disposal of stock, perhaps reclaiming just a few metres of stock, and developing a Scottish Collections policy to which we will all contribute and observe. My colleagues in the CASS Steering Group and the CASS Operations Group have had to make some heart-searching decisions regarding the future of the stock: could you make the decision to dispose of collections of print material in the certain knowledge that 'your' institution's users will have access to the same material elsewhere, but not certain that you have not destroyed the heritage of your research collection, or that perhaps in 10 years' time someone will ask you why you reached that decision?

CASS has been so successful in a variety of arenas: it met the shared services agenda of the Scottish Government, it generated worldwide interest with other countries now following similar principles, it stimulated debate about a Scottish and a UK collection management policy and, as an evolutionary and creative project, it has allowed us to contribute to the work of the UKRR. It is heartening to know that four librarians from the Centre Technique du Livre de L'enseignement Supérieur near Paris are determined to spend time with me and a few of my colleagues to learn as much as possible in a few hours to inform their project of building a 'silo' for 47 French libraries and museums to safely store their print material of 40,000 metres: CASS occupies nearly 5,000 metres.

A new beginning for a SCURL initiative is the Scottish Higher Education Digital Library (SHEDL), which has negotiated contracts to access the content from three publishers' from 1 January 2009 for the users of Higher Education Institutions (HEIs) and Small Specialised Institutions (SSIs). Although we have only January 2009 access figures to examine, we have begun to observe a marginal increase in use of the content and we, the SCURL SHEDL Steering and Working Group members, are confident that further increased use will be witnessed in the forthcoming months.

The SHEDL Groups are now considering the next potential publishers with whom to work with [JISC Collections](#) and [Content Complete Ltd](#) for the next contract.

Jill Evans is Scottish Confederation of University and Research Libraries (SCURL) Service Development Manager. j.evans@nls.uk



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Like something almost being said...

Open to change

Kathleen Menzies believes that it's time to think seriously about Open Source systems.

Like many things intriguing, it goes by a variety of names: FLOSS (Free, Libre, Open Source Software), FOSS (Free Open Source Software), OSS (Open Source Software) or just plain OS (Open Source). But whatever name is used the philosophy is broadly consistent, and it's being taken very seriously in an ever-widening circle which includes hobbyists, strategists, politicians and, yes, librarians.

Open Source takes the concept of 'free as in freedom'^[1] and gives users unrestricted access to the source code of software, letting them get 'under the bonnet' to develop or simply understand better the code behind their systems. Where the GNU GPL (GNU General Public License) and related licenses are used, there are no restrictions on redistribution or re-use,

provided you make any derivative works available under these same terms and conditions.

Most of us have heard of the popular 'Evergreen', the Open Source library management system (LMS) developed by the Georgia Public Library Service consortium, and 'Koha', developed at Horowhenua University. Both of these are full, Open Source LMSs, offering a variety of standard and innovative Web 2.0 modules and functions, developed in response to user demand, and with commercial support available. There are other less well known OS LMSs available with active communities. Among the reasons why Open Source is not yet widely used within UK libraries are the related facts that there are not enough high-level 'champions for change' and that procurement guidelines often effectively shut out the consideration of OS options (for example, stipulating that there must already be installations in X other libraries, except in 'exceptional circumstances'). Surely this has to change?

The often anti-establishment history of the related 'Free Software' movement has perhaps led some people to shun or feel confused by the implications of a transition. Richard Stallman (the venerated pioneer of 'Free Software') rejects the term Open Source: "Open Source position[s] itself as being business-friendly and business-sensible... Free software position[s] itself as morally righteous."^[2] But Open Source is not a political party. It has advocates across the spectrum and can certainly be exploited commercially and within profit-making enterprises. It is estimated that the good quality, reasonably-supported OS code currently available would cost 12 billion Euro to reproduce internally, while the "FLOSS-related share of the economy could reach 4% of European GDP by 2010".^[3]

A UK report published in February by the Chief Information Officer Council, Open Source, Open Standards and Re-Use: Government Action Plan states that "Government Departments will challenge their suppliers to demonstrate that they have capability in open source and that open source products have been actively considered in whole or as part of the business solution which they are proposing".^[4] Certainly, commercial vendors have become aware of this. [TALIS's 'Semantic Web Platform'](#) may not be Open Source but they have released some of their code on their developers' network to allow externally developed applications to interoperate with it. They have also created various open source tool-kits. Axiell's Arena, while not a standalone LMS, has Web 2.0 functionalities such as tags, reviews, ratings and recommendations. This is based on the [Open Source 'Liferay' Content Management System](#).

Other developments include '[Blacklight](#)', a fully OS OPAC developed at the University of Virginia and used by its library. It has a small but active

development community online. Blacklight can index, search, and provide faceted browsing for Marc records, and supports a plug-in link to Google Books.

Open Source development is being watched carefully by many bodies such as the [EU's Public Sector and Open Source project](#) and the JISC-funded [OSS Watch: Open Source Software Advisory Service](#). The [OLE Project](#), [5] funded by the Andrew W. Mellon foundation, seeks to "...define a next-generation technology environment based on a thoroughly re-examined model of library operations and connected to other enterprise technology systems". It recognises that the current commercial set-up is not responsive enough to the demands of modern libraries.

Of course, any organisation considering migrating systems to Open Source must decide carefully. What do you want from your LMS? Are there 'missing' features your users want? What do the various OS options offer and what would staff training cost? As the IDA Migration Guidelines remind us, organisations must "ensure that there is active support for the change from IT staff and users." [6]

The case for consideration has already been made emphatically by various reputable studies; the same IDA Guidelines state that the various "...benefits [of Open Source] result in far lower IT costs". Open Source options may be taken more and more seriously by public administrations, finding new and vocal 'champions' in library staff willing to push for change.

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Collaboration

The original is best

A school librarian and a records manager in publishing collaborated on a school project with fantastic results for the pupils. It was also an opportunity to promote both the profession and the importance of preserving information for the future. Cathy Armstrong and Felicity Windmill give their accounts of the experience

Cathy Armstrong, Librarian, Drumchapel High School:

The idea of asking Felicity to come in and show archive material to a group of pupils evolved from informal conversations with teachers about how I could offer them more support. We hit upon a situation that was mutually beneficial. One of the English teachers was looking for ways to liven up discursive essay writing, and I remembered the Boris Pasternak papers from my time working with Felicity at HarperCollins. These papers related to the events of 1958, when Boris Pasternak refused the Nobel Prize in Literature. I had done a brief stint in the archives at HarperCollins while studying for an MSc in Information & Library studies, and I thought Felicity might be willing to work with us. The Pasternak correspondence had brought the Nobel Prize drama to life for me and I hoped the materials would do the same for my pupils. I approached Felicity, she liked the idea and we started working on it together.

We had to make sure the class had done some background research prior to the archives material session to help them to get the most out of it. I felt that it was important to introduce some of the history of the USSR, communism and also the Nobel Prize. The class spent a lesson in the library doing research and presenting their findings to each other. They were pleased to have read at least one other author from the list of winners (John Steinbeck) and quite shocked to read the history of Gulags and repression under the Soviet regime.

The pupils got a lot more out of the exercise than just information for their assessments. As I had hoped, we were able to 'bring the past to life' in a number of ways. A whole book of newspaper cuttings about the Nobel Prize episode showed just how big the story had been at the time. Lots of

pupils spotted local Glasgow newspapers that covered the story, often in some depth. Through getting to look close up at original correspondence and photographs, pupils were introduced to a world where letters were produced on typewriters and took days to cross the Atlantic. With the white gloves provided they were able to carefully pick up items and feel for themselves how incredible thin the typewriter paper was. We discussed not only the technological differences but also how correspondence has changed over time. These letters were very long compared to the average email of today. I borrowed an old typewriter so that each pupil had the chance to try typing. There was some confusion as I asked each group to try to find the delete key! Their efforts are now framed and on display in the classroom.

Although enthusing teenagers about history, research skills and introducing them to primary materials seems justification enough to me, another aim of the project was to make a contribution to curricular teaching. According to class teacher Martin DiPaola: "The project... allowed the class to make crucial progress towards group discussion grades and beginning to write a discursive essay on censorship (both compulsory elements of the standard grade course)." They had been furnished with a variety of real-life examples to refer to, and used their research skills and debating skills which would surely all come in useful for essay writing.

The whole event was very interactive and encouraged lively and engaged debate. It may be hard to imagine a large class of 14-15 year olds engaged in research, interested in the topic – and not complaining about a lack of computers. No one even asked to use one. Using primary materials gave the class a much richer experience than scanning Wikipedia. "The students gained a great deal from the work on Boris Pasternak. Perhaps most striking was how many different areas we were able to cover in such a short time," said Martin DiPaola. It was evident the following day when the class returned to debate freedom of speech and censorship that the pupils had absorbed a lot of information and had had an enjoyable and memorable experience.

In the past year I have seen my school host visits from scientists, an MP, an artist and musicians. But librarians have a wide range of contacts too – thanks to the size of the sector in Scotland, we all probably have contacts in other sectors. Why not invite somebody in the information profession to visit? We all try to promote our service to our own organisations but we can also be involved in promoting our profession as a whole – especially to a younger generation. I admit that, perhaps to schoolchildren, working in a publishers' archive sounds cooler than being a school librarian! It is a great reason to get involved in cross-sector collaboration.

Felicity Windmill, Information and Records Manager, HarperCollins Publishers:

At HarperCollins I have a varied role but one of my main responsibilities is to promote our nearly 200-year long heritage. We started in Glasgow in 1819 and have a fantastic archive of publishing files, books and artwork. I have thought for some time that the resources of the archive could be used effectively to promote our brand and develop links with the local community, which is one of the company's objectives. So when Cathy contacted me about bringing the Boris Pasternak papers to her school I could see that this would be a great opportunity to enthuse some students about history, archives and publishing as well as to promote the [HarperCollins](#) brand.

We had an initial meeting to look at the archive materials and for Cathy to explain how the session would fit in with the school's curriculum. We decided that I would do a brief presentation on the history of HarperCollins and the importance of preserving documents and making information from the past accessible to people today. I firmly believe that our cultural heritage should be explored and that archive materials should be as accessible to the general public as possible. The class at Drumchapel would then have the opportunity to look at the original source materials, including letters and newspaper cuttings.

After the presentation we split them into small groups; I showed them the original items from our Boris Pasternak files and talked to them about how communication had changed over the years. We discussed the impacts of changes in technology on communication and the preservation of information for future generations; the affect this could have on research; and the availability of information in the future. The students were amazed to find out how long communication used to take - and that so much information could be lost if emails and websites weren't archived.

It was really rewarding to see the students engaged with the materials and interested in researching using original source material. For HarperCollins, as publishers, it is important for us to invest in the readers and book buyers of the future. While we are investing in digital innovations, at the same time we want to give young people experiences beyond their computer screens.

HarperCollins has material about many authors, including J.R.R. Tolkien, Agatha Christie and Patrick O'Brian. If you would like to run a project using items from the HarperCollins Publishers archive, contact Felicity: Felicity.Windmill@HarperCollins.co.uk; t: +44 141 306 3735.



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School reading groups

Heated debate in the library

Mark Russell gives a personal account of the Reading Group he runs in his secondary school, and discusses the importance of the librarian's role.

There are a lot of policy changes happening in Scottish education. A [Curriculum for Excellence](#) is coming and this will endeavour to embed the core skills of numeracy and literacy more fully within the whole curriculum. The librarian will have the opportunity to play a greater role in the school and in particular in promoting reading and literacy.

One function of a school librarian's role is to provide access and opportunity for all pupils. What form this takes will ultimately depend on the school. At Kirkland High School and Community College where I work the reading group is a major part of this aspect of the library's work. The senior reading group has been a great success and enables staff and senior pupils to read an eclectic mix of books.

Members come and go but the group's size over the years has averaged between 14 and 16. The fluctuations only add a stimulus to the group. Staff and pupils with a genuine interest in reading get together in relaxed, informal surroundings over – to borrow a German phrase – 'Kaffee und Kuchen', and talk about the book. It allows those pupils with intentions of moving on to college or university a chance to debate and to express their ideas in a tutorial-like setting. Everyone's opinion is listened to – and of course differences of opinion are often in evidence. I often disagree with the only other surviving original member from the early days nine years ago (Stuart Bell, PT Guidance), and the debates can be heated. The pupils can get to see that, although our ideas may be different, we can accept differing points of view. More importantly, they can choose which of use to side with. A reading group is ultimately only as good as the people in it.

Another factor that adds to the reading group's prominence in the school is the teachers who are in the group. At Kirkland we have a mixture of teachers from various subjects and also the headteacher, Ronnie Ross. He has similar taste in novels to me – the historical novels tend to have us agreeing – although Thomas Hardy is my favourite author and his least. I also think that he has not forgiven me for choosing Salman Rushdie's *Midnight's Children* last year!

Sometimes it pays for the librarian to be undemocratic with the first choice of book for the year to get the group up and running for the current academic session. Researching the market is also useful and providing this information to the group allows members to have a say in the next choices. We read four or five books a year. This year our theme has been American literature and books have included *Huckleberry Finn* by Mark Twain; *Twilight* by Stephenie Meyer and Jack Kerouac's *On the Road*. It was a senior pupil who suggested the theme as he was reading *Moby Dick* for his personal study. The books have all been well received and everybody rates the books out of ten at the end of the meeting. (*Twilight* is the most highly thought of book so far this academic year – but the staff group members marked it slightly lower than the pupils.)

In the past we have been extremely lucky enough to have had authors Ruaridh Nicol (*White Male Heart* and *Wide-eyed*) and Isla Dewar (*Dancing in a Distant Place*) visiting the reading group. These visits were greatly appreciated, especially as the authors had come in their own time, free of charge, and answered questions about their books very willingly as well as signing members' copies. The [Scottish Booktrust's website](#) is a very useful tool and allows people running book groups to trawl and see who is willing to come to visit.

Running a reading group is not hard. Some pupils prefer to borrow titles from the library; others like to go to the bookshop or purchase a copy through my links with a local book supplier in Fife, [Millfield Books](#). We are fortunate to be offered a very generous discount.

For me at least, and I dare say for the other staff members both past and present, time spent with the reading group has added to the enjoyment of working in education and supporting the education of our young people. Equally, for our pupils, the experience will hold them in good stead for whatever career path that they should choose.

Mark Russell is Librarian at Kirkland High School and Community College, Methil, Fife.



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Comment

Socially (un)acceptable

Access to social media sites via public libraries is patchy in Scotland, says Christine Rooney-Browne, and it's time to bring them all into the world of shared communities.

The evolution of the internet and concepts such as Web 2.0 has made a significant impact on how we access and share information, communicate with one another and form communities. Many of the traditional services offered by public libraries are now available online via search engines, social networking websites, blogs, wikis, instant messaging and virtual communities. These websites offer us an opportunity to express ourselves, enjoy the social side of the internet, and improve the speed at which we can share news, information and advice. Although the quality of information provided by many of these resources can be questionable, the reality is that they are fast becoming essential tools.

Although some public library authorities in Scotland, such as Edinburgh, West Lothian and East Renfrewshire, have embraced Web 2.0, offering users access to a range of social media websites, there are others which, at present only offer restricted access.

Visiting the Mitchell Library in Glasgow to attend the Aye Write! book festival, I had intended to write about author events on Twitter using the Mitchell's public access computers. However, when I tried to access [Twitter](#), I was greeted with the screen message: "This site has been banned under Glasgow City Council's Acceptable Use Policy." I was also reminded that my "Internet usage was being monitored and logged" and informed that "Users who ignore this warning and persistently attempt to access barred sites may have access to library computers and the internet withdrawn".

[Flickr](#) and [YouTube](#) produced the same message while attempts to log on to [Facebook](#) and [MySpace](#) redirected me to a restricted access screen.

Strangely, [Bebo](#), which has the youngest user profile of all social media, was available with full unrestricted access. The Mitchell's library assistants were helpful but could only respond with a standard reply that all social networking sites were banned.

After filling out a customer comment card I posted about my experiences on my blog, Library of Digress. I received several comments from others expressing similar concerns in other local authorities. The Head of PR for Glasgow City Council, Colin Edgar, also commented and informed me that the problems with Facebook and MySpace were the result of "small technical problems" which have since been resolved. Flickr and YouTube are still unavailable, however, as Glasgow Libraries are concerned that minors might be able to view adult content via these sites. Twitter, on the other hand, had been added to the list of banned websites because it was "...relatively new so a decision hasn't been made yet by libraries as to whether to permit access".

I absolutely understand the need to protect and prevent users from accessing inappropriate content from public access PCs. However, I am unhappy that this is being used as a justification for banning access to useful websites, especially when users could easily stumble across inappropriate content on websites that are not banned. So as a member of Glasgow Libraries I am unable to browse photography collections on Flickr, view webcasts on YouTube or share information on Twitter, at least for the time being.

This experience highlights the inconsistency that exists in Scotland in terms of public libraries providing access to and supporting web 2.0 services. It also draws our attention to a possible lack of awareness about what these websites actually do and misconceptions regarding their value. In addition, it communicates a mixed message to library users throughout Scotland with some being unfairly disadvantaged as a result of local internet filtering policies.

Twitter and Flickr are excellent examples of websites that offer opportunities for individuals and groups to connect, collaborate, communicate, exchange ideas, ask for advice, and learn from others. Therefore, would it not make more sense to educate library users about the appropriate use of Web 2.0 and social networking rather than choosing to ban access? Is it not the role of public libraries to help library users and staff get to grips with Web 2.0 services; to encourage participation; and to teach essential skills to help users effectively manage their virtual lives? After all, Barack Obama, Gordon Brown and even Glasgow City Council realise the value and impact of these services and regularly post updates on Twitter.

The [Scottish Library and Information Council](#) (SLIC) and [CILIPS](#) are keen supporters of Web 2.0, appreciating its value in facilitating the development of virtual library services. I am currently working with SLIC to develop Web 2.0 guidelines to help support public libraries in their understanding of these services and to promote awareness and advocacy at both a national and local level. These guidelines will be available soon.

Web 2.0 tools allow public libraries the chance to extend their role in breaking down barriers by promoting democratic access to resources; addressing the digital divide; supporting communities; and encouraging learning in online virtual communities. It provides us with invaluable opportunities to enable and educate our users and society as a whole, not only about new technologies but also about our profession's relevance in the 21st century.

Christine Rooney-Browne is a PhD researcher in the Department of Computer and Information Sciences, University of Strathclyde.
e: christine.rooney-browne@cis.strath.ac.uk; u: www.libraryofdigress.co.uk

For further information about the SLIC guidelines or to contribute a case study, please contact Gillian Hanlon. g.hanlon@slainte.org.uk



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Community development

Lifelong co-operation

Libraries already play a big role with young people but, Jamie Wakefield asks, should they establish a more formal partnership with community learning & development?

Understanding young people is the key to engaging with them. As a society, we often feel disconnected from our youngest members and for public libraries this can be the biggest hurdle to attracting young users. There often needs to be a change of perception about who young people

are. As Dave Black, who recently won YouthLink's partnership award for youth work, said: "If you can see past the media picture of a youth being a hoodie-wearing, alcohol-drinking, knife-wielding monster, you will see a person, not just a caricature. Working with that person, helped by professional youth workers, is the best way to meet any of the challenges that our community has."

Equally, there needs to be a change of perception among young people of what a library is. Old stereotypes and misconceptions persist, especially among the many young people who could most benefit from what they offer in the way of information on what is going on in the local community and on new opportunities for learning and retraining.

In community learning and development, challenging misconceptions is crucial. Community capacity building aims to help marginalised communities to engage with vital services such as those provided by libraries.

There is a clear common purpose between the two areas of work. Reaching out to young people and engaging with them is at the heart of community learning and development practitioners whether involved in youth work, family learning or community capacity building. Libraries wanting to provide services to young people would make a good start by linking up with community learning and development professionals.

As many public library services have already found, the youth services department within their local authority is a useful partner. Scotland has a long history of successful youth work activity and linking into existing activities can connect a library directly to a young audience. The nationally recognised purpose of youth work is to: "Enable young people to develop holistically, working with them to facilitate their personal, social and educational development, to enable them to develop their voice, influence and place in society and to reach their full potential."

It is easy to see that the target group for youth workers is exactly the target group for libraries seeking to reach out to young people. Many libraries have found that their Community Planning Partnership can connect them to community learning and development practitioners working in the local area.

Many library staff have found that by partnering with community workers they can maximise their resources (facilities, budgets, expertise) for the benefit of those in the community who most need their support. Community workers can help promote and support their local library as a focal point for community activity – a place where young people are motivated to engage

more closely with community initiatives; where those looking for work are supported in their job search and in their learning needs; and where new arrivals to the area or to the country are offered the information and support they need.

This is already happening up and down the country, but it is much more effective, and reaches many more people, when planned and delivered in partnership. By linking into existing activities such as family learning, storytelling groups and early learning groups, libraries can raise their profile among families and by extension young people. Youth initiatives are far more likely to succeed if they include local youth work professionals.

It is vital to share best practices. Lifelong Learning UK works to interconnect the different areas of work within the lifelong learning sector. There are important exchanges of knowledge and understanding to be made between libraries and community learning and development. [Lifelong Learning UK](#) is able to demonstrate clearly the competencies of both professions through our work with both libraries and community learning and development practitioners to develop [National Occupational Standards](#).

These NOSs make it easy for library managers to identify the knowledge and competencies from community learning and development that can be brought into a library. The NOSs can be used as a staff development tool and appropriate training brought in to develop library workers' community engagement skills.

Alternatively, libraries could employ a community engagement officer with appropriate experience. Using NOSs to create the job description makes the recruitment process easy and tailored to the libraries' needs. Simply having one person with this experience can lead to skills being both formally and informally cascaded to other staff.

There is so much to gain from working in partnership with other lifelong learning providers. Through sharing of best practice and making use of each other's expertise, everyone in the lifelong learning sector can recognise the best ways to connect with young people and help them recognise how much they have to gain from using Scotland's libraries.

Jamie Wakefield is Information Officer – Scotland, Strategy and Business Development, Lifelong Learning UK. Further information: t: 0870 050 1019; e: jamiewakefield@lluk.org



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President's Perspective

Good practice in action

Margaret Forrest is seeing her presidential themes put into practice all over the UK.

In my first '[Perspective](#)' I described three key themes which I would like to explore this year in my role as CILIPS President: accessibility, collaboration and professional development. During April and May I visited several libraries, attended three conferences both within and beyond Scotland and found examples of good practice of these themes in many places.

The first of these visits was to Dundee Central Library which is situated in a busy shopping centre in the heart of the city. I was very pleased to meet several staff and learn about the library's outreach services. Very often when people talk about accessibility, they are referring to walk-in access for people with physical disabilities, but there are many other unseen barriers which can prevent people from being able to use and enjoy libraries. In the [February issue of Information Scotland](#), [Maureen Hood](#) described an innovative reading group for people with diverse and special needs. On my visit to Dundee I was delighted to meet the staff involved and learn more about this project.

In May I joined a delegation of Scottish librarians on a study tour and conference in Finland. At this Twin Cities Conference I was very interested to hear about an innovative service available from the Estonian Library for the Blind where audio books are created 'on demand' and posted out to readers. In 2008 the service won the 'Deed of the Year' Award from the Estonian Library Association.

There were many other excellent presentations at this conference which itself was a very good example of collaboration and networking. The first Twin Cities Conference took place in Helsinki and Tallin two years ago and an enthusiastic and informative [report was written by Silviija Crook](#). Last year a group of Estonian and Finnish librarians visited Scotland and

participated in our own CILIPS Conference at Peebles. At this year's conference in Helsinki and Turku we exchanged information and ideas on a wide range of innovative services in public, national, university and defence libraries. The title of the presentation by Martyn Wade, National Librarian of Scotland, sums up very well what I believe the conference successfully achieved: '[Expanding horizons – ideas into practice](#)'.

Collaboration, networking and professional development were also important themes for both of the CILIP conferences I attended recently in Ireland and Wales. The CILIP Ireland annual conference was organised jointly with the Library Association of Ireland (Cumann Leabharlann na hÉireann). Two presentations stood out for me as a history librarian. Professor Jane Ohlmeyer of Trinity College, Dublin, spoke on [Europeana: the European digital library](#), museum and archive project in which she called on librarians to become more involved in supporting the Irish contribution to this online resource. Another presentation demonstrated that some Irish librarians are indeed active in developing digital content for archives. Deidre Wildy, Senior Subject Librarian at Queen's University, Belfast described a successful collaborative project with JSTOR and JISC on the [Irish Studies Collection](#). This includes around 80 key journals, 210 monographs and 2,500 manuscript pages, providing access to a multidisciplinary digital library of research materials relating to Ireland from the eighteenth century to the present. A highlight of the event was the Conference Dinner hosted by the Lord Mayor and Belfast City Council and held at the Harbour Commissioner's Office, when Lord Mayor Tom Hartley spoke from the heart about the power of books and libraries to facilitate learning.

The CILIP Cymru conference was another good example of collaboration, this time between different sectors. The Welsh conference was a meeting of library, archive and museum professionals which clearly demonstrated the common ground of all three areas. The keynote speech by Alun Ffred Jones, Minister for Heritage, picked up the conference theme of 'Space for all' when he described two areas where there have been improvements in the sector in recent years in Wales. Firstly, he mentioned new developments in the physical space (e.g. the new Glamorgan Record Office with state-of-the-art facilities for conservation, public access and education). Secondly, the Minister talked about innovations in virtual space, one of these being the digitisation of around 300 newspaper and magazine titles held by the National Library of Wales; another was [Cat Cymru](#), an online catalogue enabling people to view collections of all Welsh public and academic libraries in one easy search.

Finally, I've just returned from the CILIPS Conference in Peebles where I was delighted to meet many members and learn about their interests and

aspirations for the profession. I hope I encouraged delegates to take on the challenge of developing at least one personal goal to put into practice some of the ideas explored at the conference. IS

Margaret Forrest

margaret.forrest@ed.ac.uk



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Aiming Higher

Jill Evans ponders on some unfortunate repercussions of the economic climate – and what grabbed her at the CILIPS conference.

SCURL, in common with other organisations and institutions, has felt the effects of the current recession on supporting staff development opportunities, travel budgets, and expenditure on content to build and extend their library's collections. The phrase 'tight economic times' has rapidly become part of everyday phrases in conversation and reported in business meetings and is often conveyed as the reason for reduced attendance at training events or conferences.

A number of events with which I have been involved through [SCURL](#), the FE college sector, Scotland's Colleges, University and College Research group, Scottish Working Group on Official Publications, and also observing CILIPS, have been cancelled or postponed as the number of interested attendees have been so few. The reasons offered for the low take-up of places is that the staff development and travel budgets have been used for other purposes and also that we are moving towards the end of the financial year in the academic sector.

In a recession or downturn in the economy it is apparent that an opportunity always emerges for more resourceful thinking to address the challenges. Training and staff development now requires a more imaginative focus at an appropriate cost, or we will lose the momentum we have gained with equipping Scotland's librarians and information resource managers in areas of activity core to our business.

A recent meeting of Scottish regional representatives from the above group shared their knowledge of best practice with the expected outcome of learning who does what, who is the expert on a particular area of activity, where would one locate the knowledge on this activity, etc.

One regional group, north of the Firth of Forth, provided a part-time post of training co-ordinator with the result that their training courses were very well attended and by representatives from all library sectors.

Another regional group, north of the River Tay, had approached their archives and museum sector colleagues with an invitation to join the group with the benefits of welcoming new members, receiving more income in subscription fees, and also sharing innovative ideas from another sector.

The annual Branch and Group day at the CILIPS conference provides such an opportunity to catch up with new initiatives and services, to meet the experts, to consider exploring new business partners in an informal environment, and to renew acquaintances – all in the arena in which we, as librarians, are best known: as trusted colleagues and friends.

I listened with interest to Richard Boulderstone, of the British Library. He spoke most persuasively and imaginatively of the project to construct a Digital Research Centre on the land which the BL owns adjacent to their premises near the rail stations. I was caught up immediately in the scope of the project, the partnerships envisaged, and the vision which he articulated.

However, he said that funding had not been confirmed although various strands had been identified with potential partners. I will follow the progress of this project as he spoke with conviction about delivering virtual content and that it did, indeed, require a physical presence.

The keynote address at the CILIPS conference was given by Jay Jordon, CEO of [OCLC](#) – a powerfully imaginative speaker. OCLC is owned by the libraries who built Worldcat and so the National Library of Scotland and four Scottish Higher Education Institutions share in this privilege. Jay spoke of managing the collective collection and, here in Scotland, through the auspices of SCURL, through a study with OCLC, we are hoping to initiate an investigation into unique Scottish items in Worldcat.

The most moving part of the day's programme came from Karen Cunningham, Head of Culture and Sport Glasgow. She spoke about the Getting Glasgow Reading project and how, through this project, children who had never owned a book before now had the opportunity to do so. Karen explored the reactions of children who visited the library, perhaps for the first time.

The massive scale of the work with which OCLC is involved and propelling forward on a global scale, the continued training of our librarians here in Scotland, are both equally important. However we must ensure the current generation of children have the opportunities to explore libraries, to own books, and to acknowledge Scotland's wealth of treasures – which will hopefully be exposed through the unique items study.

View [CILIPS Annual Conference 2009 presentations](#) on Slideshare

Jill Evans is Scottish Confederation of University and Research Libraries (SCURL) Service Development Manager. j.evans@nls.uk



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CILIPS Conference: Reports

The variety of subjects covered at the CILIPS Annual Conference, 1-3 June at the Peebles Hydro, was as wide as ever this year. Three delegates report.

An event to inspire excellence

What makes a good library leader?

In her session, 'A personal journey in leadership', Rebecca Davies, in post as Director of Information Services at Aberystwyth University for just three weeks, emphasised the 'personal' view. She spoke of three areas – leading; managing; and following, and used her childhood and family as an illustration under the heading of 'Going for a spin'. Her grandfather would take the lead by deciding what the whole family would do on a day out, her grandmother would manage this decision by delegating tasks such as making the sandwiches and organising people to be on time, and then the rest of the family would follow by carrying out tasks allotted to them.

She went on to talk about what, for her, made good library leaders, managers and followers, when being a leader or manager is easy and when hard and

what makes a good follower, emphasising that everyone has to be good at following and libraries need all staff to demonstrate leadership. She also emphasised that we all must love libraries, with leaders being passionate about them: “Love the service you deliver while walking away from cynicism – though recognising need for change.”

The issue of cynicism was picked up in the questions that followed, especially for new professional staff. Her answer was to know when to stop, so as not to get frustrated, and try a different route. It is important to recognise that even cynical colleagues all loved libraries once. You need to find natural allies to work with who will change alongside you.

The People’s Network

David Potts of the MLA and Brian Kelly of UKOLN delivered a combined session. David spoke on the People’s Network 10 years on, and Brian on ‘From e-Lib to NOF-digi and beyond’.

Going back to the original 1997 report which introduced the People’s Network, David Potts outlined how it has transformed public libraries in the UK. He was very proud of how libraries have led the way in ICT but felt that this was no longer the case, citing lack of librarian impact on the web-scale, library-like services such as Google, Amazon & Facebook. He spoke about limited content of current public library websites but did highlight services such as Reference Online and Enquire.

Using the original PN headings of Access, Content, Consumers, Training and Support, he felt that, currently, Access is still excellent and in the main free, and Support is available to all, but he saw an incredible opportunity to move into learning and skills and wanted more consumer engagement.

Brian Kelly’s talk referred back to the e-Lib programme of the mid-1990s and the major developments since then. He emphasised the importance of open standards, acknowledging that some highlighted in the past never happened and some were not appropriate for the budgets or technology available. Now the emphasis was on providing pragmatic solutions, with guidelines based on a culture of sharing, openness, and a need for flexibility.

Anne MacKay, Edinburgh’s Telford College

Best practice from around the globe

Jay Jordan, CEO of OCLC, gave an inspirational keynote address with a heavy emphasis on collaboration and partnership, plus a dizzying whiz around e-commerce and social networking.

New OCLC research from Lynn Connaway is not good news, said Jay. People are not seeking information using the same old patterns. This is hardly news, but how do libraries shift our offerings to 'millennials'? We need to anticipate demand patterns.

Jay went through a busy 25-year history of OCLC's co-operation with Scottish libraries. Glasgow University was an early adapter. He also gave an update on activity such as [OCLC Local](#), a branding service, used mainly in the US but UK discussions will come to fruition soon, and the move towards Web-scale – co-operative library management services. Ask Scotland, launched at the conference, is based on OCLC technology, and Jay Jordan praised good examples of collaboration in Scotland, between councils and different types of libraries, for example.

Some words of wisdom he left with us were:

- Get business people at the table
- There is still too much conservatism in libraries
- Look around the globe for best practice.

Reaching more readers

The conference provided the first chance to get reactions to the new [Reading Sight](#) web resource from the RNIB and partners. It is due to be launched at CILIP's Umbrella conference.

We have an aging population which will mean more library users with sight difficulties. Reading Sight is going to be an immensely useful resource, especially for frontline staff. It will be easier to access best practice, case studies, information, advice and resources about delivering an accessible library service for people with sight loss.

Pat Beech and Tom Forrest are seeking opinions on what Reading Sight should do.

The site will not remain static but will be updated constantly. Pat Beech says: "The site will never be finished as it needs to stay live... overall it should make a real difference."

Comments are welcome to: simon.morgan@rnib.org.uk

Not good enough for Gill's mum

Gill Hamilton works with tools to help integrate collections at the National Library of Scotland. She gave an entertaining session, describing how her mother's experience of searching the [NLS website](#) came to influence the library's implementation of [Aquabrowser](#).

Gill's mother couldn't find what she wanted, and this simply wasn't good enough. The site was not intuitive to readers' search methods. Gill, as a resources discovery librarian, "...was ashamed". We can't expect users to understand the nature of libraries, and use a 'catalogue', she said. "Readers don't know or care about catalogues."

Aquabrowser is sold by Infor in the UK and developed by Medialab in The Netherlands. Trying again using keywords with Aquabrowser was a much more fruitful experience for Gill's mother, searching 'Westies'.

Reading connections

The Reader Development strand of the conference also included a useful session with Sian Gibson, Canongate Marketing Manager, on how libraries and publishers can work together better.

For publishers, the 'face to face' opportunities that libraries provide are valuable. They also offer space and 'trust'. Publishers have things of value for libraries – authors and promotional ideas. The main contact is reading groups. They like to be "in at the beginning" with a great new book. Sian told us about Canongate's worldwide readalong this August of Jan Martel's [Life of Pi](#), which is being reissued with a new cover. Promotional posters and bookmarks are available.

The final two speakers also focused squarely on books and reading. Anna Burkey told us about the Lost World read that Edinburgh, as a Unesco City of Literature, is running. This is a fine example of partnership work: the UK's largest-ever collaborative reading campaign only employs two people.

Karen Cunningham of Culture and Sport Glasgow said that Aye Write!, the city's reading festival, was initially targeted at people who would not normally go to a literary festival. She also talked about Get Glasgow Reading, run by Glasgow libraries. Karen feels that the most important element of Aye Write! is still the free schools programme. The 'Books to go' scheme in which children receive a free, signed book revealed that some children had never before owned a book.

Debby Raven, Editor, Information Scotland

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CILIPS Conference: Reports

A new national research base

I was delighted that Richard Boulderstone, Director of e-Strategy for the [British Library](#), was talking about Libraries of the Future. As a huge fan of the British Library I had been looking forward to his presentation.

After a quick overview of the range of resources available at the BL, its impact on research and its contribution to the national and local economy, we were introduced to the new [Digital Research Centre](#), currently being built on an acre of land behind the library to support storage and access to the library's huge catalogue of digital resources and to assist researchers. The aim is not just to appeal to traditional researchers, but to include anyone with a research need – family historians, entrepreneurs, business people, and citizen scholars. As a result, Richard and his team have been working tirelessly to ensure that the content, services and the actual building is capable of meeting the complex needs of such a diverse set of users. An obvious question might be: "Why are they creating a physical building to house a digital collection?". Well, it seems that, due to licensing issues, most of the digital resources will only be accessible on the premises. But this also means that visitors will be supported in their research by onsite staff.

The proposed layout for the building certainly looks attractive. A lot of thought has gone into creating a welcoming space that encourages and supports creativity. As a researcher I was relieved to see a balance between collaborative research spaces and private study areas.

So, what is next for this ambitious project? Richard stresses that in order to meet the completion deadline of 2014, there is a need for ongoing partnership working, between numerous internal and external agencies, from the private, public and academic sectors. I am already looking forward to visiting the centre.

Journeying together

Up next was a personal journey in leadership from Rebecca Davies, Director of Information Services at [Aberystwyth University](#). As a relatively new professional I was particularly interested in any advice on becoming established within a profession which, at times, can be difficult to infiltrate. Rebecca presented scenarios from her past which included trying to get a

new idea off the ground, clashing with librarians who had been ‘in the job for years’, negative attitudes and cynicism. Many delegates were nodding their heads knowingly: it seems that such challenges are not the sole concern of new professionals.

While as library and information professionals we have a responsibility to be innovative and to embrace new technologies, we also need to be aware of our personal and professional limits and confidently assess which battles are worth fighting for, and which ones we should walk away from. Rebecca suggested that a “yes we can” attitude is key to our success, but that it must be balanced with an appreciation for the organisational culture, and a willingness to collaborate and persevere to ‘get people on board’.

Although it is important to use all of the tools at our disposal to ‘sell our vision’ she recommended we were cautious not to kill ourselves in the process. Indeed, it is important to ensure that our voices are heard, but this does not necessarily mean that we have to shout the loudest. The value of establishing communicating our ideas in a non-threatening manner might just make it easier for colleagues to hop on board and join us on our journey.

Rebecca also taught us never to underestimate the power of showing up at a difficult meeting with a packet of biscuits and a smile!

Christine Rooney-Browne, Department of Computer and Information Sciences, University of Strathclyde

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CILIPS Conference: Funding

Less is more

New initiatives needn't cost much, as Gill Swales demonstrates with a number of partnership projects she has been involved in which mostly incurred only staff hours.

Like most library authorities, [Scottish Borders Council Library and Information Service](#) (LIS) is always on the look-out for new initiatives and projects to expand and enhance services, particularly if they are low-cost. (No duck islands for us!)

During the last couple of years Children's and Schools Services of Scottish Borders LIS has been presented with the opportunity to develop several local and community partnerships at minimal cost which work to the benefit of all partners, but particularly to the benefit of children, young people and schools. Three of these 'shoestring partnerships' are: The Borders Book Festival, The Heart of Hawick Children's Book Award, and Animate It 09.

Borders Book Festival

The [Borders Book Festival](#) started in 2004, and is based in Melrose. It's become an increasingly well-established celebration of books and authors. Scottish Borders Council is one of the main sponsors so LIS saw there was an opportunity to work with the Festival to further our mutual aims of promoting books and reading, and to expand the reach of both LIS and the Festival, particularly increasing its appeal to children and breaking down barriers.

LIS is involved with the Festival in two ways. Firstly, in providing a library promotional stand for the Schools Gala Days when hundreds of children from across the Borders visit to hear author events. Library services are promoted, including services to schools and Bookstart Rhymetimes, and storytimes are held in the grounds of Festival venue Harmony House.

Secondly, in 2007 a joint decision was made that a children's writing competition would be set up, aimed at all Borders primary schools. Write On! is aimed at P5-P7, a 350-word limit was set and this year, in response to feedback, themes were introduced to guide the young writers. The Award Ceremony is held during the Festival and LIS benefits from accessing this prestigious event and venue, as well as from free books supplied by the publishers for winners and their schools. Winners are also given free tickets to a festival event, which last year was Charlie Higson of Young James Bond fame. The Festival benefits from LIS expertise and its links with schools. Costs to LIS are minimal, primarily staff time, as well as sharing costs of author host and winners' medals.

Heart of Hawick Children's Book Award

The Heart of Hawick is the key regeneration project in Scottish Borders. Centred around a once-derelict woollen mill, this ambitious town-centre

development provides a café, tourist information, display space, business units, auditorium and local history & archive centre.

An approach was made to LIS by two local parents who wanted to contribute to the regeneration by creating a Children's Book Award involving the local schools, both as a high-profile event to celebrate the town and to create a buzz and enthusiasm around reading. LIS saw this as an ideal opportunity to have direct input into the regeneration, to develop links with local schools and parents, and to support the Award's aim to promote reading for pleasure. LIS expertise was utilised to support and organise the Award. A small committee, including two library staff, was set up, and the structure of the Award was established, including criteria and timeframe for shortlisting and for reading and voting for the books within schools. Associated initiatives were established such as school author sessions, and a linked Library Quest.

Funding came from local sponsors and businesses, and partners include Youth Café (who filmed the Award Ceremony), the Heart of Hawick Business Manager (free venue for Award), local media and photographers, schools, and parents. Again there is little cost to LIS: mainly staff time, along with funding for a school session by one of the shortlisted authors. The Award ceremony itself is an Oscars-style event, hosted by a celebrity (Ainslie Henderson of Fame Academy last year), in which children participate fully.

Schools report that the Award has increased confidence and a sense of achievement among participating children, and although only two years old, the Award is already receiving good media coverage and raising its profile.

Animate It 09

Animate It is a nationwide competition run by CBBC and the film-making website Filmstreet to create a short animated trailer of a favourite children's book. LIS was approached by VOMO (Voice of My Own) – a Borders-wide film-making project empowering young people through new media – as a natural partner, and funding for two sessions with a freelance animator were secured through Determined to Succeed. It was decided to hold one session in a school and one in Hawick Library on World Book Day to link in to the Heart of Hawick Award and to bring in children from Hawick schools to the library.

Over the course of an intensive day they had to work together to plan, storyboard and film their trailers which were two minutes long: that's a lot of animation! As well as expressive arts and literacy outcomes, the groups also learnt about film-making (cine literacy) and ICT as they had to operate the animation software.

The books chosen were *Granny* by Anthony Horowitz and *Dog Lost* by Ingrid Lee. They didn't win but the trailers are clever and entertaining. The only costs to LIS were for staff time.

Successful partnerships don't need to be complex and costly. Sometimes it's a question of looking for simple projects which libraries can tie in to, with shared mutual aims, and similar opportunities can be found in most authorities.

Gill Swales is Young People's Services Co-ordinator, Scottish Borders Council. She spoke on 'Partnerships on a shoestring' at the CILIPS Conference Branch & Group Day on 3 June.

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CILIPS Conference: Schools

A glowing report

Glow, the Scottish Schools Digital Network, has great potential for librarians. Elspeth Scott outlines how it can be used in daily work, for professional development and in supporting pupils and staff. On page 12, Glow's development is described.

[Glow](#), the Scottish Schools Digital Network, is the first national education network of its kind and has created interest around the world. It is a portal combining communication and collaboration tools and a virtual learning environment.

All 32 of the Scottish Local Authorities have signed up to use Glow and around two thirds of them have already begun implementing it in schools. Although initially including only pupils and staff in schools, Initial Teacher Education institutions are now joining Glow, there is a pilot with an FE College, and HMIE are also using it. Local authorities can decide who they wish to be involved so public library staff could also be included. Some

authorities are following a phased roll-out programme but it is possible to request your Glow account before your school is provisioned. A pilot for including parents in Glow is also under way – the Glow community will eventually be very comprehensive.

I was lucky enough to be involved in the very early pilots of Glow where I worked with two science teachers and a first-year class, testing the different elements of the portal and seeing first-hand how enthusiastic pupils were about this way of working, and how Glow allowed staff to integrate a wide variety of approaches and resources in a manageable way. For the last two years I have been seconded as an ICT and eLearning Staff Tutor in Dundee and, as we are an Early Adopter Authority for Glow, a large part of my work has been in developing the use of Glow across the authority.

Glow has been designed as a tool for teaching and learning to support the introduction of a Curriculum for Excellence. I think it offers great opportunities for librarians. We already have skills in locating, evaluating, organising and managing information. We can, by virtue of our position in schools, see the bigger picture and the links possible across the school (and, because we're pretty good at communicating with each other, between schools and authorities as well); and we have expertise in the skills which pupils and staff will need to make use of all the facilities of Glow. Whether it is called information skills, information literacy or critical literacy, this is a field in which we are the experts. This gives us the chance not only to participate in, but lead developments in education. A number of school librarians are Glow Mentors already and Learning and Teaching Scotland has recognised the crucial role we can play. It has encouraged us in the development of one of the first national Glow groups for staff, and it has suggested to authorities that librarians, getting involved as a group, are very likely to appreciate and use Glow's potential.

Glow groups are collaborative working environments which include news, 'what's on', web links, document stores and discussion forums, and many other tools can be added as required. For example, Glow Meet, which is a web-conferencing tool incorporating a shared whiteboard and application sharing, and Glow Chat, which allows moderated chat and synchronous discussion. Video and audio files can also be embedded. Although Glow itself does not support blogs and wikis, the web part called the Page Viewer allows them to be run and used through Glow. Glow also includes a more traditional form of VLE, Glow Learn, which allows the organisation of courses and allocation and tracking of work, and is particularly powerful when used as a Learning Space within a Glow Group allowing the integration of the collaboration tools.

There are three main areas in which librarians are likely to use Glow: in their daily work; for professional support and development; and in supporting pupils and staff in their schools. In daily work examples of use might include: using Glow groups for pupil librarians, book clubs, IL development, book reviews, gathering suggestions, getting feedback from users; Glow meet for author or other 'virtual visits'; Glow Learn in LRC induction; for IL work and to add resource lists directly into relevant courses. Glow Groups are a good way to build communities of professional practice. The national Glow group, and local librarians' Glow groups (we have been using one in Dundee for over a year) allow the sharing of resources, dissemination of information, discussions of issues of concern and even virtual meetings.

The skills I highlighted earlier put us in a strong position to support our users and to raise our profile and status in our schools and authorities.

Elsbeth Scott, Dundee City Council, was speaking on Glow at the CILIPS Conference on 2 June.

More information

The national [Glow Group for school librarians](#) Contact Elspeth by Glow Mail: ddescott863@ea.dundee.city.sch.uk

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CILIPS Conference: Schools

Bright idea

Managed by Learning and Teaching Scotland. Glow is the world's first national intranet for education. Glow breaks down geographical and social barriers to allow joined-up working the length and breadth of Scotland. Transforming the way education is delivered in Scotland, the system works work alongside Curriculum for Excellence.

The proposal for Glow was first outlined by the Scottish Executive in 2001. The vision for what was then called the Scottish Schools Digital Network (SSDN) was to provide every local authority, school, staff member and pupil with access to online learning tools via a secure national network, the first in the world. In 2005, the contract to provide the services was awarded to RM plc, an established supplier of educational ICT services in the UK.

Work continued on the project, and in 2006 SSDN was renamed Glow, featuring prominently at the Scottish Education and Teaching with Technology conference. Piloting began in schools that year, and Glow was made available to the first local authorities in 2007.

From an initial four early-adopting local authorities, Glow is now a reality in almost every area of the country. Each local authority has its own plan for rolling out and supporting Glow in its schools, and training comes both from the national Glow Team and from local support staff in each area.

Glow provides users with learning tools, creating new opportunities for collaboration, personalised learning and innovation in learning and teaching. A Glow username and password unlocks access to web conferencing, secure online chat, instant messaging, discussion boards, and a national Virtual Learning Environment, along with many other features.

Glow Groups allow classes to complete class work and homework online, work with other classes in different schools, and even work with pupils across the world on collaborative online projects, while still inside a secure environment.

Glow has also been the virtual venue for hundreds of national events, and contains resources and communities at national level that teachers, school staff, pupils and parents can access. The national Glow Groups are places where anyone involved in education can discuss and plan together. The national librarians' group is a particularly well-used community, and is a space for librarians and learning resource assistants from all around the country to work collaboratively and share ideas.

At the recent CILIPS Conference the programme director for Glow, Marie Dougan, spoke of recent events and during the conference the delegates were able to link live via the Glow Meet web conferencing system to a Glow CPD event for English teachers happening at that time in Stirling.

Among other recent events, the Glow team, in association with the Scottish Book Trust, was delighted to be able to broadcast a talk from the UK's most popular male children's author, Anthony Horowitz. The event took place at

the Surgeons' Halls in Edinburgh in front of an audience from two local schools, and was simultaneously sent out to hundreds of schools around Scotland via a web stream and Glow Meet. After Anthony's talk, he logged into Glow and engaged in a Glow Chat session, fielding questions from fans in classrooms from Shetland to Argyll and Bute. Two weeks later the author MG Harris took part in a Glow Meet from the Lenzie Academy school library. MG, the author of 2008's fastest selling debut children's novel *Invisible City*, talked to the audience, both in Lenzie and in Glow, about her work, and then answered questions asked live via a video link from schools. More author events are planned as well as work with the Edinburgh Book Festival.

With Glow, the possibilities for connecting classes and creating learning opportunities are endless, and the wonderful thing is that the ideas for the best ways to use Glow come from the practitioners and their classes.

Look out for details of the librarian's Building Glow Communities event in session 2009/10. www.glowscotland.org.uk

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CILIPS Conference: Careers

Tips to get to grips

Joanna Ptolomey decided to stand back and take better control of her career. Here, she offers some top tips so you can do the same.

I don't want this article to start being negative but, let's face it, some days are just a grind. As I write this, it is Friday, soon to be the weekend, but I have had a choc o'bloc week full of deadlines, meetings, new service development and financial decision-making. And that is just my work like, never mind what I like to do in my personal life.

However, this week is no different to others and it's not just me that feels like this. I have many colleagues and friends in the library sector who report the same: weeks filled with changes, meetings and deadlines. It can seem that there is little time for examining the quality of how we spend our time in our work. Do we feel like we are in charge of our career? When do we seriously feel like we have enough time to allocate to our career as a library and information professional? Our annual review, when we (and our employer) assess our competencies and KPI's (key performance indicators)? Or, my favourite, the New Year (new you) when we all tend to become obsessed with taking charge and changing our world for the better... well, at least until 6 January when everyday life and demands start creeping back in.

I don't mean to mock or make fun, but this was exactly the position I found myself in. Fed up with lack of time and inability to sustain the momentum for changes in my career, I started to feel less in control. So, I started to look seriously at how I could incorporate changes into my everyday workload that would help manage my processes.

I discovered that the main success criteria were around changing my mindset. I thought very carefully about what was important to me as a professional and professionally and how I wanted to be viewed.

I decided upon five key cornerstones of what I believed in.

1 Be bounded by your profession, not a job description. I had already worked as a librarian in NHS and the corporate world and before being a librarian I was qualified and worked as a planning engineer in the construction industry. I knew that I had transferable skills and knew that value-added deliverables were important to users and clients.

2 Take ownership of information handling and management expertise. Everyone knows that "knowledge is power" and some people are certainly expert subject specialists, but are they best placed on "information journeys"?

3 Plan to deliver relevant valuable resources. Whatever sector I would find myself working in, the key was to deliver on time and give the most value for whatever your resource is.

4 Does your contribution have built-in success criteria for the group? What are you working on? Perhaps it helps deliver part of your organisation's strategy and reach a particular user group?

5 Your actions will be your promotion. Do you constantly deliver? People will always remember if you fail to deliver and opt out. What is your attitude?

Having some key cornerstones is all very well and good, but how does this actually help me to manage my career on a day-to-day basis? I needed to get much more specific and after much thought I came up with a further 10 ideas that should help me “get to grips” with who I am and what I really wanted out of my career as a library and information professional.

- Learn from yourself.
- Identify success criteria.
- Reactions to change.
- Commitment versus interest.
- Creativity.
- Dangerous comfort zones.
- Being brand savvy.
- Behaviours... people and work.
- Planning to deliver.
- Understanding your role in business.

Using the five cornerstones and 10 “tips to get to grips” I started to get a better understanding of where I wanted to be and what I wanted to do with my career.

Joanna Ptolomey was speaking at the CILIPS Conference on 2 June. Joanna’s work includes research projects, consultancy, developing courses and writing. She is Chair of the [Scottish Health Information Network](#).

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CILIPS Conference: Young people

YAPping in the library

Craig Green describes a successful partnership youth scheme involving library facilities in Glasgow's Easterhouse which has contributed to decreasing youth disorder.

Nearly three years ago the Bridge opened in Glasgow's Easterhouse, with all the pressures expected from opening a new service in new arrangements in new accommodation. Right from the start the service was intended by the resident partners (the Arts Company, the Pool, the Cafe, the Library and John Wheatley College) to be open and welcoming to all the local community, young people included.

As with other public library services, the Bridge has a number of PCs available (in this case provided by John Wheatley College: 38 available to the public, 50 in the flexible learning area used in the evening and on Saturdays for young people as part of the College's Youth Access Programme). And as elsewhere, in the Bridge, internet-connected PCs act as a magnet for young people, bringing both a set of opportunities and challenges for staff.

Young people in the Greater Easterhouse area are as challenging as those living elsewhere in Scotland. Bridge staff in early days were sometimes faced with abusive young people and could even find themselves chasing young people around book stacks (a race the young people were always more likely to win). What we had to work with was that they thought of the Bridge as a 'cool place to be' and they almost all wanted access to PCs. We had (and have) a close-knit library/college operation and staff who genuinely wanted the young people to come in... as long as they behaved reasonably. What we also had was a couple of years experience of the college's Youth Access Programme, led by youth workers working in partnership with teaching staff and community partner staff and including experience of working with some very challenging groups of young people. They knew that while young people are challenging, it's to be expected and it's not usually with any malice and it's not the case for the majority.

The Youth Access Programme was already running in outreach community venues, inviting in young people aged 12+ to use local learning centres and their broadband wireless connections to the college network and the internet, with a variety of partners in different locations. Integration of this experience into the Bridge seemed a natural development.

Young people come into Youth Access sessions to have fun. As they do, they are encouraged to learn, but on their terms. A group of girls using the service recently confirmed that while fun-based, they do learn, and their learning has also helped with IT at school.

Fun can include use of CD-Rom games, with extended choice in the Bridge through a collection partly funded by young people using the service

through an application to YouthBank. It can include internet-based games, YouTube and Google Earth. It can include using Bebo, which acts as a powerful incentive to learn how to use image editing and animation software, and as a first step towards realising the potential of social networking software (combined with ongoing discussion about appropriate and safe use).

Young people do also use the facility for internet access for homework and for CV preparation, sourcing college places and so on. Fun sometimes gets boring, for teenagers.

The Youth Access service has sometimes acted as a last opportunity for some young people for whom there had been no alternative but to suspend access to the Bridge. When such young people are asked why they wanted to come back in if all they do is to disrupt, the usual answer is, "for access to the PCs and the company of their peers". An arrangement for the young person to prove themselves can be made, usually leading to a longer term behavioural improvement. Agreements have generally been based on attendance in sessions supervised by college youth workers in which something will be created (images, film, or music as chosen by the young person), behaviour has been appropriate and library staff can confirm the improvement in attitude.

Over time library staff have increasingly worked in partnership with college staff to support the same young people, and using this interaction to inform service development.

Between August 2008 and the end of May 2009 more than 400 young people have used the Youth Access service, with average attendances of 30-50 in sessions run on Monday, Wednesday and Friday evenings, and on Saturdays during the day.

The ingredients for the Bridge experience are: PCs, creative software, staff who remain friendly as well as firm in their supervision and who as a consequence form positive relationships with young people and tutors who can show young people how to use the software they are interested in. The rocket science involved is the habitual use of the sequence 'please, because, thank you' - which works as well with teenagers as it does with older people.

In the Greater Easterhouse area police confirm that youth disorder is much less common than a couple of years ago and they cite the varied youth provision as the significant factor (provided mostly by the voluntary sector, with the college service a minority of the area's provision). Young people who could otherwise get caught up in territorial gang violence mix in the Bridge with others from different neighbourhoods in a venue which remains neutral, and, among other lessons, they learn how to get along with each

other outside school. In the Bridge, 'YAPping' in the library is encouraged.

Craig Green is Information and Learning Services Manager, John Wheatley College. Craig spoke at the CILIPS conference on 2 June.

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