Brick & Click Libraries

Proceedings of an Academic Library Symposium

Editors:
Frank Baudino
Connie Jo Ury
Sarah G. Park
Northwest Missouri State University
Maryville, MO

November 7, 2008

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An Academic Library Symposium

Northwest Missouri State University

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You've Been Poked by the OPAC

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Luther College

Abstract

Over the past four years, Facebook has grown from an exclusive photo directory available only to Ivy Leaguers to a global social networking platform. Many of today's high school and college students rely on Facebook for personal expression, communication, and information discovery. Within the context of these highly personalized Facebook environments designed by our users, should libraries promote discovery of resources and services?

This presentation will argue that Facebook is indeed an appropriate platform for marketing the library. Attendees will briefly learn of the basic features of the site, along with low-impact solutions such as creating an individual account and forming groups. Greater time will be spent discussing the utility of a customized Facebook application used for searching the library catalog, and serving as a gateway to the library's website. A step-by-step walkthrough of the design and installation process will be given, indicating the tools and resources needed. For those without in-house programming or systems skills, advice on how to partner with campus IT will be offered.

Finally, attendees will be encouraged to brainstorm additional functionality, and discuss successes and challenges of participating in Facebook or other online social environments from a library perspective.

Introduction

In fall 2006, I created a Facebook profile after sitting in on a demo of a number of Web/Library 2.0 technologies. While I had been dismissive of Facebook in the past, what I saw during the demo intrigued me. Here was an environment dedicated to personal expression, communication, and information discovery being used by many of our prospective and current students. Certainly, these all are activities which academic libraries strive to foster. I grew curious about what roles libraries could play in this community. This paper describes the major tools provided by Facebook <http://www.facebook.com>, focusing on the resources needed for application development. By making information resources visible through these tools, many community members can be reached in an environment with which they are already quite familiar.

Facebook was created in February 2004 by Mark Zuckerberg, a Harvard sophomore. Originally a photo directory for the Harvard student community, it grew to include members of other Ivy League schools, and eventually opened to all other academic institutions. By the end of 2004, anyone with an ".edu" email address could request an account. Soon, high-schoolers were able to join. Now, Facebook is open to anyone with an email address. Facebook's user base has grown exponentially as registration restrictions have been lifted. Along the way a few other events have bolstered its growth. In September 2006, a development platform which allowed users to create a variety of customized apps was released in beta. A month later Microsoft purchased a 1.6% stake

in the company. With over 60 million active members in spring 2008, Facebook is the sixth-most visited website in the United States (Krivak).

A common conception is that current users see Facebook as a fun place, reserved especially for their peer group, and that they don't appreciate the presence of teachers, prospective employers, or adults in general. However, as Facebook has grown, and as undergraduates become alumni, encouraging parents, other family members and friends to join, the number of non-student members also continues to grow (Notess). My experience with students leads me to believe that their attitudes are changing, as well. In my first year on Facebook, more than one upper-class student questioned why I had an account, if I was trying to check up on them, etc. In the past two years, I've included information on Facebook and privacy in orientation sessions conducted with my First Year advisees. Not once has a student expressed dismay at my presence in Facebook, and most are eager to invite me to become a "Facebook friend." For recent college enrollees, it is commonplace to interact with non-collegiate Facebook members.

Getting to know Facebook

Whether your purpose for joining Facebook is to hunt down high school buddies, or to promote and extend library services, the starting point is creating a profile. After joining a network (such as your school, community or work place), entering in as much demographic information as you feel comfortable, such as work and school experience and favorite books, movies and music, and maybe even uploading a photo of yourself, you will have the basics of a Facebook profile squared away. The next step is probably the most important of the Facebook experience – making friends.

What makes Facebook more than just a collection of user profiles, blog posts, and photo albums are the virtual connections made through friends. Facebook provides a relatively straightforward interface to search by name, and has tools that will match your email address book against the Facebook directory. Once a few friends are made, things begin to get interesting! Facebook provides updates on content friends have added and connections they've made via a feature called the News Feed, and also provides several communication channels.

The most simple communication method is the poke, the inspiration for the title of this article. It is possible to poke anyone else on Facebook, whether or not they are members of your network. Poking is the Facebook equivalent of yelling "Hey, you!" and has little purpose other than getting someone's attention. A more formal method of communicating with anyone on Facebook is through a message. Messages are very similar to email, and can be sent to one or many recipients. Establishing a "Friend" relationship opens up a few additional methods of communication. One of the most recent additions to Facebook at the time of this writing is chat functionality. Chat notifies you which friends are also online, and provides an instant messaging environment similar to AIM or Windows Messenger, but within the web browser. Perhaps the most popular method of communication is by posting to "the Wall." The wall is much like a discussion forum attached to each Facebook profile, and can be made visible only to friends and network members.

Outside of the profile page and friend relationships, there are other features – Groups, Events, and Pages, – that allow people to socialize around common interests. Groups are intended as

virtual bulletin boards related to a common theme. A group page features space to post news, links to related web sites, a discussion board, photos, and of course, a wall. While there are thousands and thousands of groups available, very few see significant activity. Most groups see a brief window of activity shortly after being created, but then quickly become inactive. In some ways, groups have become yet another way for individuals to signify beliefs or affiliations (Miller and Jensen). Events have many of the same features as groups but add the ability to create a guest list from which to invite friends and track their RSVP responses.

Pages, introduced in the Summer/Fall of 2007, give institutions and organizations the opportunity to create a virtual presence. Up to this point, Facebook restricted profiles only to individuals, and it was common for Facebook to remove profiles named for an institution or library. Creating a page allows several individuals to be attached as content administrators, and provides many of the same features as a profile or group view. The page management utility is bundled with an Ads Manager, which helps target advertising to particular demographics. Recently, functionality has been added which allows the addition of customized blocks of HTML, or Flash animation on pages.

Facebook Applications

Applications started appearing in September 2006 when Facebook released a beta of its development platform. In late May 2007, a revamped platform was released. Apps have become popular ways to extend the Facebook experience. Many apps insert a small box visible from the profile page, also linking to a separate “canvas page” sometimes used for more advanced content or settings. Many applications are interactive, and can be customized using the information stored in an individual's profile.

Applications are not required to be so interactive, however. The OPAC searching tool I designed displays static HTML on the user's profile page. The Preus Library Quick Search (PreusLQS) app simply presents the user with a search box linking to our III Encore search engine, as well as links to discipline-specific database lists. PreusLQS was inspired by a number of earlier library-based applications developed by schools such as the University of Illinois at Urbana-Champaign, and Canisius College. Creating a localized version of this type of application is relatively straight forward, with the appropriate resources.

Creating an App

A first step in creating an application is choosing a development language. Facebook provides client libraries for PHP 4 and 5, and unofficial libraries are available for languages such as Python, Ruby on Rails, Java, C++, ASP.NET, and a number of others. A caveat about application programming is that there are currently no graphical tools or short cuts to application creation, so your choice of development language may hinge upon what you are most comfortable with, or what the IT staff at your institution is most familiar with in case you need assistance. For a simple app, familiarity with HTML coding is a necessity, and can be supplemented with examples illustrating the basics of PHP coding in Facebook, found in many locations on the Web.

After deciding which programming language to use, you will need a place to store the files you

create. One reason Facebook is able to flexibly sustain such a wide array of applications is that file and dynamic data serving are not actually hosted on Facebook servers. Instead, application authors are responsible for hosting content on their own servers. This server must be accessible on the Web, and also must be configured to serve applications of the language you have chosen. Optionally, a database server such as mySQL will be needed if you chose to locally store user data related to you app. With these decisions made, you can now log on to Facebook, where you will need to search for and add the Developer application. This gives access to an interface allowing set-up of new apps and links to recent announcements and forum postings relevant to application development.

For those with the interest and desire to do a little tinkering on their own, the resources linked from the Developer application provide good starting points for training and help. Along with the discussion forum, Facebook provides official documentation for the Facebook Platform <http://developers.facebook.com>, and a wiki <http://wiki.developers.facebook.com>, where a more thorough guide to the step-by-step process of setting up an application can be found, among other things.

If you are still uncertain about skills needed to compose and host an application, you may wish to consult with your local web and IT staff to learn about resources your institution may provide. The web master or network administrator may know whether or not dynamic content, such as PHP, can be served. Application development/programming staff may be able to assist in choosing a programming language. If your library has its own IT division, there may already be a server within the department that is configured to serve the types of files needed for a Facebook app.

Statistics

After your application has been set up, and you have invited some of your friends to install it, you may be interested in learning a little more about your user base. There are a handful of ways you can view statistics using tools provided by Facebook, by third parties, and tools you can design yourself. From within the Developer application, you can see basic stats of your application, including daily active users. From here, Facebook allows you to drill deeper to view individual page requests, and new add and remove requests. Another option is to insert a Google Analytics urchin into your canvas page. This makes available all of the standard statistics provided by Google, including a map view which indicates down to the city where site requests are coming from. A number of other analytics providers are popping up, and this field will undoubtedly continue to grow. For the developer who also has mastery of mySQL commands, it is possible to create a database that includes storable information, such as User ID and Primary Network ID, as well as relevant tracking data.

Next Steps

I believe the next round of library-related applications like PreusLQS must tap into the social experience that has made Facebook so popular. What this interaction should be, beyond “a poke from the OPAC,” deserves greater study. The possibilities for customization and immersion are limited only the imagination of your library staff and the skill of your programmers. In the spirit of other open source software movements, I would encourage libraries making developments in this area to continue to share back with the greater library community. While applications

tailored to library services will be the most powerful way to connect Facebook users to the library, a number of the other tools can provide low-impact methods of promoting library services. Events could be set up to publicize happenings in the library. Groups could be created around specific disciplines or interests, and could be used for common reference work, or solicitation of in-depth reference consultations. Ads could be purchased and targeted at the local community to promote new services and features offered by the library. All of these require no programming experience, and only a little time. In addition, Miller and Jensen provide a number of excellent suggestions in their article "Connecting and Communicating with Students on Facebook." It is likely that the students we work with view Facebook not as a "next-generation" tool, but as a "current-generation" tool. As we provide access to a wide array of information services and resources, joining the virtual environments where our community members work and play can provide them with convenient library access, and hopefully bring us into contact with more students who would not normally seek out library services.

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Creating an Online Learning Suite of Tools & Tutorials: How to Put It All Together

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Abstract

The Brookens Library, University of Illinois-Springfield (UIS), in conjunction with the Office of Technology Enhanced Learning (OTEL) has had a rich history in the online education environment, with OTEL receiving the 2007 Sloan-C Excellence in Online Teaching and Learning Award for excellence in institution-wide online teaching and learning programming. The UIS Library Instructional Services Program, in order to facilitate the needs of both distance and on-campus students, developed several web-based library instructional tools. The creation and sharing of quality distance education materials became a necessity in the spring of 2008 with the addition of the University of Illinois Global Campus for which the Brookens Library provides library services. The goal is to create shared distance education and on-campus materials and modules that will fit the unique, though often overlapping, needs of both genres of students. This session will focus on both the creation and integration of online learning materials, including information on specific web-based, proprietary, and open source applications.

Constructing a Communication Framework: Simple Ideas to Enhance Collaboration

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Abstract

Our unit's goal is to continually improve our communication and collaboration. A rapidly growing work group in 4 different locations, the unit faces ongoing challenges of communicating effectively across barriers of space and time. The work environment requires asking technical questions over email (some locations do not have phone access) and writing documentation for new processes so that all unit staff can understand them.

Staff members were frustrated by too many lengthy emails, disorganized shared file space, and new ways of working. During our regular meetings, we shared ideas and applied simple strategies to improve our virtual communication.

Several concrete actions were taken to streamline email, standardize statistical data, and develop a hierarchical file structure for shared documentation. In conjunction with this work, the supervisor used a facilitation tool to help the group explore communicating with others without the advantage of face-to-face contact.

This tool involves an exercise asking one person to arrange objects and then instruct another person to create the same arrangement without the benefit of seeing the arrangement or the person. It was a fun way to discover a wide variety of communication styles. How using this exercise impacted our virtual communication will be discussed along with strategies that our unit has been using to collaborate effectively in the virtual world.

Introduction

Constructing an effective communication framework for a virtual working group is an ongoing challenge. Out of necessity of working where the materials are located our library technical processing unit discovered not everything works well online, especially communication. As a result of changing priorities and work processes staff struggled to work in a dispersed environment that required complex issues to be discussed remotely via email and written documentation accessed from shared networked files. Without the aid of face-to-face communication staff members were frustrated by too many lengthy emails, disorganized shared file space and new ways of working. The unit took deliberate steps to improve online communication with the ultimate goal of using a wiki, an online collaboration tool.

Before attempting to go virtual and use advanced collaboration tools, such as a wiki, several concrete actions were taken to create a more effective communication framework. This included efforts to streamline email, standardize statistical data and forms, and develop a hierarchical file structure for shared documentation. Regular staff meetings provided face-to-face opportunities to share ideas and apply simple strategies to improve our online communication. While working towards using more advanced online collaboration tools, staff discovered that many of the efforts focused around developing and maintaining relationships and common language within the unit.

This paper presents a case study of our unit's ongoing challenge to communicate effectively across barriers of space and time. It explores what is needed to develop effective virtual teams that share knowledge online through written text and the possibilities of using a wiki to increase online collaboration. The paper will also discuss the use of a "language game" as an exercise to help the unit explore the universal challenge of communicating with others without the advantage of face-to-face contact and interaction.

Virtual Teams

The unit was transitioning from an onsite unit to a virtual team--geographically dispersed individuals who use technology to work together. Fostering effective communication with virtual teams requires a slightly different approach than with localized, face-to-face groups. As business consultants, Brown, Huettner and James-Tanny note "When planning a project with a virtual team you need to be more explicit about everything you do" (20). This can include everything from meeting schedules to project coordination.
Brown, Huettner, and James-Tanny suggest:

> Before beginning any project it is critical to establish a set of guidelines for team communications including what information to share, which method of communication to use for each and specifically how you expect to communicate and how often. (79)

As a unit, we created standardized templates and procedures for some of our email communication, to include pertinent information and eliminate unnecessary lengthy descriptions. Regular in-person meetings are held to discuss communication procedures, documentation and the structure of our networked folders. In other words, teams need to "communicate, collaborate, coordinate and communicate some more" (Brown, Huettner, and James-Tanny 23). For teams

working either onsite or virtually it is important to be aware that each individual has his or her own communication style. As Anthony Robins, business strategist, said: "To effectively communicate, we must realize that we are all different in the way we perceive the world and use this understanding as a guide to our communication with others" (qtd. in Brown, Huettner, and James-Tanny 79). This awareness can help minimize communication gaps as well as increase sensitivity to various learning styles when presenting and receiving information.

Written Communication

One of our team's goals for more effective communication has been to improve our written communication including email and documentation. With the growing complexity resulting from increased staffing and multiple work locations, we found that we were communicating more and more in writing. While technology is flexible and fast, increased written communication can be an obstacle. The research literature on written communication supports the unit's experience. In the book Managing Virtual Teams, the authors discuss communication as a bigger issue because technology eliminates much of what we normally communicate to each other. The authors assert that "Nonverbal cues communicate up to 70 percent of any message and can easily get lost with text only tools" (Brown, Huettner, and James-Tanny 75). This can "distort and filter information," which in turn reduces learning (Barker and Camarata 446). "Most email senders write as if they were speaking," which can be problematic since the "words on the screen often carry all of the information" (Ragan and White 400). The virtual team's emphasis on written communication creates an "enormous potential to miscommunicate" (Ragan and White 400). Ragan and White also suggest that writers should "err on the side of simplicity and state what might seem to be the obvious within the online environment" (407).

Our work unit realized that it is essential to improve our written communication for more effective email messages and online documentation. Practicing principles of good written communication can enhance the effectiveness of communication in the networked environment. Ragan and White provide a method to improve written communication illustrated as two 'golden triangles of written communication' (401). The first triangle instructs the writer to consider the relationship between the learner, task and context. The writer (or teacher) needs to pay attention to "the needs of the reader." The writer needs to address the question: what is it that they expect the reader to learn from this message? The last important aspect in this triangle is context: both the writer and the readers may be isolated from one another (Ragan and White 401-03). The second triangle presents a familiar concept of asking three questions the writer should consider while composing the message: "What is this about?," "Why should the reader care?" and, "What are they [the reader] supposed to do?" (Ragan and White 405-07).

Knowledge Management

Our unit has a goal to develop a shared online dynamic knowledge base. Organized communication literature refers to this as knowledge management, which has several definitions but is concisely described as: "a program or strategy intended to manage an organization's intellectual capital or expertise" (Zorn and Taylor 98). To accomplish this goal, researchers indicate that it is important to establish a climate within the organization that fosters collaborative information sharing (Koenig and Srikantaiah 33; Davenport and Prusak 89). Studies have shown that there is a correlation with established knowledge management networks

and increased productivity in information-intensive organizations (Koenig 93). Knowledge management involves the transfer of tacit to explicit knowledge, meaning that the knowledge contained internally by one person is communicated and documented for others to use. There are many ways that tacit knowledge can be transferred into explicit knowledge depending upon the communication styles of an organization. Furthermore, Zorn and Taylor assert that "Without a sophisticated understanding of communication processes, knowledge management in its most typical forms…is doomed to failure" (110). Knowledge management is not a new concept in business-related organizations but is becoming more prominent in library organizations with the increase of technologies that facilitate online information sharing, such as blogs, intranets, and wikis. As a result, knowledge management is being referred to more as either "knowledge sharing" or "knowledge networking" (Koenig and Srikantaiah 31).

Wikis as an online collaboration tool

As previously mentioned, there are several different types of online collaborative tools or technologies that have been designed to meet the differing needs of virtual teams. Choosing the proper technology depends upon the need for static versus dynamic information, the number of contributors to the knowledge base, and the frequency that information is retrieved. Our unit chose a wiki because it best met our needs and went beyond what websites or intranets are capable of in regards to storing easily-accessible and collaborative information. According to Goodnoe, wikis are "intended to maintain a series of unique documents as their content evolves and to provide an organic means of organizing information," which is one of the defining benefits. He explains:

> Users can create their own site structure, or ontology, rather than have it imposed on them by the developers of content management software. That said, wikis need to be used by people with a shared cultural language so that the ontology and navigation makes sense to everybody.

Furthermore, he states that "wikis are well-suited to the workplace because a common corporate language is already in place." Most wikis that are currently in use in libraries have a dynamic interface but are used to store static information. Our unit intends to take it a step further by making even the stored information dynamic.

Language Game

To explore the universal challenge of communicating with others without the advantage of face-to-face contact and interaction, the unit supervisor used a fun, non-threatening facilitation exercise referred to as a "language game[1]." The game is designed to help individuals understand how others communicate differently, first through one-way instruction (similar to email), and then again through two-way dialog (similar to telephone). The exercise asks one person to arrange objects and then instruct another person to create the same arrangement without the benefit of seeing the arrangement or the person.

[1] The "language game" was based on a learning game the unit supervisor experienced at the National Zoo. The authors of this paper do not claim ownership, neither does the National Zoo. The game likely exists under different names.

The basic instructions for the game are simple: everyone is paired into groups of two and is given paper and an identical set of shapes. Each pair of participants selects one person to provide verbal instruction and the other to receive the instructions. Participants sit back to back so they can not see each other's paper. When the second person has completed the task, they compare the results. After each round of the game, the facilitator then leads a discussion on communication styles and possible strategies to communicate and collaborate effectively in the virtual world. (See Table 1 for facilitation tips.)

Table 1
The Language Game

Supplies needed:

- Double sided sheets of 8.5x11 paper – a color on each side is preferable, but single sided can be used as well. 1 sheet for each person.
- Shapes – flat or 3-D, circles, squares, sticks, triangles. Sets should be mixed shapes, 1 identical set for each person. You can use candy, objects common to your workplace or just shapes cut from paper. This is an area to get creative.

Steps:

Distribute a sheet of paper and set of shapes to each person.

Round One:

- Participants pair up.
- Each pair selects one member to begin.
- Participants sit back to back so they can not see each other's paper.
- First person arranges shapes on their paper, and then gives second person instructions to do the same arrangement on their own paper.
- The second person may not ask questions, only listen to instructions and follow them to the best of their ability.
- The first person may not use the names of the objects representing shapes, but must describe the objects using colors and shapes.
- After the second person is done, the pair can compare the two.
- The group now discusses the process.

Round Two:

For the second round, partners should switch. This time, the second person can ask questions during the instructions. Group discussion follows.

Round Three:

For the third round, participants should switch partners with another pair. This time, the first person should create a picture with their shapes. They should then describe the picture before giving instructions. Questions can be asked as in the second round. Group discussion follows.

Facilitation Tips:

- Plan for an hour to play the 'language game", including discussion.
- Arrange the tables with as much spacing as possible to reduce the noise interference between pairs.
- Explain the goal of the game – better insight into our own communication styles. The group learning may be more effective in this case with an end goal.
- Demonstrate the process and/or write the main rules up on the board to ensure everyone understands the rules before you start.
- Record comments and insight throughout the 3 rounds of discussion on a whiteboard or flipchart.

Discussion Points:

- How successful were the results? Did the copy match the original? Why or why not?
- Was there a specific order to the steps? Is there a first step? Was the first step(s) assumed?
- What are the differences between one-way (email, round one) and two-way (phone, round two) communication?
- How can asking questions interfere with listening?
- What assumptions do we make about the use of common language, jargon and acronyms?
- Did you notice the development of common language? Why or why not?
- Did it help to describe the big picture for the listener before starting the step by step directions?
- Keeping in mind Ragan and White's "golden triangles of written communication" did the instructor in the language game provide information to the receiver that answers the questions: "What is this about?," "Why should the reader care?" and, "What are they [the reader] supposed to do?"
- Keeping in mind Ragan and White's "golden triangles of written communication" did the instructor consider the relationship between the learner, task, and context?
- Conclude by identifying the effective communication techniques generated during discussion that have practical applications specific to the group (i.e. are there email messages that can benefit from having consistent phrases in the subject line?)

For the first round, one person arranges shapes on his or her paper, and then gives the second person instructions to do the same arrangement on their own paper. To mimic the experience of email instructions, the second person may not ask questions, only listen to instructions and follow them to the best of his or her ability. The first person may not use the names of the objects representing shapes, but must describe the object using colors and shapes.

For the second round, partners switch roles for communicating instructions. This time however, the second person receiving the instructions can ask questions to mimic the experience of providing instructions by phone.

For the third round, participants are asked to switch partners to form a new pair. One person, the instructor, is asked to create a more complex arrangement with their shapes that can be described as a picture. Before starting the step-by-step directions the instructor is asked to describe the desired outcome (i.e. "this is a picture of..."). Questions can be asked as in the second round.

Lessons learned from the Language Game

The "language game" was a fun way to discover the wide variety of communication styles and openly explore how different styles and experiences impact virtual communication. The first round can be compared to email, because email does not offer real-time interaction and social cues such as tone of voice and facial expression. Comparing the exercise to email helped participants begin visualizing an interaction with no social cues. When participants were asked to compare results some pairs had very good results where few details in the arrangement were missed. Both participants of some pairs expressed frustration at not being able to ask/answer questions. The discussion also focused on assumptions and their impact on the results. For this game there really is a first step: the orientation of the paper that some explicitly noted and others just assumed correctly or incorrectly.

After the second round some pairs were already beginning to develop a common language to improve results. For example, the first round set the precedent for specific phrasing to describe shapes: being able to ask questions solidified this use. However, in some cases, additional obstacles were present such as a realization that formulating questions can interfere with one's ability to listen.

Additional variables to increase the complexity (participants were asked to switch partners and start the instructions with the end in mind) during the third round created mixed results. For some, the common language or jargon developed during the first two rounds was ineffective when working with a new partner. Some reported that knowing the big picture first helped in following the directions; however, for others, this added confusion if the description invoked different iconic images. For example if the instructor states that it is a picture of a bird and assumes 'flamingo' and the receiver envisions a 'dove,' there will be a disconnect between the anticipated and actual instructions. The discussion concluded by identifying principles for effective communication within the unit. The suggestions included: creating a big picture for the receiver, stating clear and simple procedures that avoid jargon, excluding unnecessary information, and minimizing assumptions by stating the first step.

Conclusion

Within our technical processing unit, our current knowledge network consists of information on a shared network drive that evolved from tacit to explicit knowledge via a single person or a working group. The unit staff members continue to benefit from the communication strategies that have been implemented. For example, using procedural templates, we are experiencing greater confidence and certainty with online exchanges, cleaner documentation and less frustration due to the reduction in noisy, inefficient emails. New perspectives and insight gained from doing the "language game" have increased our efficiency as a virtual team. Eventually we will move all of our information into a collaborative wiki that will be entirely dynamic, including the documents themselves. Our improved written and online communication will be optimal for implementing new online collaboration tools. We are constantly perfecting our communication strategies and encouraging information sharing, which in turn enables us to complete projects with the overall goal of ensuring accuracy for our patrons.

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Reshaping Spaces and Rethinking Roles: Reference as Place

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Abstract

For the past two decades people have been responding to profound societal changes brought about by the increasing digitization of information and the ubiquity of the Internet. Such change has affected libraries dramatically. Librarians have been so successful at extending information resources and services into the cyber-community that some administrators and policy-makers have begun questioning the need for maintaining the physical library. In response to this challenge a body of literature called the "library as place" has emerged in which the integrity of the library proper is examined and redefined.

Mirroring this phenomenon, the traditional onsite reference desk is also being re-evaluated. Some believe that, in light of the recent growth of online reference service, the century-old reference desk is now redundant. Many librarians are redefining traditional reference spaces in order to optimize the librarian's time and better serve the user. For some, this has been a gradual process, in which the reference desk has mutated over time; for others, change has come swiftly and has meant a bold redesign of service.

This session examines onsite reference service at two public, mid-western universities. At Indiana State University (ISU) the library adopted the "Borders bookstore" philosophy several years ago. Users are free to eat, sleep, and socialize in what was once a quiet reference department. Community programs such as lectures, meetings, and film series are conducted within the reference desk area. In the midst of such atypical surroundings the desk, and the role of the reference librarians, has evolved - retaining some traditional traits while adopting new characteristics. In contrast, at Indiana University - Purdue University Fort Wayne, the change was more dramatic. The general reference desk was dismantled and librarians provide reference assistance on a scheduled appointment basis where uninterrupted one-on-one consultation takes place. But as in the ISU example, this reshaping of the physical environment heralded an alteration in the librarians' role.

In this session we will review what led each library to reshape its physical reference space and detail how doing so affected issues such as workflow, time-management, employee satisfaction, and customer service. We will demonstrate that the societal and technological forces behind the library as place movement are also affecting the reference desk, and we'll explore issues librarians are facing in redesigning and redefining their onsite reference services.

Introduction

For the past two decades people have been responding to profound societal changes brought about by the increasing digitization of information and the ubiquity of the Internet. Such change has affected libraries dramatically. Librarians have been so successful at extending information resources and services into the cyber-community that some administrators and policy-makers have begun questioning the need for maintaining the physical library. In response to this challenge a body of literature called the "library as place" has emerged in which the integrity of the library proper is examined and redefined. Mirroring this phenomenon, the traditional onsite reference desk is also being re-evaluated. Some believe that, in light of the recent growth of online reference service, the century-old reference desk is now redundant. Many librarians are redefining traditional reference spaces. For some, this has been a gradual process, in which the reference desk has mutated over time; for others, change has come swiftly and has meant a bold redesign of service. This paper examines onsite reference service at two public, mid-western universities. At Indiana State University (ISU) the library adopted the "Borders bookstore" philosophy several years ago. Community programs such as lectures, meetings, and film series are conducted within the reference desk area. In the midst of such atypical surroundings the desk, and the role of the reference librarians, has developed —— retaining some traditional traits while adopting new characteristics. In contrast, at Indiana University – Purdue University Fort Wayne (IPFW), the change was more dramatic. The general reference desk was dismantled and librarians provide reference assistance on a scheduled appointment basis where uninterrupted one-on-one consultation takes place. But as in the ISU example, this reshaping of the physical environment heralded an alteration in the librarians' role.

Reference in a social hub

Indiana State University (ISU) is a Carnegie doctoral/research institution committed to building community. Part of ISU's mission is the development of collaborative partnerships with educational, business, social service, cultural, and government concerns that contribute to the academic mission of the university and directly benefit the community. In line with this campus mission, the ISU Cunningham Memorial Library has established itself as an award-winning learning environment and community center. The library serves a broad spectrum of users such as students and faculty and the community at large. In reaching out to the campus, local, and global communities, the library hosts many well-attended events. In 2007 forty scholarly and community events were held in the library and sponsored by a variety of university and community stakeholders. Although there are designated quiet study areas in the building, the first floor of the library is an open, fluid space that is regularly reconfigured with movable walls and screens to accommodate community and social activities such as lectures from internationally-recognized scholars and authors, gaming tournaments, film series, symposia, poetry readings, impromptu group study, and casual gatherings.

Also on the first floor is the library's café, the *Cup & Chaucer*, which offers a variety of snacks, drinks, and hot meals. Library users are welcome to carry their food throughout the building or to watch CNN on the café's wide-screen television. As expected, users visit the library to charge out books and media, attend lectures, study alone or in groups, talk with the reference librarians, and use the computers. However, they also visit us regularly to play computer games and board games, attend social events, eat a meal, meet their friends, watch cable television, recharge their

mobile technology, and chat on their cell phones. The ISU Library has succeeded in creating what has been coined the "Borders experience," a term named after the popular bookstore of the same name. Such an atmosphere is "…a place where you can relax and explore…where you can stay in a comfortable, community atmosphere" (Dempsey 32).

Can traditional reference service fit onto such a noisy, frenetic, and open environment? For many years the reference desk at ISU had been near a back wall, far from the main entrance. Although people could find us, the desk was not optimally located near heavy traffic patterns of users who were heading to the new popular media collections and the first floor computer cluster. The desk was also not easily visible to users coming to the library for programmed events. We were concerned that our traditional desk arrangement needed to evolve along with the changes in our library environment. So it was decided to replace our old desk with a new one, hoping that its new placement and design would help to enhance service. In the summer of 2006, a new octagonal-shaped desk was installed in the center of the large, open main floor, in the direct line-of-sight of the front entrance. Now the desk is one of the first things that people see when they walk into the library. The new desk is also situated closer to the first floor computer cluster and computer work stations. The shape and position of the desk makes it more welcoming and easier to find. Users can approach the reference librarians from all sides and find inviting seats placed around the perimeter of the desk, so that they can sit down and spend some time with the librarians. In just one year after installing the new desk reference questions increased by 44%. In commenting on the new desk, one ISU student remarked, "It's nice. When you walk in it's the first thing you see. Computers are sometimes confusing. As long as students are not afraid to ask questions, it is a good thing" (Dent 2006).

This reshaping of reference desk space radically changed the way we perform our jobs. When the desk was situated near a back wall, far from the front entrance, the circulation counter was usually the first service point users saw upon entering the library. Consequently many users asked circulation staff quick questions such as library hours, directions to the restrooms, and help with paper jams. Reference librarians at the old desk had certainly been accustomed to dealing with a limited number of simple questions, but they were largely free to concentrate on in-depth consultation service because they were tucked away near that back wall. Also, before the library began to aggressively follow the campus mission of community engagement, the library had been a much quieter place. So the role the reference librarians played was mostly that of research advisor and guide.

But at the new desk librarians are called upon to play a hybrid role of research consultant, reference adviser, computer technician, and receptionist. Because reference is the first service point users see when entering the library, we have moved from a quiet consultation alcove to a more open space and find that many people expect us to provide the type of information that is available at an information desk in any large, public building. Users expect help with their research papers, but they also want someone to help them learn software programs, un-jam copy machines and printers, find them a local attorney or doctor, take messages for library workers who are unavailable, track down library workers who are not in their office, provide them with maps and directions, and help them schedule appointments with their instructors. As in any reference service scenario, not all requests are honored. We refrain from counseling users who to choose as their doctor, for example, and do not feel obligated to understand obscure software

programs used by a tiny cohort on campus. But the expectation to do more exists and a librarian will often spend as much time helping a user configure their laptop wireless account as search a journal database.

Added to this expanded role of the reference librarian is the radical new library environment. There are times when the area surrounding the reference desk is quiet, but more often than not telephone and in-person reference is performed within earshot of a lecture, the viewing of a film, the conversation of rambunctious student in the café, or the very personal conversation of a student talking on a cell phone. The reverse also holds true: any conversation at the reference desk lacks privacy as it can be heard by users in the surrounding area. In addition to added duties and open environment, reference desk shifts have had to be doubled or tripled to handle the increasing demand of users. So librarians are on the desk more often and are faced with a myriad of new duties or potential duties, all while coping with a host of new distractions.

At first glance one many might suppose that the reference librarians dislike the new reference desk. But this is not so. Broadly speaking, the new arrangement has elicited three basic reactions from library staff both in and outside of the reference department. First, there are those who dislike the change and hope for a return to a quieter library with a slower pace. Although these people seem resistant, their claims that a more private reference workspace has merit. Many students who may want discrete reference service are not best served at the new reference desk. Second, some library workers feel that the new desk works, but needs tweaking. These library workers point out that in the new Borders bookstore environment, users appreciate seeing a large, mutli-purpose service point near the entrance to the building. To the surprise of many library workers, users do not complain about the noise on the first floor. They will complain about noise on the designated quite floors of the building, but they don't mind the noise and flurry of activity near the reference desk. However, even though users have embraced the new library environment, we do realize that adding a quieter, more personal level of in-depth reference service may be called for. Third, some workers like the new desk and see no reason to change it. These people enjoy working in an environment that is charged with activity and excitement. They like the noise, the food, the films, and the challenge of being asked to perform a variety of functions for users.

Reference by appointment

In the late 1980s the Indiana University – Purdue University Fort Wayne (IPFW) Library had a traditional reference desk staffed by librarians for most but not all the hours that the library was open. Sometimes we were able to have two librarians on duty at once, but with the demands of other duties such as library instruction, librarian-mediated online searching, collection development, and other duties and no hope for additional staff at a growing regional campus library, a change of some kind was needed. At that time the reference librarian on duty was responsible for answering telephone and in person reference questions. The reference team realized that many of the questions we were answering were simple informational questions, directional questions and other questions that did not require a reference librarian's expertise. At the same time, librarians were frustrated when they could not give quality time to users who had more in-depth research needs.

In 1988 the reference department began experimenting with paraprofessional staff assisting at the traditional reference desk. Although at the time it seemed a radical approach, we realized that the

paraprofessional staff was already answering reference questions and assisting users during the hours that librarians were not on duty. The experiment began as a voluntary program where staff from various departments in the library, after some basic training in reference interviewing and other skills, were scheduled a few hours a week at the desk to field the questions and answer the telephone referring to the librarian on duty the questions that needed the librarian's expertise. The experiment worked so well that eventually the staffing budget was reallocated to provide for the hiring of two fulltime reference paraprofessionals. These staff members, along with the circulation staff, were trained to be the front-end reference assistants for all users. The Circulation Desk was renamed the Service Desk and the librarians were provided a semi-private consulting area where they were stationed to answer the more in-depth questions referred to them from the Service Desk staff. The model that eventually evolved was to provide for half hour scheduled reference appointments that could be filled on a walk-in basis or scheduled in advance. With this new model of reference delivery, the librarians were also able to make reference appointments outside of their scheduled time, since the hours they were on duty in the consulting area were less than what they had been at the old-fashioned reference desk. The appointment model of reference consulting has been in use at IPFW Library for about fifteen years. This two-tiered model using librarians as information consultants has worked very well and has freed the librarians' time to develop self-service tools, such as online tutorials, and experiment with new forms of reference delivery.

Survival by diversity

Reshaping the reference space at IPFW has meant a change in the librarians' role. By offering users the opportunity to meet with librarians in private, they move away from providing front-end service and instead have become more like tutors and research consultants. Many professions operate with the two-tiered model and they do so, as in the case of IPFW, to free up the professionals' time to practice their expertise. A good example of this is the relationship between the nurse practitioner and the doctor, where the nurse practitioner relieves some of the workload to allow the doctor to handle the more difficult cases. At ISU, librarians still provide professional service but they do so in a radically different, redesigned library space. Like a doctor in a busy emergency room, the ISU librarians perform in-depth research consultation but are just as likely to answer basic question or offer informational triage, where they direct users to student assistants for their research needs. On the surface the IPFW and ISU reference experiences appear to be polar opposites. In one the librarian is one step removed from the public, in the other the librarian is at the center of a busy hive of activity. But what they have in common supports the claim of many proponents of the library as place movement, which is that to survive libraries must redefine their function and purpose and challenge traditional models of service. That both models work well at each institution strongly suggests that no one approach is best and that libraries need to evaluate their unique characteristic and the users' needs before becoming committed to any model.

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Re-Kindling Interlibrary Loan: Amazon's New Wireless Reading Device Provides Instant Loan Service

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Abstract

Amazon's Kindle device offers consumers an innovative, fast, and convenient way to acquire new books. Libraries can also benefit, as demonstrated in this paper discussing two ways an academic library improved user access by lending Kindle wireless reading devices to their patrons.

"Instant interlibrary loans" were implemented by using Amazon's 150,000 volume Kindle library instead of a conventional library. Thus, some ILL requests could be filled on-the-spot by downloading the electronic version of the requested book and lending the Kindle device to the patron, resulting in never-before-possible "instant" access.

Since the predominance of Kindle titles are for new releases and bestsellers, not your "typical" ILL request, the library also implemented a "Kindle bestsellers" program. A promotional effort was designed to inform patrons that new releases in both fiction and non-fiction could be borrowed on the Kindle platform. This provided immediate availability to books that would have taken weeks to acquire using traditional methods and also broadened access to modern fiction and other popular categories.

This paper discusses the lessons learned from implementing these two programs, and concludes that wireless reading devices may have a greater impact on library operations than initially envisioned. Loaning a new technology offered insights -- and raised questions -- on areas as diverse as promoting new services, revising borrowing policies, cataloging multi-volume portable books, cost effectiveness, user acceptance, and copyright implications.

Review of Literature

Amazon launched their eBook reader, the Kindle, for marketing in November of 2007. Jeff Bezos, CEO of Amazon, in an interview with Newsweek magazine said, "If you're going to do something like this, you have to be as good as the book in a lot of respects…But we also have to look for things that ordinary books can't do" (Levy 54). He went on to explain the development of the Kindle which includes his idea of making the book "disappear" so the reader becomes involved with the story, not the delivery device.

As one might expect, literature on the Kindle in libraries, at this point, is limited in scope, predominantly consisting of reviews, pro and con, discussions about interoperability, Digital Rights Management (DRM), controversy over the lending of Kindles in libraries, and the future of the eBook market in general. Experimentation is just beginning and conclusions are waiting to be documented.

Interoperability

Numerous calls for interoperability of eBook readers are surfacing, both in the United States and Europe. Currently there are approximately 12 different formats for eBooks. (Hadro 1). At the 2007 International Digital: Publishing Forum (IDPF) a pitch was made to officially adopt the ".epub" format as the standard for digital books. "… [a] reading revolution [is] within reach if publishers could, like the movie industry did with the DVD, agree on a single format" (Albanese 31). Even if all publishers would agree to this standard, the DRM issue would still need to be resolved.

DRM

Comparisons between music players (such as the iPod) and eBook readers (like the Kindle) are a common theme running through the literature. Steve Jobs, of iTunes, expressed his opinion in a piece called "Thoughts on Music." "Imagine a world where every online store sells DRM-free music encoded in open license formats. In such a world, any player can play music purchased from any store, and any store can sell music which is playable on all players. This is clearly the best alternative for consumers, and Apple would embrace it in a heartbeat" (Jobs 3). Just substitute eBook for music and the statement is still valid.

The Kindle is a proprietary device and eBooks purchased for a specific Kindle can not be transferred or shared, according to the Terms of Service. However, patrons have expressed a different experience. If more than one Kindle is bought on the same account it appears to be possible to load purchased titles on each device purchased.

Controversy

Questions and concerns have been expressed about the Terms of Service agreement and legality of libraries loaning Kindles to patrons. Nearly as soon as the Kindle was announced, Sparta Public Library in New Jersey began loaning Kindles to patrons. "Each patron can select one book for wireless download from the Kindle shop, and the library will pay" (Oder 20).

Amazon has been cryptic in answering legality questions concerning library usage of Kindles (follow the discussion at http://rochellejustrochelle.typepad.com/copilot/2008/01/loaning-kindle.html). First, it appeared you could loan the ***empty device*** without violation. Another query to Amazon resulted in a different answer saying you could loan the Kindle ***with*** content as long as you didn't resell the digital content. To date, there have been no grievances filed against a library loaning Kindles, but then how many libraries are experimenting with loaning Kindles?

Perhaps Bezos would do well to spend some time thinking about the possibilities a partnership with libraries and librarians would bring to his business. As Diane Lapsley, assistant director at

Sparta Public Library, stated, “All we see ourselves doing is providing a great service - and advertising the heck out of their product” (Oder 18).

Description of Kindle

Kindle electronic paper technology provides a sharp black and white screen which reflects light like ordinary paper, eliminating eyestrain and glare normally associated with computer monitors. E-ink (electronic ink) is used for printing text on the screen through electrophoresis technology. This process “puts oppositely charged black and white pigments into tiny ‘microcapsules’ filled with a transparent fluid. The capsules are fixed to a substrate and sandwiched between electrodes, and when a current is applied, one pigment is drawn to the positive electrode, one to the negative” (DeJean 1).

The Kindle does have a paperback “look” at 5.3 inches by 7.5 inches by 0.7 inches and weighing in at a light 10.3 oz. “But we also have to look for things an ordinary book can’t do,” said Bezos (Levy 54). So, the Kindle also comes with:

- 256 MB internal storage, approximately 180 MB available to user
- SD memory card slot
- Stereo headphone jack, built-in speaker
- USB 2.0
- EVDO/CDMA wireless modem
- AC power adapter and replaceable, rechargeable lithium polymer battery.
- 6 inch diagonal electrophoretic display
- 167 pixels per inch
- Inclusion of the *New Oxford American Dictionary*

Praise

An abundance of praise has been acknowledged for the readability of E-ink. This seems to be the distinguishing feature of the Kindle. Selected comments from users include: “as good, if not better than regular print,” “eye strain is minimal,” “I could read for long periods of time, just like a real book,” and “much better than reading a computer or palm screen.” Anecdotal comments from users at our library affirm this observation. Easily changed font size is a definite plus as well as the capability to bookmark, highlight, and clip text.

Kindles battery gets as much as 30 hours on one charge and re-charges in about 2 hours. The significant battery life is attributed to the Kindles power requirement only when loading a new page.

Portability (wireless), ability to store up to 200 books (who can’t use more shelf space?), price savings, and immediate acquisition are other characteristics frequently celebrated. The ability to change the font to essentially a Large Print book and downloadable audio-books, make the Kindle attractive for those with special needs.

Price of titles compared to purchasing a paperback or hardcover is another plus. Additionally, there is no wear and tear on the individual titles as there would be with a typical monograph and one Kindle occupies considerably less shelf space than 200 books!

Keeping your entire library on one device was often cited as a benefit. Patrons who checked out the Kindle for one title often started reading another book which was stored on the device. More than one person commented they are either buying one for themselves, or soon will be….when the price comes down, an often heard criticism.

Criticism

In Bezos' quest to make the Kindle book-like and easy to use, turning pages is almost ***too*** easy. The conveniently located page buttons on each side are easy to mistakenly push sending you either back or forward faster than you intended. Having a page button on both the left and right side seems like a good idea, but most expect this to be changed with the next Kindle version.

There is no backlight, due to the nature of E-ink, so a reading light is still needed in the dark, but there is no problem with natural light or glare. Other criticisms are related to the usual range of user preferences with size, shape, and yes, even smell. One patron complained about the smell of the leather cover, while another found the aroma a decent substitute for the "new book" print smell.

Criss Library Conceptual View

Amazon's Kindle device offers consumers a new, fast and convenient way to acquire new books, why not libraries? Among other advantages, libraries can benefit from improved user access by lending Kindle wireless reading devices to their patrons.

The initial concept of Kindle usage for ILL purposes was to provide our patrons with a "no wait" fill of their ILL request. Even though Amazon Kindle titles are predominately bestsellers, we thought the experiment a worthy project with great potential for radically changing ILL procedures. After initial discussion about the possibility of loaning Kindles, our first decision was to use the device for monographs only. Kindles can be used for subscriptions to newspapers, magazines, and blogs, but we thought it best to limit purchases to monographs only.

Criss Library began tracking ILL requests for possible Kindle purchase February 1, 2008. Soon after, we implemented "Instant interlibrary loans" using Amazon's 130,000 volume library of Kindle titles instead of a conventional lending library. We began our pilot program of loaning Kindles mid-March of 2008.

As titles are requested, ILL staff members first check to see if the requested title is available as a Kindle book. If so, an email is sent to the requester asking if they would be willing to participate in a pilot program. In two months time, out of 11 possible Kindle loans, only five agreed to take the Kindle. I sent a follow up email to those who declined, asking why. A few of the answers are, "I just want to read the book," "I need it for research and want the book for citation purposes," and "I don't want to bother with it right now; I know how to use a book."

The majority of interlibrary loan requests at our academic library tend to be of the non-fiction genre, so successful matches of available Kindle titles with ILL requests were minimal. With this limited success, it was decided to implement the "Request-a-Title" program. A promotional effort was designed to inform patrons of the fiction and non-fiction new releases that could be borrowed on the Kindle platform. This made immediately available books that would have taken weeks to acquire using traditional methods and also broadened access to modern fiction and other popular categories.

Our Promotional/Marketing department designed a large, wall mounted, picture along with a display case housing a Kindle and hardcover books with some of the titles which had been purchased as Kindle books. This was placed near the front entrance where it is immediately seen by all who enter the library. Patrons can now come to the circulation desk and request a title we do not currently have in our collection and have it minutes. Instant gratification!

This drew a lot of attention and created more interest, including patrons who just wanted to "take a look at it." Jeff Bezos would be happy to hear we've sold a few Kindles for him by essentially advertising his product (for free, I might add) and letting users test his product before buying. As usage has increased, exposure has helped increase the circulation. Currently, we are using Kindles for both Interlibrary Loan and general Circulation

Practical Issues

Circulation

Policies and procedures were developed for Circulation. We decided a loan rule of 2 weeks was appropriate with 1 renewal if no one is waiting, and the ability to place a hold. We created a new item type along with the associated loan rules.

Kindles were bar-coded and tattle-taped. Each Kindle was numbered (1 through 5) and each was assigned an individual bibliographical record. We purchased bags for storage and protection during loans and the Kindles are stored in their bags in a secure area behind the Circulation desk.

An important note; Kindles must be de-registered before checking out to patrons to insure no possibility of patron purchases. This is a simple procedure to execute and all Circulation staff members have been trained in the complete process of Kindle check-outs.

A specific check-out form was developed to make possible the loaning of this expensive item. Circulation also uses similar forms for the loaning of laptops, digital cameras, and video cameras.

Cataloging

For cataloging purposes, Criss library conceptually views the Kindle as an anthology and even though the Kindle doesn't physically reside in our stacks, it is still treated as such.

We worked closely with Cataloging to determine procedures for cataloging Kindles. An original bibliographic record was created for each Kindle. As new titles are purchased, Circulation staff adds titles and author names in the 700 field. This allows both the authors and titles to be

searchable. By permitting Circulation to amend the bibliographic record, the record is kept updated immediately.

Acquisition

An initial budget of $2000 was established. In the beginning, we did not turn down any request, even though the expense might be close to the price of a hardcover. With increased usage we have limited the purchase price to under $50 or less. Since most titles, especially best sellers, are around $10, price isn't a barrier to access. It is noteworthy to mention many non-fiction titles can be much more expensive.

Reference Librarians have received requests for popular fiction in the past, only to have to point the patron to another library. With the Kindles we have been able to provide a previously unavailable and appreciated service to our patrons.

Purchasing power is limited to the ILL coordinator, Circulation day and night supervisor, Access Services Librarian and the Dean. This means every time a new title needs to be purchased the Kindle must be re-registered, title searched for, purchased, and then downloaded. This process takes less than 5 minutes.

Criss library uses a wiki for intradepartmental communication and as a "loose" knowledge management system. All library policies and procedures are housed in the wiki, providing easy access to every employee. The nature of a wiki allows immediate updating so a current record of Kindle titles and their respective Kindle number is conveniently accessed. While the OPAC can also be used for searching titles, this table gives a quick snapshot of what has been purchased.

Findings

Since the beginning of our pilot program two months ago, we've purchased 16 Kindle titles. As of June 16, 2008 total check-outs for all five Kindles is 24.

As mentioned before, we had a handful of patrons who came in to "just look" at the device, wanting to see what it was like and if they might be interested in purchasing. Often, they would go ahead and check the Kindle out.

Two faculty members returned the device without being used. When asked why, one response was, "I just didn't have the time. I wanted to, it was sitting on my desk, but I just didn't have the time to learn how to use it." This was a comment heard more often from the "older" group. There is a learning curve, but once you learn how and start using it you are hooked.

Conclusion

Criss Library has experienced a positive response to the loaning of Kindles and considers this experiment successful. Additional and on-going information will be gathered in the form of surveys, increased usage statistics and unknown experiences yet to come.

The author looks forward to further use of the Kindles and exploring other avenues of access for patrons.

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Improving Reference Services through Assessment

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Abstract

In 2004 the Washburn University Libraries implemented the use of several survey instruments designed to assess the outcomes of walk-up and virtual reference transactions and to identify factors related to success or the lack of success. These evaluations made it possible for us to benchmark performance and monitor subsequent changes.

The analysis of the Wisconsin-Ohio Reference Evaluation Program (WOREP) results indicated that we provided more satisfactory reference services than either of the comparison groups; however, we also spent more time with each patron, which perhaps explained why 10% of our users said they received too much information. Although 73% of our users found exactly what was wanted, patrons reported relatively high rates of "less than successful" transitions in some high-volume subject areas, such as sociology and social work, and politics and government. The results not only suggested changes we needed to make, but also identified areas of the collection which needed further evaluation.

The results of focus groups with Washburn students and faculty in 2005 showed there was limited awareness of e-mail and chat reference services among the participants. Thereafter, a review of the literature was undertaken by the Head of Reference and the subsequent report made several recommendations, including (1) the change from a 24-hour to a 2-hour turn-around time for e-mail reference, (2) the investigation of an instant messaging (IM) chat service, and (3) an investigation of the application of blogs and wikis to provide additional research assistance.

An analysis of 168 e-mail reference transcripts was undertaken in 2006 to develop a detailed understanding of the service. The researchers coded the textual data with the specific objectives of arriving at an assessment of the overall use of the e-mail reference service by patrons; an analysis of patrons who utilize the service and the questions they pose; a description of e-mail transactions as they unfold in the case of e-mail reference; and an examination of the tools and materials utilized in the context of e-mail reference. The results of this analysis indicated that our e-mail reference service could be improved through additional training of the reference staff.

In 2007 the University Libraries participated in the READ Scale, a tool for recording qualitative statistics gathered when reference librarians assist users with their inquiries by placing an emphasis on recording the skills, knowledge, techniques, and resources utilized by the librarian during the reference transaction. During a three-week period the reference staff gathered data on the number, difficulty, and time required to answer walk-up, phone, e-mail, chat, and off-desk reference questions. This study helped us prove that it not only takes longer to answer the types of questions we are now getting at the reference desk but the knowledge required on the part of the reference librarian is greater.

Evaluation and assessment of reference services is a concern shared by many academic librarians. Although it is fairly easy to collect and report statistics on circulation, collection size, gate count, or the number of instruction sessions, it is much more difficult to measure accurately the library's success in one of the most important services academic libraries offer: answering reference questions. Assessment of reference services is essential for improving our ability to provide effective services utilizing traditional and emerging electronic reference sources.

When Worlds Collide:
Lessons Learned from Merging Two Key Service Points

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Abstract

In January 2007 the NCSU Libraries merged the circulation and reserves service points at the main circulation desk. This merger was part of the Libraries' ongoing assessment of its programs and services with the goal of providing enhanced services while achieving higher levels of efficiency with existing resources.

Some direct advantages of the merged service point included providing a single service point for multiple types of transactions; 24 hour access to full circulation services, interlibrary loan request pickup, holds, and reserves; reduction of 5200 hours of staffing coverage per year and improving/facilitating staff cross-training activities.

In order to successfully merge two very different units, the department's management created a plan which included extensive cross-training, a new daily scheduling system, and utilized popular social networking tools to facilitate communication, participation and sharing between the department staff.

A year later, the merger is a success. The processing time for reserves has reduced by more than 50%. Staff members are able to work on projects that had previously been put on hold. And the new spirit of teamwork and the new single identity of the department has improved customer service and has optimized staff time.

Save Time, Save Money, Have a Cleaner OPAC – Using Data Miner 2 for Importing Government Document Records

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Abstract

The Problem

For many years Castleton State College, a selective (15%) Federal Depository Library, purchased bibliographic records from OCLC's Government Document service. In time it became apparent that more records were being imported into the OPAC than were desired, and the OPAC was becoming full of what appeared to be duplicate titles. The problem was compounded because the OPAC is a shared OPAC for the Vermont State College system, a system of five institutions with four libraries. One of the sister libraries is also a federal depository library and also was purchasing records through OCLC's government document program. The fact that the FDLP has become more electronic also seemed to add to the problem. At first it was thought that updating the OCLC government document profile more often would fix the problem, but it did not. Librarians worked on cleaning up the problem records as time permitted but were frustrated by the time and effort the clean up required.

The Solution

After researching the issue and posing queries on listservs, Castleton decided to test DDM2. If the record import from DDM2 did not work as well as hoped, the library planned to then try the Marcive service. Castleton has been using DDM2 now for nearly a year and is happy with the result. We believe there are several advantages to using DDM2.

- The most important advantage is that there is a chance to review the records before the records get imported into the OPAC. While pre-reviewing the records is admittedly somewhat time-consuming, it is not nearly so, nor as frustrating, as cleaning up the records after being imported into the OPAC. The end result is a cleaner OPAC.
- Each of the two depository libraries in the Vermont State College system formerly paid roughly $1500 each year for OCLC's government document service. This is no longer necessary.
- One task of the librarian using OCLC's government document service is to update the library's profile with OCLC at least once a year after completing the FDLP Annual Survey. This no longer is necessary

HTML Meets the Humanities

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Lisa Pritchard
Adjunct Librarian
Jefferson College

Abstract

In this session, Lisa Wolfe, Access Services Librarian, and Lisa Pritchard, Adjunct Librarian, both from Jefferson College Library, will talk about their yearlong collaboration to create changing web content that highlights the Library's collection and brings some of the immediacy of physical displays to the digital realm. With more and more students interacting with the Library exclusively through its web pages a need to reach out, enrich, and inform was met with an effort to create dynamic web pages consistent with the mission of the college's web presence.

Beginning in April of 2007 with National Poetry Month, two librarians with very different backgrounds and skills began a collaborative process to bring interesting and important issues to visitors to the Library web pages. Just as physical displays within the library have highlighted significant themes and brought attention to library resources, a virtual display can point users to materials that might otherwise be lost in the vast virtual realm. A figurative arrangement of relevant titles can help users to see the tremendous variety of sources for everything from research to personal enrichment.

Using issues, celebrations and intellectual themes as starting points rotating displays have highlighted broad categories such as music, careers, and spirituality and specific celebrations like Black History Month, National Chemistry Week, Banned Books Week, and Earth Day.

Combining different skills allows for the creation of something better than either librarian could create alone; Lisa Wolfe's art and web design knowledge and Lisa Pritchard's collection content knowledge come together to produce the best sort of Library 2.0 fusion. This session will discuss the associative process involved in creating these pages and how this was incorporated into the existing work flow. The benefits of this cross-departmental cooperation are realized through the increased awareness of different work skills needed in the Library and the individual professional development gained by participating staff. The Library as virtual place and physical space can be enhanced by this sort of collaboration and these librarians will tell you how it happened in their library

Catching the Eye of the Google and Facebook Generation with Library Publicity

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Abstract

How can libraries reach a large number of students at critical points in the semester? This is a difficult question to answer when many students don't even walk through a library's door. Academic libraries increasingly compete for the attention of patrons who are barraged with flashy Internet advertisements and entertaining YouTube videos. Publicizing library services and resources within the physical library and virtually through the library and commercial web sites has become an integral part of many libraries' missions. Promotional devices can be strategically utilized to help the library remain in the forefront of students' minds.

Designing library publicity doesn't just need to be reserved for the artists on staff. The authors will share strategies, tools, and techniques for publicizing collections and services. Publicity tips and resources will be discussed based upon the presenters' own experiences and marketing literature. Samples of giveaways; paper and electronic advertisements; and on-campus events will be highlighted. In addition, future publicity initiatives will be discussed.

Introduction

Don't know where or how to start publicizing your library's attributes? Have you started a publicity campaign but run out of steam? Has looking at other libraries' marketing plans overwhelmed you? There are numerous resources to tap for assistance in developing and maintaining a publicity campaign.

Target Markets

It is important to first determine the user group that you want your publicity to target. Are the target markets faculty members, students, current library users, non-library users, virtual library users, or community members? Within these large target markets it is important to segment them into smaller subgroups because each customer group has different information needs. It is easier to create publicity for customers that have commonalities.

Segmentations can be defined around geographic, demographic, psychographic and behavioral patterns. Geographic segmentation centers on regional influences and growth rates. For example, what resources are used by distance students vs. on-ground students? Demographic segmentation includes age, non-traditional vs. traditional, ethnicity, gender, education, and occupational-

interest. For example, which departments use or don't use the library? What services do faculty members utilize or underutilize? How technology savvy is the group? Behavioral and psychographic segmentation refers to interests and usage patterns. What do library users say they'll use vs. what do they actually use? Think about how the target market chooses to access the library. For example, does the target market ask reference questions in-person, electronically through email, or posting to chat? What incentives will persuade customers to use a service or product? For example, what library resources and services are used vs. neglected services and resources? Keeping the target audience and market segmentation characteristics in mind while developing publicity can help the library maintain customers and increase the customer base (Walters 34-38; Wolfe 38-42). It is also important to examine the competition for services and resources. Rivals might include coffee shops that offer quiet places to study and wireless connections, book stores, or free search engines. "By targeting customers with products that appeal to their particular information needs, a library can retain customers who might switch to other information products such as the Internet…If your target market is too broad, you risk missing key customers. Segmenting markets can help insure the right marketing message to the relevant customer" (Olson).

Choose What to Publicize

Once you've targeted customers, ask what the customer's needs are and what will motivate the customer to utilize the library. How can the library meet those needs? Why is a customer using the library's services – convenience, personalized service, free cost, uniqueness of materials? While meeting those needs, the library has a chance to motivate the customer to use other resources and services. Perhaps the customer wants a bestselling movie to watch over the weekend. While locating the movie on the shelf, the customer might browse through other videos to check-out. Publicizing that the library has quiet space or best-selling videos helps to get patrons in the door. This publicity initiative might target the user group that consists of non-library users. Where else can you look when you're thinking about publicizing your library? Sure, you could try to publicize everything, but why not let the things that you're already doing give you some ideas.

Develop a list of services and resources that the library offers. See Table 1 for ways to gather a complete list of services and resources that the library offers.

Table 1
Questions to Develop List of Library Services and Resources

- Ask yourself if you have an existing database or service that you think would be very useful for "group x" or "group y" and yet the numbers don't indicate that those groups are utilizing the database or service as much as you think they could?
- Do you have a new database, service, or event that you'd like to let people know about?
- Have you looked at your reference questions to identify repeat questions?
- Have you asked others what resources and services they perceive that the library offers?
- Have you gathered new information by asking focus groups, student government, and student assistants what they know about the library?
- Have you conducted an online or paper survey to determine perceptions, expectations,

and uses of the library?
- Have you asked other service units located in your building what they know about that they think others on campus might not be aware of?
- Do you have comment/ suggestion boxes – both online & paper?
- Have you looked at your database vendors' web sites to see if they offer publicity tools for their databases? For example, Gale (CENGAGE Learning) has a page called "Market Your Library" at http://www.gale.cengage.com/free_resources/marketing/; Emerald has one at http://info.emeraldinsight.com/librarians/marketing/index.htm?PHPSESSID=81uo6bqe2mmmgr3kru122r7400; and OCLC has one for NetLibrary at http://www.oclc.org/netlibrary/marketingkit/.

These are just some ways to determine what could be publicized. Additional needs assessment can be gathered through focus groups, usability studies, surveys, circulation statistics, assessment of Web page visitors, and comment cards. Everything that should be publicized doesn't have to be something new at your library. As we all know, students don't go to the library first when they have an information need. So utilizing publicity methods can help us convince users to try the library first. According to the Pew Report, "[n]early three-quarters (73%) of college students say they use the Internet more than the library, while only 9% said they use the library more than the Internet for information searching" (Jones et al. 3).

Benefits/Message

Once we've determined target markets and created a list of services and resources; what we need to publicize is why college students or faculty members would want to use what we provide. It becomes pretty clear to students if their instructor makes an assignment to use library resources, but since that's not always the case – how do we let students know the benefits or advantages of using the things we have? We could publicize that we have the largest database in their field, but if we don't tell them why that's relevant or why it's better than Google, we've lost an opportunity to help the student research and to increase the use of one of our databases. "For each product or service that you provide, ask, "What is its purpose? What needs does it satisfy? What are the benefits?" (Walters 72). Try to take the emphasis of your publicity from "here's what we have for you" to "here's what we can do for you." Take it from the facts to the benefits. See Fig. 1 for an example.

Message 1 – here's what we **have** for you (facts)

Academic Search Complete
- more than 5,500 full-text periodicals
- more than 4,600 peer-reviewed journals
- more than 25 academic subjects covered

Message 2 – here's what we **can do** for you (benefits – why to use the database)

Looking for peer-reviewed articles for your paper?
Check out Academic Search Complete

Message 2 alternate – here's what we **can do** for you (benefits – why to use the database)

Writing a research paper for English Composition?
Academic Search Complete has over 7,000,000 articles that will get you a better grade than that Googled web site!

Fig. 1. Facts vs. Benefits.

Forms of Publicity

Once you've identified your customers and determined the message, it is important to decide the communication form. Blending a variety of formats through trial and error can help to decide which combination of publicity vehicles is reaching your audience. To narrow the selection process, keep the AIDA (Attention, Interest, Desire, Action) model in mind when choosing forms of communication. The AIDA model, "proposes that the objective of any communication is to attract the attention of the customer, gain their interest so they desire your products and service, and take some action towards achieving their desire" (Hart 45).

The mediums for publicizing the library are radically changing. The Internet provides an ever expanding means of communication. A common myth is that publicity is too expensive. While paid advertising is important, not all libraries can afford to place this as a priority in budgetary allocations. However, the Internet has enabled libraries the ability to quickly and inexpensively publicize events, services, and resources without the previous costs of copying and mailing. A few communication mediums available via the Internet include portals, course management sites, library and departmental webpages, Facebook, blogs, wikis, e-mail, and electronic games.

As with the Internet, print publicity doesn't need to break the budget. Use print media in select areas that are high-traffic points for the target market like elevators, water fountains, copiers, departmental computer labs, etc. Examples of inexpensive print media are shown in Table 2.

Table 2
Print Media Examples

1. Bathroom ads	10. Laptop stickers/skins
2. Displays	11. Posters
3. Newsletters	12. Instruction “menus” of course offerings
4. Campus bulletin boards	13. Postcards
5. Campus newspaper advertisements	14. Testimonial advertisements
6. Brochures	15. Campus newspaper ads
7. Doorknob hangers	16. Personal letters
8. Window paintings	17. Sandwich boards
9. Chalk/sidewalk promotions	18. Table top tents

While Internet and print mediums are highly visual, it is also important to remember the personal touch. Face-to-face meetings can target non-library users by reaching them in an environment where they are comfortable. Types of face-to-face meetings are included in Table 3.

Table 3
Face2face Opportunities

- Be active in campus organizations or department meetings can remind faculty/students that a librarian is available to help; possibly even host committee meetings in the library to facilitate getting people in the door.
- Stay present in faculty member’s minds when they are developing syllabi and assignments.
- Visit offices and circulate business cards, brochures, or menus of services.
- Host events, like a game night, can get people in the door and also frame the library as a fun place.
- Highlight library contests via events.
- Use testimonials to let prospective library-users know what current-users think about services and resources.
- Feature favorite library “resource/service” from students and faculty members each week in the campus newspaper.
- Use television and radio to highlight favorite library resources/services. Campus cable systems can visually spotlight new resources.

One way to make sure your library is remembered after a face-to-face meeting is a giveaway or takeaway. Giveaways can be inexpensive when purchased in bulk. If buying in bulk isn’t an option, consider purchasing a few takeaways to award as prizes. A few examples of giveaways and takeaways are: pens/pencils, bookmarks, mousepads, mugs, sports bottles, koozies, tote bags, key chains, magnets, coupons, umbrellas (with the tagline, *The library has got you covered*), stationery/sticky notes, t-shirts, and lapel buttons.

When emphasizing a service or resource, consider creating multiple versions of publicity. Each version should be centered upon benefits for the targeted audience. This will focus the publicity and allow the message to be shortened rather than trying to meet the needs of all customers with one message.

Planning and Assessment

Sometimes it's just important to get the information out there. No big year-long plan, no assessment. However, it generally works best to have a plan in mind with a consistent theme, message, etc. The publicity strategy should include the target market, a schedule which delineates the timeframe for each piece of publicity including places it will be located, and the expected budget. There are lots of places to get ideas for how to create a marketing plan. Table 4 provides a few recommended links:

Table 4
Marketing Idea Bank

- Academic and Research Library Campaign
  http://www.ala.org/ala/pio/campaign/academicresearch/academicresearch.cfm
- Marketing our Libraries
  http://www.librarysupportstaff.com/marketinglibs.html
- owlsweb Marketing and Promotion
  http://www.owlsweb.info/L4L/market.asp
- Strategic Marketing for Academic and Research Libraries by ACRL and 3M
  http://multimedia.mmm.com/mws/mediawebserver.dyn?6666660Zjcf6lVs6EVs666lwbCOrrrrQ-
- OhioLink Marketing Toolkit
  http://www.ohiolink.edu/ostaff/marketing/index.html
- In the Library and on the Web
  http://www.hals.lib.tx.us/plan123/3inlibrary.htm
- Plan.Target.Market.123 from the Houston Area Library System
  http://www.hals.lib.tx.us/plan123/index.html

Once you've started doing some publicity, there are numerous ways to assess your efforts. Some of them include tracking: web page hits, the number of give-aways given, librarian appointments made, faculty book orders, library donations, number of database or catalog searches, door counts; number of entries in a contest; number of brochures handed out; or number of attendees at events – all depending on what was publicized. Count anything that will give you an idea of the success of your publicity. In addition, survey people to find out if they know about the resources, services and events that you've been publicizing.

Resources

How can you publicize these things without an artist specially dedicated to publicity or lots of creative people on staff? There are a number of web sites where you can get free graphics, fonts, or color ideas to use in your publicity – sometimes for a charge, but generally worth the price. A few great resources are presented in Table 5.

Table 5
Design Resources

- **Graphics**
  - ClipArt.com: http://www.clipart.com/en/
  - Getty Images: http://www.gettyimages.com/Home.aspx
  - iStockphoto: www.istockphoto.com
  - 123RF: http://www .123rf.com/
  - Liquidlibrary: http://www.liquidlibrary.com
    (also includes fonts, design templates, flash templates)
  - Photos.com: http://www.photos.com
  - Jupiterimages: http://www.jupiterimages.com/
  - Additional Sites: http://www.photosecrets.com/links.stock.html#rm
- **Fonts**
  - CoolFonts.com: http://www.coolfonts.de/index/index.html
  - Font Face.com: http://www.fontface.com/main.html
  - Font Resources: http://www.nwmissouri.edu/library/owens/fonts.html
- **Color Palettes**
  - Kuler: http://kuler.adobe.com/#
  - COLOURlovers: http://www.colourlovers.com/

Inspiration

"Anyone can have a good idea…even the best ideas benefit from being bounced off others…No matter what our role or communication comfort level, we all have a responsibility to promote our profession…even if you prefer to be behind the scenes, you can help generate ideas, help with strategy, or edit press releases" (Strand 2). One of the best places to look for inspiration is to pay attention to how products and services are pushed at you every day. Keep a notebook handy to jot down appealing catch-phrases, eye-catching design layouts, and pleasing color combinations. Browse through magazine advertisements and pay attention to billboards. At the next library meeting, break into groups and hand-out some advertisements to create a spring-board activity. Have each group brainstorm ideas about how the advertisement could be manipulated into promoting one of the library's services. Figure 2 shows a sample spring-board activity.

For example, pass around candy and gum for marketing inspiration:

- Extra gum – The _____ library goes the "Extra" mile for you!
- Smartees – Only "Smartees use _____!"
- Red Hots – When you use _____, you're Red Hot!
- Pay Days – Use _____ and hit "Pay Day!"

Fig. 2. Advertisement Spring-board Activity.

Instead of automatically hitting delete when your email is spammed, take a moment to browse the vendors' ads for ideas. One of the authors subscribes to mypoints.com which emails regular advertisements and promotions. Visiting "Ads of the World.com" (http://adsoftheworld.com) can provide bright ideas without overloading email boxes. Have you looked at library supply web

sites or catalogs to see what they're emphasizing? It is possible that something in these catalogs might serve as a muse for your library.

Browsing through other library's idea banks, like the "'M' Word – Marketing Libraries" (http://themwordblog.blogspot.com), "Library Media & PR" (http://www.ssdesign.com/librarypr), or the "Steadfast Librarian" (http://steadfastlibrarian.wordpress.com) can also provide insight into promotional strategies. Searching the Internet for other library's newsletters, marketing plans, or communication plans is helpful to see what colleagues are publicizing. Visiting other library's web sites to see how they publicize "what's new" can also help to generate ideas.

Places to Look for Skills

Capitalize on the existing student employee and library staff member's range of talents and interest levels. Ask your student employees about computer, public relations, marketing, or artistic abilities on their applications – maybe there's talent sitting at the check-out desk that could be utilized. You can also look at your campus to see where certain classes are taught – HTML, Flash, design, public relations, etc. Talk to the instructors to see if they require projects that could include the library. Take a look at employees in other areas of the library – it doesn't just have to be public services people who create publicity. Do you have a "Friends of the Library" group that you could tap? It's also a good idea to check with the marketing or publications office on campus to see how they can help you. You can have contests for students to create some of the things you need – bookmarks, flyers, posters, etc. Finally, do you know of a class on campus that is making a presentation about the library? At Loras College, a speech class worked on a presentation about ways to make the Library more accessible. One of their recommendations was to provide designated quiet areas. We were already doing that so we found that we hadn't done a good job on publicity for that new space. We're also using some of their recommendations to make other changes in the Library.

Publicity Tips

There are many guides for publicity tips, but one of the best is "Designing Promo Materials that are Legible" by Pat Wagner. She lists four basic principles in Table 6 and more specific tips in Table 7.

Table 6
Design Principles

1. "Principle One: Size counts.
2. Principle Two: Just because you can do it doesn't make it right.
3. Principle Three: The designer's job is to move the eye down the page, so that everything is read.
4. Principle Four: The details count" (4-5).

The main points listed in Table 7 from Wagner's principles are very basic.

Table 7
Specific Tips

- Don't make your type too small. Hold your document at arm's length to see if you can read it. If your type needs to be that small to get everything on the page, start slashing words. Better yet, have someone else start slashing words.
- Don't use more than two fonts and limit your colors. If using colors, make sure there's a good deal of contrast so that the letters are easy to read.
- Normally, unless reading a book, people read in a diagonal line down a page and unless the designer pulls the reader's eyes away from that line with graphics or headlines, the reader will miss the point of the page.
- Keep the word count low – and just include those things that **must** be known. (Wagner 4-5)

One of the points of publicity is to generate interest, not always to tell them **everything** they need to know – just enough to be able to follow up on something that attracts their interest (Wagner 4-5). In addition, any graphics you use should be related to the text and enhance the message (not the same tired photo of a book or a laptop).

Future Initiatives

Many libraries are using online tools to help them publicize what they're doing and what students and faculty should know about. The authors are currently examining multiple publicity tools to expand their online presence. Some of these tools are included in Table 8.

Table 8
Online Publicity Examples

Using YouTube to get your point across:

- http://youtube.com/watch?v=Gu8eypvMRN8 (Google vs. Visual Resource Center)
- http://www.youtube.com/watch?v=mG9NHtiA_k0 (What's up at the Library from a public library)
- http://www.youtube.com/watch?v=Wv9xH5opXBA (library orientation)
- http://www.youtube.com/watch?v=rlDx9n4wFb0 (publicize a collection)

Using the campus Course Management System:

- Blackboard Sync http://www.blackboardsync.com (delivers Blackboard course information through the Facebook interface)

Using library toolbars to guide users:

- http://www.hamline.edu/bushlibrary/research_guides/toolbars.html (great examples of why you'd want a library toolbar)
- http://www.gsb.stanford.edu/Library/toolbar/index.html (an example of a toolbar that's been around for a while)

Using social bookmarking:

- College of DuPage uses Twitter; RSS Feeds ; del.icio.us Bookmarks
- Other bookmark sites like Addthis.com; Google bookmarks, Digg, etc. can be used in a library catalog:

http://clicnet.clic.edu/search?/Xminnesota%20history&searchscope=20&SORT=D&b=ma/Xminnesota%20history&searchscope=20&SORT=D&b=ma&SUBKEY=minnesota%20history/1%2C1337%2C1337%2CB/frameset&FF=Xminnesota%20history&searchscope=20&SORT=D&b=ma&12%2C12%2C
http://www.youtube.com/watch?v=kcecBgRd3ig (ways to use diigo toolbar which allows you to highlight web sites and share your information through social bookmarking)

Some good library articles on why and how to use some of these tools:

- Using library blogs – www.infotoday.com/mls/nov03/fichter.shtml
- Using library toolbars - http://www.libraryjournal.com/article/CA6457218.html

Conclusion

There are many great things going on in libraries and we need to do all that we can to let people know what we have and what we can do for them. Marketing doesn't have to be an all or nothing proposition. Start small. Try to get their attention using a variety of publicity options. Have one event, do one campus blitz, put up a sandwich board at the entrance of the library, put table tents in the cafeteria. Once you start, you'll find what works for your campus and you can forget those projects that didn't work out quite so well and build on your successes!

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Indexing University Newspapers in Your Spare Time

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Abstract

Without proper indexing tools, helping students research local topics has been a great challenge for librarians at Northwest Missouri State University (NWMSU) in Maryville, Missouri. Those challenging questions include the railroad history of surrounding areas in the early 1900s to the University enrollment figures during the WWII. Some university libraries in big cities have abundant local resources to answer the needs of regional researchers through commercialized newspaper databases. However, NWMSU is a regional university located in a rural area and because of its remote location it lacks easy access to resources to cover local information requests from the campus and local communities. In the past, it has heavily relied on the memories of local historians to provide answers to historical queries. The closest newspaper indexed in a nation-wide database is the Kansas City Star, two hours from Maryville, which does not cover news for our local interests. Without the appropriate research tools, students, faculty, and community members have struggled to adequately research local topics. To fulfill this gap, the university library stepped in to provide indexing of the already digitized university newspaper, the Northwest Missourian, published since 1914.

The indexing data steps include 1) splitting multi-paged TIFF files into separate TIFF files, 2) processing through an Optical Character Recognition (OCR) tool that is available in Microsoft Office Document Imaging, 3) running data through indexing software named Greenstone Digital Library. With an existing campus wide license agreement with Microsoft and free Open Source, it didn't cost anything to obtain the required software. We also created a simple in-house application automating the imaging and OCR processes. In addition, we will consider copyright issues and technical considerations surrounding access to the digitized newspaper archive.

Back to the Basics: Library Instruction Redux

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Abstract

At Miller Nichols Library, University of Missouri-Kansas City, a small revolution is taking place in our library instruction program. A small group of librarians have gotten together to rethink and revamp the library instruction provided in two introductory core courses. These revisions resulted in meeting additional outcomes of the ACRL Information Literacy Competency Standards for Higher Education.

Arts & Sciences 100 (A&S 100) is required for all freshmen and provides an introduction to university life. English 110 is a required composition course. Both courses require integrated library instruction and many students enroll in both courses in the same semester. Complicating matters, librarians teaching these sessions attempted to cover too much information and there was a great deal of overlap in what was taught.

Library instruction for both courses is now taught differently in both approach and content. A&S 100 focuses on basic and introductory materials and English 110 on more advanced concepts. The intention is to provide a foundation through A&S 100 instruction that can be built upon in English 110. So far this intention is being realized based on the evaluation forms completed by students.

Introduction

Librarians at the Miller Nichols Library, University of Missouri-Kansas City (UMKC), recognized that the library instruction program did not reach students in a consistent, effective manner. As a result, a small group of librarians decided to redesign the instruction program, focusing on two introductory courses. In these revisions, librarians paid particular attention to the Association of College and Research Libraries (ACRL) Information Literacy Competency

Standards for Higher Education and the use of active learning techniques. This article describes the changes and the impact of the new instruction.

Literature Review

Engaging students in active learning is always a challenge. Abundant professional literature supports the use of active learning for more effective instruction and for meeting students' diverse learning styles. Krajewski and Piroli tackle this task by using a self-guided tour, a library jeopardy game, and a student-centered research workshop, and find that students who are involved in active learning "increase their chances of retaining material" (177). Carder, Willingham, and Bibb apply case-based and problem-based active learning activities to engage students in the classroom and help students develop critical thinking skills. The activities result in effective teaching that enhances students' learning, since "far and away the most preferred teaching activity that students felt would benefit their class was hands-on" (Willis and Thomas 439).

Another challenge is to avoid overwhelming students with too much information in a single session of library instruction. Educational and library researchers explore different ways to solve this problem. Ercegovac divides instruction into small components and suggests a conceptual framework of instruction with four design principles: know the user, apply active learning, use conceptual model of learning, and use modularity (251). Others, like Parang, Raine, and Stevenson, propose two instruction sessions to avert teaching too much information at one time. "Students would retain more if they could meet with us more than once, plus we knew we had too much information to present during one session" (Parang, Raine, and Stevenson 272). Active learning strategies and practices with practical information tools and sources increase learning and decrease information overload.

Previous Instruction Plan

Library instruction for incoming freshmen and transfer students focuses primarily on Arts & Sciences 100, Methodologies in Liberal Arts and Sciences: Theories and Applications (A&S 100), a course designed to introduce students to life and work at UMKC. The instruction for this course offered in the previous plan overwhelmed some participants with the amount of information covered in fifty minutes. Librarians taught users how to create search strategies, search the catalog, locate materials physically in the library, request materials outside of the library, search Academic Search Premier, and locate electronic and paper versions of articles. To reinforce these learning objectives, the library created a homework assignment, since few sections were required to complete library-related assignments.

In the same semester, instructors of English 110, the basic composition course, began to use a common syllabus and requested library instruction for multiple sections to be taught within a one-week period. For this course, librarians adapted the instruction plan used for A&S 100 to English 110.

After two semesters of homework assignments and feedback, it became clear that changes were necessary to improve student learning and the effectiveness of the program for both courses. Many students were in both courses in the same semester and consequently received basically

the same instruction twice. In an effort to remedy the situation, a small group of librarians began work on a new programmatic instruction plan for A&S 100 and English 110.

New Instruction Plan

Library instruction provided for students in A&S 100 and English 110 is now taught differently in both approach and content. The goal is to provide a foundation through A&S 100 instruction that can be built upon in English 110. While A&S 100 focuses on basic and introductory materials, English 110 incorporates more advanced concepts. Each session covers less material than in the past; however, eliminating unnecessary duplication has resulted in an overall increase in content covered.

The goal of A&S 100 instruction centers on providing a general introduction to the library, rather than teaching specific search skills. The first part of the instruction focuses on getting students to separate library facts from library myths using the list in fig. 1. To avoid embarrassment or awkward silences in a large class discussion among students new to UMKC, the students are divided into small groups of two or three to determine whether statements provided are facts or myths. The library instructor then leads a class discussion about why each statement is true or false. Students enjoy discussion of such statements as "I can borrow 2,000 books from the library at one time," which is a myth because the limit is actually 1,999.

The Libraries have online materials that are not available through Google.
The purpose of the library is to provide the books students need.
The library is supposed to be quiet. I may not talk with my friends, even to work on class projects.
I can borrow 2000 books from the library at one time.
I can renew library books from home.
My study group can eat pizza while we work in the Miller Nichols Library.
If the library doesn't have the book or article I want, I'm out of luck.
I can get 150 pages of free printing each week in the library.
Every semester a student's personal property, like a laptop, iPod, or cell phone, is stolen in the library.
Since all the information I need for my classes is available free on the Internet, I can do the research the night before my class paper is due.
I can access most UMKC online library resources from anywhere in the world.
I will bother the librarians or library staff if I ask them any questions while I am in the library.

Fig. 1. Facts & Myths

Although customer service best practices warn against using library jargon with students, some unavoidable terms are unfamiliar or misunderstood. A matching test with a twist teaches basic vocabulary. The teaching librarian leads the class in this exercise on a PowerPoint slide (see fig.

2). To avoid starting with a failure, the librarian asks for a volunteer to match any term with its definition. The librarian draws a line from term to definition and links to an image of the source or service. The combination of images with definitions meets different learning styles and increases retention of the terms.

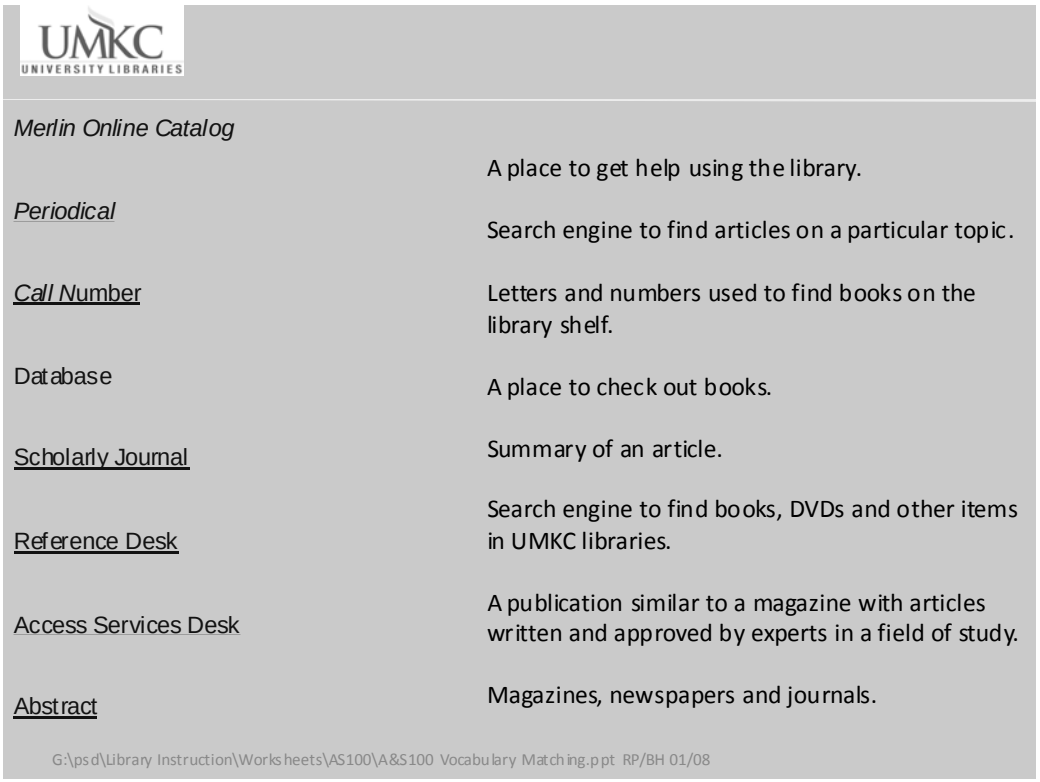
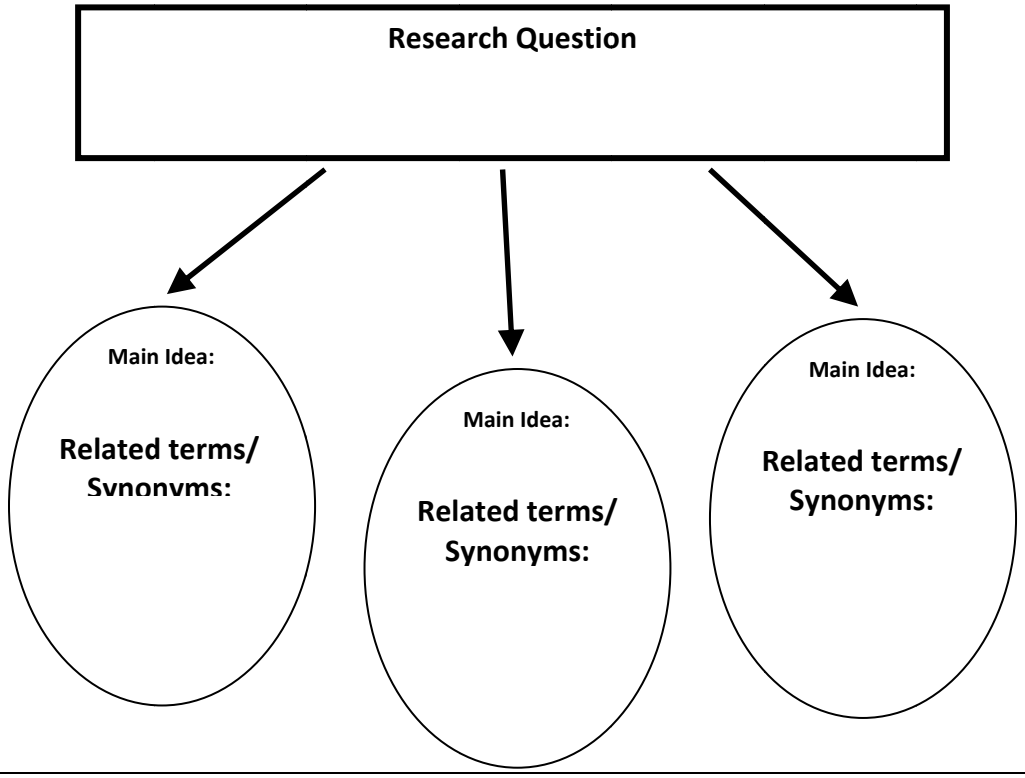


Fig. 2. Matching Vocabulary PowerPoint Slide

The final section of A&S 100 is devoted to introducing students to the library catalog and Academic Search Premier (ASP), the general database most often recommended to UMKC undergraduate students. After a brief demonstration, the librarian talks the students through hands-on experience with a basic keyword search, identifying important features in the catalog and in ASP. The goal of this review is not to teach the students how to search but to familiarize them with the basic resources available through the library.

The goal of English 110 instruction centers on beginning research skills: developing search strategies, using the library catalog to find books, and using a general database to find articles. Because students are often unable to translate their topics into usable search strategies, teaching this skill becomes the primary task in library instruction for this course. Using a sample topic, the librarian leads the class in identifying three main ideas and then in brainstorming synonyms and related terms. The librarian guides the students through selecting a set of terms to create a basic search and briefly demonstrates the search in the library catalog and in ASP. Pairs of students use a worksheet (see fig. 3) to repeat the process using their own choice of terms for the same topic. The students then try their search strategies in the databases. Led by the teaching librarian, students discuss the varying results and effectiveness of different search strategies for the same

topic. While the focus in this class is on developing a search strategy, students also learn the basics of searching the library catalog and a periodical database.



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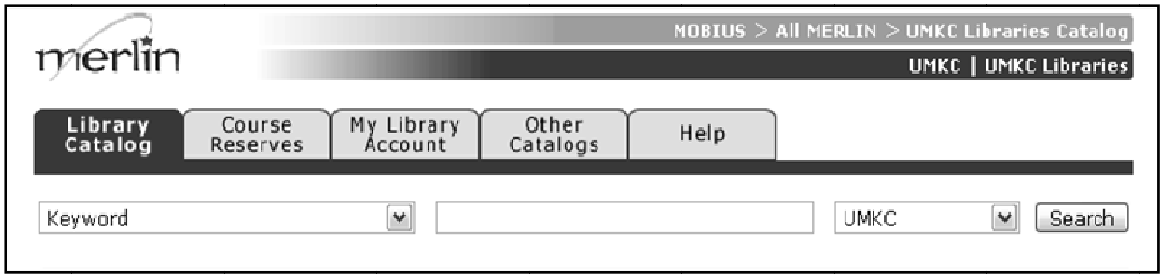
1. **Identify the main ideas in your question.**

2. **Brainstorm other words or phrases that describe each idea (related terms or synonyms).**

3. **Choose the terms from the brainstormed list that you want to use in your search.**
   - ***Make sure you choose one term representing each idea.***
4. **Write your terms in the box below as you would enter them in the MERLIN catalog.**
   - ***Use "AND" between each of your ideas.***



5. **Write your terms in the boxes below as you would enter them in the database.**
   - ***Use only one idea per line.***

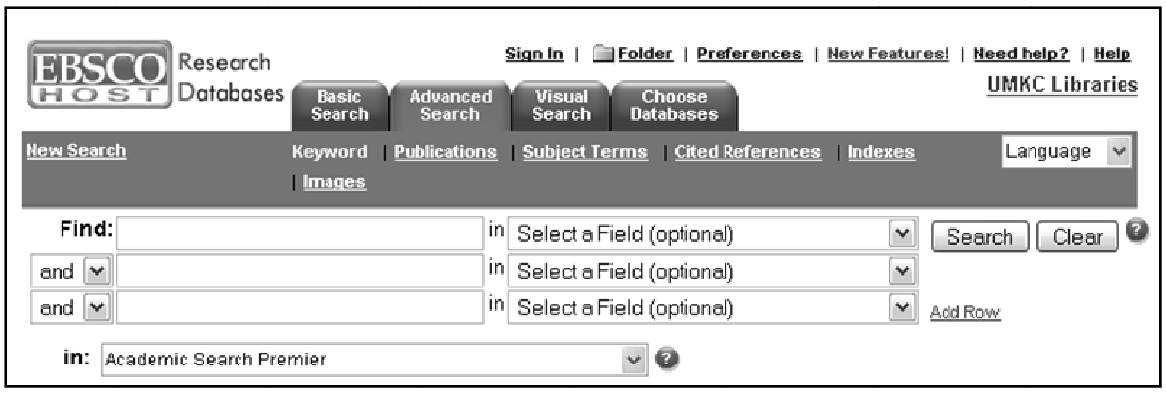


Fig. 3. Search Strategy Worksheet

Applications of Information Literacy Standards

This new approach to teaching A&S 100 and English 110 relies on meeting the *ACRL Information Literacy Competency Standards for Higher Education*. The standards serve as a guide and core value in the new approach. Although all the standards cannot be met in a single class session (Johnson 26), the group of librarians wanted to meet as many standards as possible using active learning techniques. The ACRL standards have been incorporated in designing, implementing, and assessing the new approach.

In A&S 100, the myths and facts and vocabulary matching exercises address ACRL Standard One: "The information literate student determines the nature and extent of the information needed" (*C&RL News* 211). The purpose of these activities is to familiarize students with library resources and services, and the outcome is that students identify "key concepts and terms that describe the information need" (*C&RL News* 211). The instruction partially meets ACRL Standard Two through Performance Indicator Three: "The information literate student retrieves information online or in person using a variety of methods" (*C&RL News* 212). Explanation of finding a book in the library meets the outcome "uses various classification schemes and other systems (e.g. call number systems or indexes) to locate information resources…" (*C&RL News* 212).

The English 110 instruction class also meets three ACRL Standards and many outcomes. Instruction for this course meets the Standard One Performance Indicator "the information literate student defines and articulates the need for information." The instruction meets outcomes of this standard:

- confers with instructors and participates in class discussions, peer workgroups, and electronic discussions to identify a research topic, or other information need
- explores general information sources to increase familiarity with the topic
- defines or modifies the information need to achieve a manageable focus
- identifies key concepts and terms that describe the information need
- identifies the purpose and audience of potential resources (e.g., popular vs. scholarly, current vs. historical) (*C&RL News 211*)

The search strategy activity addresses Standard Two outcomes by helping students develop "a research plan appropriate to the investigative method" and identify "keywords, synonyms and related terms for the information needed" (*C&RL News* 212).

Assessment

At the end of both A&S 100 and English 110 sessions, each student is asked to complete an evaluation form (see figs. 4 and 5). These forms were used in two sessions of A&S 100 and five sessions of English 110. While the sample is small and the questions are inadequate, the findings are interesting nonetheless.

A&S 100 Library Instruction Evaluation

1. Please write down one thing you learned today from this session.

2. Please circle the class activities that have helped you learn about the library.

Myths and Facts Vocabulary Class Discussion All of Them

3. What questions do you still have about the library?

NOTE: Space after questions has been compressed for publication.

Fig. 4. A&S 100 Evaluation Form

English 110 Library Instruction Evaluation

1. Please write down one thing you learned today from this session.

2. Please circle the class activities that have helped you learn about the library.

a. Search Strategy
b. MERLIN/Academic Search Premier Demonstration
c. MERLIN/Academic Search Premier Hands-on Activity
d. All of the above

3. What questions do you still have about the library?

NOTE: Area after questions has been compressed for publication.

Fig. 5. English 110 Evaluation Form

In A&S 100, a total of 20 evaluation forms were completed. Responses for statement 1 suggest that students learned facts about the library and that instruction should continue demonstrating how to access the online catalog and databases. Responses for statement 2 indicate that nearly a third of the students found all the activities helpful. Because one A&S 100 instructor requested that career resources be covered, four students listed that service in their response, and the assessment data reflect this anomaly. The tabulated responses are shown in Table 1.

Table 1
A&S 100 Library Instruction Evaluation Responses

Statement 1: One thing you learned	Number/ Percentage	Statement 2: Activities that helped you learn	Number/ Percentage	Question 3: Questions you still have about the library
Facts and Myths[a]	7/35	All of Them	12/29	What happens when your book is overdue or damaged? (asked twice)
How to access databases	5/25	Class Discussion	11/26	Do I need a library card?
How to access the library catalog	4/20	Facts and Myths	10/24	How far in advance must we call to get a book from another library?
Career information	4/20	Vocabulary	9/21	What are the library hours?
Total Responses	20[b]		42[b]	Is there a limit on the number of music/movies we can check out?
				Where are the departments in your library?
				I need more work at the library.

[a] This includes various responses that resulted from the Facts and Myths activity.
[b] Note: Of the 20 evaluation forms some included multiple and/or unclear statements.

In English 110, a total of 89 evaluation forms were completed. Responses to statement 1suggest that instruction should continue covering how to create search strategies, search the library catalog, and search databases to find articles. The citation feature was included on the teaching outline as something to mention when time allowed. In the hour and fifteen minute classes, there was time to discuss and demonstrate this feature. As a result of this data, future revisions of this course may add discussion of the citation feature. Responses for statement 2 indicate that nearly two thirds of the students found all the activities helpful. As with A&S 100, responses to question 3 enable librarians to follow up with students after the class session and provide topics that might be included in future instruction. The tabulated responses are shown in Table 2.

Table 2
English 110 Library Instruction Evaluation Responses

Statement 1: one thing you learned today	Number/ Percentage	Statement 2: activities that have helped you learn	Number/ Percentage	Question 3: questions do you still have
How to find articles and use databases	35/47	All of the above	56/62	What new technologies are coming for the library?

How to find books and use the library catalog	18/24	Search Strategy	14/15	What is the length of time for checkouts at the library?
How to develop a search strategy	12/16	MERLIN/ASP Hands-on Activity	13/14	How often do new articles come in and how are they sorted?
How to use the citation feature	10/13	MERLIN/ ASP Demonstration	8/9	How do you save books from UMKC online?
				How do you know which database to choose?
Total Responses	75[a]		91[a]	What kind of books are on each level?

[a] Of the 89 evaluation forms some included multiple and/or unclear statements.

Revisions to these forms are needed to improve data collection. For example, statement 2 might be rewritten to ask students to circle the most helpful activity and describe why. Before the program can be revised, the evaluation forms must be retooled to produce meaningful data.

Next Steps

Based on initial experience with the new instruction plan for A&S 100 and English 110 classes, some changes will be made in future sessions. Student questions on the evaluation form may be addressed as part of the planned instruction. The evaluation forms will be modified to assess the effectiveness of each component of the instruction sessions.

Having updated the basic introductory instruction classes, the next step for the group of librarians is to revise library instruction for English 225, the second level English composition course. The new instruction plan for English 225 will teach more advanced research skills, since many of the students either have taken English 110 already or come to the university with higher level skills and abilities. Classroom activities will be designed to help students meet additional ACRL Information Literacy Standards. Possible goals for these classes might include learning to formulate and refine in-depth search strategies, evaluate information and use it critically, and select appropriate sources and library services to meet their needs.

In order to carry out these goals, the group of librarians will design appropriate instructional activities that address English 225 course objectives, implement a student-centered, active lesson plan that focuses on critical thinking, and evaluate student learning in order to improve library instruction. An improved and more detailed evaluation form will be used to collect data that will reflect students' and teaching faculty's responses to the library instruction. As with A&S 100 and English 110, plans for this course will continue to adhere to the principle of limiting the content of a class to enhance student learning. Once complete, the instruction plan developed for English 225 may then be adapted and extended for use in upper-level courses in the subject disciplines.

Conclusion

Librarians at the Miller Nichols Library, UMKC, found that instruction for two introductory courses is most effective by choosing limited content, using active learning techniques and paying particular attention to the ACRL Information Literacy Competency Standards for Higher Education. The experience resulted in better instruction, which librarians, students, and classroom instructors have considered successful.

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The Collaborative Library Intranet

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Abstract

This paper will describe the creation of the Kraemer Family Library intranet at the University of Colorado at Colorado Springs.

When Library faculty undertook this project they recognized that the intranet could be a critical tool for storing and presenting information as well as facilitating collaboration and project management. With that in mind they focused on designs that would permit the widest possible participation. Web 2.0 applications were the natural choices as they offered customizable platforms and low-threshold applications at little or no cost.

As the designs for the intranet grew larger than the University's IT capabilities, the decision was made to break out of the University's networked environment and purchase off-site hosting. This enabled Library staff to retain full control over all aspects of design and construction, and opened up nearly limitless opportunities for software selection.

This information will be useful to anyone considering utilizing Web 2.0 applications for back-end Library operations. It will detail the design, construction, and staff training. In addition, it will discuss the challenges faced in navigating the murky waters of the institutional IT department and the eventual decision to move outside of the networked University environment and utilize off-site hosting.

Introduction

When faculty and staff at the Kraemer Family Library (KFL) at the University of Colorado at Colorado Springs began planning for a new staff intranet, the obvious direction was to build a platform around Web 2.0 products and principles. There was a push by faculty and staff to create an environment that maximized inclusiveness, usability, and usefulness. Communication at KFL was typically via email and characterized by brief FYI-type broadcasts; very little dialogue was created or maintained. A Web 2.0 staff intranet was conceived as a way to introduce new modes of communication and collaboration to provide a flexible and scalable framework that could evolve with the Library.

Planning

We began the planning stage by broadly identifying possible software and hardware requirements. In the world of user-driven content and computing, Web 2.0 is synonymous with

open source: software that is free to distribute, use, and modify. Open source software is usually dynamic, database-driven content. This type of software utilizes databases to store and retrieve content. We would need access to scripting languages and database software for this project.

Hardware Options

When we examined the local computing resources available to us, we were disappointed to discover we did not have the necessary software resources to utilize any dynamic and/or database-driven software. Our only options for storing and serving content were traditional HTML and JavaScript. The Library's server hardware is dedicated to the online catalog and its website is hosted on Campus Information Technology department hardware. KFL approached Campus Information Technology with the project requirements in hopes that they would provide access to PHP and MySQL, two essential ingredients for open source software. However, they did not approve our request for access due to their security concerns.

Without any local computing resources available, we turned to off-site applications and services. A thorough examination of Web 2.0 resources and applications available via the web is beyond the scope of this paper; it is enough to say that numerous options are freely available. Names like Wordpress, Blogger, Wikipedia, Twitter, Flickr should be familiar to most web-savvy library staff. While many of these applications could have met our needs, we identified several areas of concern with utilizing off-site applications such as privacy, security, and ownership.

Private Web Hosting

In order to more fully control the structure and content of the Intranet, we needed dedicated server space where individual applications could be collocated. To realize this goal, we researched private web hosting services. We quickly identified several distinct advantages to this option, not the least of which were authority and cost. Private web hosting would give us a cost effective way to exercise complete control over the structure and content of the intranet; for less than $10 per month we could acquire a hosting package that exceeded our computing needs and requirements many times over.

Private web hosting would not be without its disadvantages. In addition to working with a blank slate and being solely responsible for structuring the new environment, we would be outside of the University's official networked channels. To ensure that we complied with University regulations, we consulted with the Campus Information Technology department and obtained permission to pursue off-site hosting; an important condition was the Library not host private or proprietary University information on the site such as student ID numbers, social security numbers and the like.

Software Options

The private hosting package we chose gave us access to PHP, a scripting language, and MySQL, a database package, both common components in many popular Web 2.0 applications. Armed with these applications, our options became nearly limitless. We created a list of possible software applications by first examining faculty and staff needs and wants and then identifying popular Web 2.0 applications in those areas.

When researching software titles, one of the most important considerations was usability. Faculty and staff at KFL represent a wide variety of computing skills. As we examined individual applications, we looked for low-threshold interfaces and functionalities. In order to make the new intranet accessible to all faculty and staff, we needed software that could be utilized by anyone with basic word processing skills. With that in mind we began compiling information about the wants and needs of faculty and staff.

Discussions with Library faculty and staff revealed two strong areas of interest: communication and collaboration. While most communication to that point had taken place via email, better methods of creating and maintaining dialogue were desired. To that end, the obvious direction was blogging software. Utilizing blogs would allow for multi-faceted communication and dialogue while also providing a framework for easily archiving the information.

Faculty and staff also wanted a shared document repository, something more interactive and accessible than a shared network drive. We quickly focused on wiki solutions; with the popularity of Wikipedia, wikis provide a fairly familiar and intuitive interface. In addition to being able to easily discover and locate content, creating and editing content is highly accessible through the use of simplified wiki markup and/or visual text editors (WYSIWYG editors).

Design and Construction

The initial design and construction plans for the intranet called for a simple framework composed of two applications: Wordpress MU (WPMU) for blogging and MediaWiki (MW) for documentation. WPMU and MW require no special technical skills; while both applications are built using PHP, a basic understanding and familiarity with HTML is all that is necessary for utilizing the applications.

Wordpress MU

Wordpress MU (WPMU) is a variation of the traditional Wordpress platform that is targeted to academic (and other) institutions that need multiple individual blogs, while the traditional Wordpress platform is designed to support single blogs. WPMU simplifies the creation and management of multiple blogs by using a single installation and database to drive any number of individual blogs. WPMU is not unlike other popular blogging platforms in that essentially all aspects of the installation and management of the software is performed online via the software itself. The process of managing users and blogs is automated via the WPMU control panel.

Security and privacy issues were important considerations in selecting WPMU. Access to the blogs can be restricted to registered users only, effectively blocking public access by readers and search engines. Additionally it provides fine control over the way users interact with individual blogs. The user management section of the control panel allows administrators to assign read, write, and edit permissions on a per-user and per-blog basis. For example, a user can be assigned the role of Editor on a blog in his or her own department but can be limited to viewing another department's blog.

MediaWiki

MediaWiki (MW) was the obvious choice for documentation based on its popularity, notably as the software driving Wikipedia. Most Library faculty and staff were already familiar with the

interface. Like WPMU, the process of installation can be performed online via the software itself. Though MW lacks the same kind of functionality that be found in the WPMU control panel, there is a configuration file that can be manually edited to make changes. MW provides excellent documentation (including a user forum) that is an invaluable resource for customizing an installation.

MW also lacks WPMU's fine control over the way users interact with content. There are essentially two classes of users in MW: administrators and everyone else. It is not possible to assign user rights or limit access on a per-page or per-category basis in the default installation. MW recommends the use of a content management system when such control is required. What this means for administrators and users is transparency. Expect that with few exceptions, any content posted to the wiki will be viewable by any user.

Training

As previously noted, we pursued Web 2.0 applications specifically because of their low-threshold nature; they make complex technologies and applications accessible to non-techie users. WYSIWYG text editors, automation through sophisticated scripting, visual control panels that interface with complex back-ends – all of these are hallmarks of Web 2.0 and integral characteristics of the applications we chose.

We anticipated this choice would greatly simplify and reduce the amount of training that would be necessary, though we expected it to be an ongoing process. The Circulation and Interlibrary Loan departments (4 and 2 staff respectively) were employed as test subjects for initial training. Feedback and knowledge gleaned from this phase were considered before training was extended to additional staff and departments.

Embracing WYSIWYG editors

We began training by focusing on WPMU. This decision was made in large part due to WPMU's excellent WYSIWYG editor and simple interface. It proved to be intuitive and familiar to staff and therefore was easily mastered. Other functions of the blog software, such as creating and editing posts, were likewise learned without difficulty.

It was the wiki software perhaps more than anything else that had the steepest learning curve; an issue we predicted when making software decisions. MW uses a simple markup language called WikiText. As we desired to keep the software as accessible as possible, the decision was made to modify MW to accept a WYSIWYG editor. There are a variety of 3rd party extensions that add this functionality; FCKeditor was chosen as the text editor for this project. FCKeditor provides controls for most of the wiki markup and greatly simplifies the process of creating and editing content.

Staff feedback indicates that while the WYSIWYG editor is greatly preferred over WikiText, it still is not without problems. The editor does not always correctly interface with the wiki software, which results in occasional mistakes in formatting and content. It should be noted that until MW officially adopts a WYSIWYG editor, extensions like FCKeditor will not be without their limitations. Certain functions will need to be performed using WikiText, such as categories

and text-alignment. As a result, some instruction on the use of WikiText was necessary, to give staff a better understanding of the structure of content in the wiki and to assist them in correcting mistakes from the WYSIWYG editor.

Conceptualizing Content

Initial training on the use of each application's WYSIWYG editor proceeded quickly and was followed by more in-depth instruction on the processes of creating and organizing content. The most challenging aspect of these new applications was conceptualizing exactly what was taking place when new content was created and how that content was stored, as most staff had little or no experience with authoring web content. Once again the wiki software proved most challenging to these new authors. To better aid in staff's understanding of the structure of the wiki, "homework" assignments and tutorials were utilized; each gave staff hands on experience creating, editing, and organizing content in the wiki.

Conclusions

Web 2.0 applications have provided a solid foundation upon which the KFG's intranet will grow. By utilizing low-threshold applications, we have created an environment where all staff, regardless of technical or computing skills, can participate. Initial training and testing has shown us that careful attention to individual feedback and progress is of upmost importance with a project like this. Properly acclimatizing staff to the new environment is imperative to build confidence and trust in processes and procedures that may seem very foreign to some. The success of a collaborative venture of this nature will surely rest in part on the enthusiasm and willingness of Library faculty and staff to participate. To that end, we look forward to using faculty and staff input to identify new directions for the intranet; in fact we are already looking for new ways to expand the service. Calendars, scheduling, file handling – functions like these and others are limited only by our willingness to experiment and seek different ways to address familiar problems.

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Is Good Enough OK?
Undergraduate Search Behavior in Google and in a Library Database

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Abstract

Based on our experience as reference librarians and a review of the literature, it is clear that students are choosing to use Google over library databases when beginning their search for information. Reasons such as ease of access and navigation, convenience, and the use of natural language without having to apply rules of searching are mentioned by library users. And while the search results may not be the most relevant, they are often "good enough" for the novice searcher.

For our study at the University of Kansas Libraries, we observed and compared how undergraduate students searched for information using Google and an academic library database on specific topics. In particular, we were interested in knowing:

- Which interface was preferred by students (Google or licensed database; basic or advanced)?
- Were the students satisfied with the results of their searches?
- Which features did they use, if any?

We identified a small group of undergraduate students and used a pre-observation survey to collect demographics and gauge prior searching experience. The students were asked to search for information on specific topics, using Academic Search Premier (an EBSCO product) and Google. Data were collected through observation, interviews, and use of Morae software installed on the computer. Before they began searching, we encouraged the students to verbalize the steps they were taking throughout their search process. This enabled us to gain additional insights into their techniques or strategies. After the searches were completed, a post-observation de-briefing session was conducted with the students to allow us to gather additional comments or questions about their experiences or preferences.

Observations from the survey will be shared with reference and instruction staff to provide a better understanding of undergraduate search behavior and possibly to modify pre-conceived notions of how students search. The survey can provide a basis for discussions on meeting expectations of information seekers who have grown up with the Internet and how to do a better job in marketing the library's licensed resources to undergraduate students. Database vendors could be encouraged to develop interfaces that are more familiar and user friendly or Google-like in its searching mechanisms.

Introduction

Reference and instruction librarians work with undergraduate students who are often satisfied with the "good enough" results when searching Google for research assignments. Reasons such as familiarity with Google, ease of access and navigation, convenience, and the use of natural language are mentioned by these student researchers. For our study, we observed how undergraduate students search Google compared to a library database for information on an assigned topic. The information collected will provide our staff with a better understanding of undergraduate search behaviors and possibly modify any pre-conceived notions of the methods and thought processes that undergraduate students use in seeking information. As librarians, we need to understand and address the information-seeking behaviors of those who have grown up with the Internet in order to effectively promote licensed databases to undergraduate students. Our study has provided actual examples of these behaviors and provides a basis for discussion with reference and instruction staff. The findings may also provide a rationale to present to database vendors to develop interfaces that are more familiar and user friendly or "Google-like" in their searching mechanisms.

Literature Review

Brophy and Bowden compared the Internet search engine, Google, with library databases and systems in order to assess the relative value, strengths, and weaknesses of the two types of resources (498-512). Using a case study approach, the researchers conducted a detailed analysis of results while using the types of queries likely to be searched by university students. The authors concluded that good coverage requires the use of both Google and databases. They found that Google is superior for coverage and accessibility, while library databases are superior for the quality of results. Xie evaluated library databases and Web search engines by recruiting twenty-one undergraduate students who were asked to complete a pre-test questionnaire regarding their experiences using computers and different types of information retrieval systems (211-219). The researchers chose two types of popular topics that were easily searchable in search engines and library databases. The students were asked to search one topic in a library database and in several Web search engines. While participants preferred the ease of use and the intuitive interfaces of the Web search engines, they also appreciated the credible and useful information offered by the library database.

Twait interviewed undergraduate students over the course of a school year, gathering qualitative data about the participants' source selection criteria when working on a research project (567-573). Participants primarily considered the content when selecting a source, but also relied on familiarity, using resources they had experience using on previous projects. The author was gratified to find that students were not solely basing their decisions on what was most convenient, but seemed to be seeking evidence to support their arguments. Four metropolitan New York

academic institutions were selected for a study conducted by Kibirige and DePalo with the main goal of investigating how academic users perceive search engines and library databases as sources of topical information (11-16). The results indicated that there is a preference for search engines; however, further analysis of those who use the Internet monthly or weekly indicated a preference for library databases. Daily users of the Internet tended to prefer search engines.

In a usability study conducted at James Madison University Libraries, researchers observed students as they used EBSCO's basic and visual searches (Fagen 140-150). The study was conducted with groups of undergraduate students in a small conference room with one computer workstation equipped with Morae software. The students were given a pre-test survey to gather information about their research experience and a post-test interview was conducted to review whether their searches in the EBSCO interfaces were satisfactory. The goal was to discover how well each interface supported the intellectual processes of the students in determining a topic, narrowing their topic, and performing subsequent searches on their focused subtopics. The researchers were pleasantly surprised to find that students did review more than the first page of results, even though previous studies suggested otherwise. Students also read the results, clearly identifying their subtopics from reading the abstracts. A worrisome finding was that most students searched phrases instead of using Boolean operators.

Methodology

The population selected for the University of Kansas study included fourteen undergraduate students at the University of Kansas. The students were all employed by the KU Libraries; however, none of them had worked in Reference nor had they received training by library staff in searching databases as part of their positions. Ten of the students were juniors/seniors and four were freshmen/sophomores.

Observations were conducted by the authors in pairs, observing each student individually. We provided a statement to inform each student about the study and asked for their verbal consent to participate. In our data collection records, we identified each student only by number to protect their identity in the study results. Each student completed a pre-search survey that enabled us to collect demographic information about the students and gauge their prior searching experience.

We explained to each student that they were being asked to search for information on a topic, using Academic Search Premier (an EBSCO database) and Google. We presented each student with the following scenario:

"Pretend that you have a paper due tomorrow. Your professor has asked you to write a two-page paper on one of the following topics and told you that you can use the database Academic Search Premier or search the Internet using Google.

1. Please research the potential effects of vaccines on autism. OR
2. Please research the effects that the Vietnam War had on popular culture in the U.S."

We set them up at a computer with Morae software installed. The Morae software recorded their mouse clicks, tracked the Web pages they visited and recorded their verbal comments, while the authors were able to view the searches through a projector image on a large screen behind the

student and make observation notes. We were interested in the search terms they used and the strategies they employed, as well as how they considered their results (i.e., did they read the abstracts, did they scroll beyond the first page, how did they determine if results were relevant, what did they do when they retrieved no results?). After each search session was completed, a post-search interview was conducted with the participant to gather additional feedback.

Observations

Academic Search Premier

Generally, the students were not familiar with Academic Search Premier (ASP) since the KU Libraries had recently subscribed to the resource. Some of the students took the time to review options on the screen, but most selected terms related to one of the two assigned topics and began searching on the basic search screen which is set as the default. Only one student chose the advanced search after starting on the basic screen and actually selected the subject term field as a parameter for his search terms. Six of the students entered natural language statements and did not enter keywords or keyword phrases, e.g. *effects of the Vietnam war and popular culture*. Although the default is set on ASP to automatically *and* terms together, half of the students included the Boolean *and* at some point during their search, but inconsistently. For example, a student started the search with the terms, *allegations that vaccines cause autism,* and then revised the search to *vaccines and autism* to increase the number of results. Only one student searched phrases within quotation marks. Other techniques that students used to limit the results included: checking the scholarly/peer reviewed box (four students); applying date limits (two students); and marking the full text box (three students).

Eleven students modified their original searches to broaden or narrow results or to try different terms if not satisfied with the results. Six of the students selected subject terms on the left side of the results screen that narrowed the number of citations. It is uncertain if the students were aware that they were focusing the results on a specific aspect of their original search. A few students identified relevant terms in titles and abstracts to focus the search, e.g. adding thimerosal, a mercury preservative, to the autism search.

We were interested in recording how the students scanned the results for relevancy. Twelve students pulled up the full records to peruse the abstracts. Most of the students pulled up the full text article within ASP or clicked on the KU Libraries' link resolver to identify if the full text was available. Trying to locate the full text through the link resolver screen prompted a number of problems due to unfamiliarity with the feature and some dead end links. Half of the students clicked through to the second page of results (with the first page listing ten records).

Google

In searching Google for information on the same topic, eleven students entered their terms in the initial search box. Three students switched to Google Scholar and were obviously familiar with that format. Two of those students then selected the advanced search. One student using the basic search subsequently selected the advanced search. Students choosing the advanced search used more sophisticated features such as searching for terms in the title of the article, using *"with all of words"* and selecting subject categories, and "*recent articles*" since a certain year. As with ASP, the same number of students input natural language statements instead of keywords or keyword phrases. Although Google automatically inserts *and* between words and phrases, half of

the students used the Boolean *and* at some point during their search, but inconsistently. Four students used quotes to search for phrases but sometimes sporadically, e.g. *"Vietnam War" pop culture*.

Interestingly, eleven of the fourteen students directly or indirectly indicated that Web content needs to be reviewed for credibility or have been told by their instructors not to use the open Web for assignments. In reviewing the results, three students were cautious of .com sites. Five students tried to identify more credible domain sites, e.g. URLs ending in *.edu* or *.org*. One student stated the need to identify an author's credentials. The three students who switched to Google Scholar were obviously searching for more trustworthy content.

The students were not overly concerned about the thousands of sites retrieved with their searches. In assessing the results, thirteen students pulled up the Web sites. Only five students clicked on the second or subsequent pages of results. Some of the students searched for additional links on the original site to review. One student found an interesting citation map attached to a medical article that led to other relevant articles. Only one student clicked on KU's link resolver to retrieve the full text of articles.

One of the students demonstrated a unique method of intermingling searching techniques between Google and ASP. He began a search in Wikipedia on autism and scrolled down to the references. He copied pertinent article titles and pasted those titles in ASP to retrieve the abstracts which were reviewed for relevancy. He alternated between Wikipedia and ASP and through this process he identified more specific terms to search that helped to focus the results, e.g. immunization and autism; MMR vaccine and autism.

Post-search Interviews

In the post-search interviews with students, nine out of 14 students indicated that they preferred Google over the library database (ASP). Most of the students were aware of the benefits of searching an academic database to lead to reliable information. Even though ten out of the fourteen said they found the results to be more relevant to the topic in ASP, they indicated that they would *still* use Google first when doing research in the future. Several commented that they liked Google because it was familiar to them and was "easier to find things." Interestingly, some students said that they deliberately used Google first as a resource discovery tool when they had not yet settled on a particular topic. Once a topic was selected, *then* they would go to the library database to find more scholarly information to confirm what they had found in Google. When asked to compare the interfaces of the two search engines, most preferred the simplicity of the Google search box and thought that ASP was too complicated and confusing. They did not fully understand all the various searching options presented to them in the ASP interface. One student commented that Google was too "random" - which could be perceived as negative (too many results that were not relevant) and/or positive (the results could lead in a direction not previously considered).

While there was a clear preference expressed for using Google, it was evident that this sampling of students was aware that information found in the library database was more reliable and came from scholarly, peer-reviewed sources. They also knew that they should not limit their search for information to Google alone, but should use several resources to comprehensively research their

topic. The survey instrument and a full summary of the responses from the fourteen students are deposited in the University of Kansas institutional repository and can be found at http://hdl.handle.net/1808/3869.

Conclusions

One of the most surprising outcomes, in the authors' perspective, was that the students participating in our study were cognizant of the fact that researchers need to verify or confirm information found in Google. They were definitely aware that they should search for information in scholarly resources as well. Over the course of our observations, we were reminded that today's undergraduates have grown up with the Internet and were, in effect, "born with a mouse in their hands." They can appear technologically sophisticated in navigating the computer, but most individuals in this study group were unskilled in developing initially effective search strategies or using advanced searching techniques, either in Google or in the library database. Generally, the students seemed to enjoy this experience and were interested in our research and the resulting product. Some also stated that participating in the study had been a learning experience for them – one student was unfamiliar with the database ASP, was impressed with it, and said he would use it in future research.

We have determined that this study should be further expanded to observe a larger sample of undergraduate students. We would select a more diverse study group (i.e., non-library student workers) with equal representation from freshman, sophomore, junior, and senior years. The methodology would be modified to give students more time to do the searches and review results for relevancy. This would allow them to analyze their results more carefully to determine if they would actually use them in their research, and then revise search strategies if needed.

Our study has certainly provided us with a new understanding of the thought processes, skills, and experiences that undergraduate students utilize in information-seeking. The insights into searching behavior that we have gained through our observations will be shared with the reference and instruction staff at the University of Kansas and with the student participants.

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Marketing Partnerships: How Academic Librarians Are Partnering Across Campus to Promote Library Services

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Abstract

Librarians are continually creating and modifying library services to assist students, but finding effective opportunities to introduce new and existing services presents a unique challenge for academic libraries. The problem libraries usually encounter is finding creative ways to reach thousands and thousands of students who never use the library or the library's website.

In order to address this challenge, librarians across the country are beginning to explore and establish advertising partnerships across campus. They are discovering how to utilize the marketing power of academic and student services. In some instances, they are even collaborating to create marketing tools. Ultimately, they are finding the key to building successful marketing relationships is determining how each partner can best deliver the library's message.

The following presentation will discuss and examine creative ways college and university libraries, along with their marketing partners, are using technology, media, and print to promote library services.

Using Facebook to Promote Your Library

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Abstract

Recently, librarians have been discussing social technologies and the ways in which they can be used to promote libraries and connect with students. Lauren Jensen, a Facebook user before she became a librarian, will discuss her experiences with Facebook as a form of public relations for the library. She supports a more active approach to reach students by utilizing Facebook's News Feed and RSS technology instead of creating a Group for the library. Jensen will discuss her initiative to connect with first-year students by using Facebook to showcase the library's staff and services, while simultaneously responding to students' questions.

Introduction

Social technologies, including Facebook, are at the forefront of discussion in both academic and public libraries. The literature surrounding social networks is full of advantages and the potential for connecting with students (Charnigo and Barnett-Ellis 23, Landis 6). Many librarians recognize Facebook's outreach capabilities and have ongoing efforts to meet students where they are (Farkas 27, Mathews 306). As a student, I joined Facebook in spring 2005 and I now use it professionally to promote and market my library. Using Facebook as a student before I became a professional has provided me with a unique perspective.

Former classmates and I noted that Facebook allowed librarians to create Groups to represent their libraries. Unfortunately, most students join Groups as a means of personal expression and do not regularly check the Group page for updated content. However, other technologies within the Facebook platform do allow librarians to customize content and distribute information. The Profile, News Feed, and Pages technologies make it possible to present students with a variety of up-to-date information in a comfortable environment. During the 2007-08 school year, I collected Friend statistics and chronicled my experiences using Facebook to communicate with the students on my campus.

I've Got Friends: Develop Your Network

A social network connects people. You have to connect or make Friends with your patrons before you can promote your library and its services. Without Friends your efforts will go unnoticed. Facebook's terms of use policy does not allow entities, such as libraries, to create Profiles (Terms of Use). Instead, Facebook allows librarians to create personal Profiles and library Groups to reach users. Personal Profiles are the main method of communication for an individual and I opted to use my personal Profile rather than reaching out through a Group. Your first priority should be to make Friends, closely followed by developing a wide variety of content in your personal Profile.

At Monmouth College, I started by sending Friend requests to the student assistants who work in our library. Every student assistant accepted me as a Friend and the project snowballed. Facebook allows users to search by name, class year, or campus and I used this feature to my advantage. During summer 2007, the Class of 2011 had 400 students preparing for college and 120 of them established Facebook profiles over the summer. The library was not included in Freshman Orientation, so I used Facebook as form of outreach. I sent Friend requests to each student, including a short message that explained who I was, a description of my job, and the library's resources. I ended the message by encouraging students to stop by the library if they ever needed assistance.

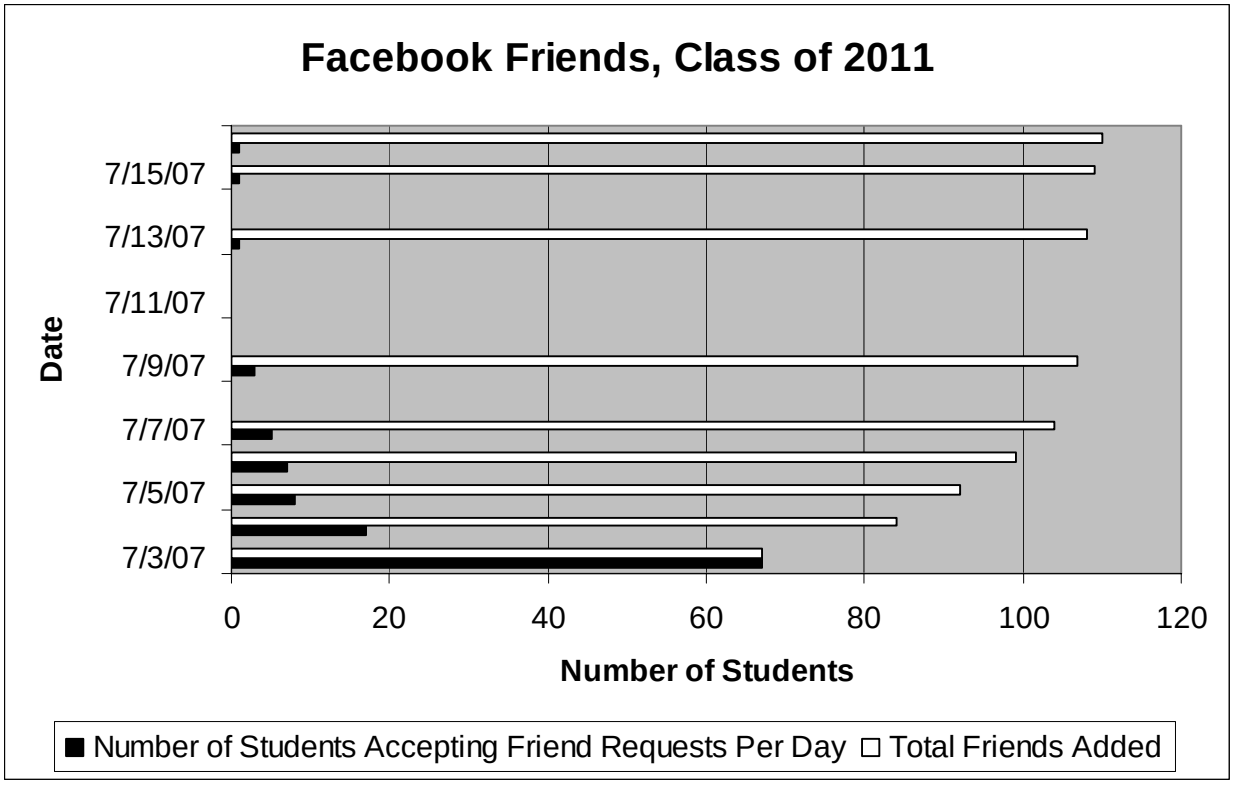

Fig. 1. Facebook Friends, Class of 2011. Friends added during summer 2007.

Twenty-four hours later 67 (55.8%) students had accepted my Friend request, and a week and a half later, that number increased to 110 (91.6%) students. The Friend request was designed to demonstrate that the library was a valuable place with a friendly staff. With this type of communication open, students asked a variety of questions concerning everything from the library to registering for classes to intramural sports. I answered some questions and directed others to the appropriate office. Throughout the school year, I mentioned my Facebook profile during instruction sessions, exhibit openings, library coffee hours, and drop-in sessions. An additional 16 students sent me Friend requests during the fall semester followed by 3 more students in spring 2008. For these students, Facebook is one more access point to the library.

All About Me: Facebook's Profiles

Once you start to accumulate Facebook Friends, you need to share information with them. Using RSS technology, the Facebook News Feed will generate a list of the user's Friends and all their Profile content that has been updated since the user was last online – allowing for a quick review of changes or new information. The News Feed is regularly created every time a user logs into the system. By keeping an active Profile, it puts your changes into your Friends' News Feeds, keeping them up to date on your most recent activity. Remember, new information keeps students engaged with Facebook. Inactive Profiles and Groups do not appear in the News Feed and users have to visit individual Group pages for updates.

Personal Profiles contain many types of information and act as your virtual life story. You can share your educational background, favorite books, and contact information. Librarians can choose the amount and extent of information, but the Profile is an opportunity to allow students to learn something about you. Facebook will track all of your Profile's new content and alert your Friends to changes. Profiles contain many sections, but the Personal Information, Notes/Posted Items, Albums, and Events features will adapt best to a library's causes (Miller and Jensen 18). Profiles allow you to create Albums of photographs to share and the Wall, which acts like a virtual answering machine, allow Friends to leave you messages. The Notes/Posted Items feature lets a user create memos, much like a blog entry, that appears in your Profile. When you create an Event listing, you can invite Friends to R.S.V.P. to you ahead of time. Applications allow you to personalize your Profile with features that can track what you are currently reading or let you search JSTOR.

Keeping a lively Profile is simple to do. On an average day, I spend approximately ten minutes on the site to update and check messages. At the very least, I bring my Status up to date so my Friends know what I will be doing during the day; and it can be as simple as "Lauren will be working with ENG 101 at 2pm." If I am uploading a photo album or writing a note, my time spent on Facebook increases slightly. The opportunities are endless. In the past year, I have:

- Updated my status frequently – keeping my profile in my Friends' News Feeds.
- Listed office and reference desk hours.
- Shared interesting campus news stories.
- Posted Notes regarding: privacy issues, censorship, historical baseball resources, new technologies, and updates about the library.
- Advertised exhibits and the events that coincide with them.
- Constructed a virtual tour of the library with photographs and location descriptions.
- Planned workshops using the Events feature.
- Kept in touch with current and former student assistants.
- Created albums with photographs from our Student Assistant Appreciation Picnics, conferences, and vacations.
- Provided contact information for other areas of the library and an 'on call' list.
- Made contacts with other faculty on campus.
- Publicized contests and quizzes at the library along with reminders before deadlines.
- Answered reference questions and general inquires about campus.
- Shared my interests, favorite movies, and books I am reading.

- Added Applications to my Profile to personalize it.
- Uploaded photographs of library exhibits, including Banned Book Week, National Library Week, and the Big Read.
- Posted reminders about gallery openings and coffee shop events.

I'm a Fan: Facebook Pages & Applications

In addition to Profiles, Facebook permits business, organizations, and nonprofits to create Pages. Creating a Facebook Page allows users to become Fans of the entity in question. Pages will appear in each user's Profile and list the user as a Fan of the organization. Each user's Profile will contain a list of the Pages that he or she is a fan of and allows Friends of the user to become a Fan of the association as well. The Applications feature allows users to become software developers on the Facebook platform. Many libraries have taken advantage of this feature and created programs that allow users to search their catalogs directly from a Profile. A quick search in the Applications menu can direct you to dozens of examples.

When I started to work with Facebook, Pages had not been launched and Applications was just released. Librarians were left to work with personal Profiles in the beginning. Pages offer another option for librarians if you want to supplement a personal Profile or use a Page as a stand alone feature. It works well for librarians who would like to keep their personal Profiles separate from their library's Page. Administrative tasks associated with maintaining a Page are comparable to the efforts involved with a typical profile. Features remain the same but librarians can limit the information available to that which is library specific. Tactics to market the library can remain the same; generating new photo albums and posting advertisements for library events. Pages also provide the ability to message it's Fans; if this feature is used, take care not to overwhelm users with information from your library. Pages do appear in the News Feed, so your Friends will become aware of your interactions with an association's Page. Applications take more time and require some experience for developing the programs. Once created, applications can be loaded into any Profile. Any of these options would work for a library that wanted to establish a presence on Facebook.

Success

Facebook is an energetic community and the information I post about the library is offered to my Friends day after day. My Friends can choose to read it just like opening an email. Unlike other libraries that aim to provide reference or instruction via the Facebook platform, I set out to promote the library and be available to our students. It's been a success. I know they are reading the information when a student comments on the Banned Book Week photographs or the fact that we share a favorite movie before an instruction session starts. Many incoming first year students took advantage of the contact to ask questions about on-campus jobs, the bookstore, classes, and more. For some I provided answers in a medium they are familiar with and for others, I put them in contact with the right person on campus. Even more shocking was the number of first year students who stopped by the library to introduce themselves in person and say "I'll give you a shout if I need help with research."

Providing students with another access point to the library, in a medium they are comfortable with, far outweighs the small amount of time required to keep active on Facebook. It makes a

person more approachable and helps break down the stereotypes some often associated with our profession. Facebook allows you to network and learn a little about your students through the News Feed and their Profiles. Finally, Facebook puts you and your library at the forefront with relevant information and the ability to connect with your students where they are.

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Webmasters Are from Mars, Instruction Librarians Are from Venus: Developing Effective and Productive Communication between Information Technology Departments and Reference/Instruction Librarians: How Instructional Design Collaborations Can Succeed

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Abstract

Library instruction has become more technologically driven and in order to develop new services and instructional tools, the Reference/Instruction Librarians need to know why, how and when to communicate with their IT Department.

In this paper, we will share comments and experiences from IT department staff and reference librarians from various academic libraries as they discuss the challenges and rewards of working together to develop new services and instructional tools such as librarian web pages, podcasts, virtual tours, IM reference service, streaming audio and video presentations, etc.

The paper will address how communication can easily break down simply because we do not always understand the spheres in which we both work to solve problems in the library. The presentation will also discuss the importance of clearly stated expectations, goal setting, timelines and project management.

We will share real life examples from IT staff and reference/instruction librarians and will explore tips on how to involve one another in a meaningful, efficient and effective dialogue to implement instructional design projects, tools and services in an academic library.

Introduction

Scan the literature regarding software project development over the last fifteen years and you will find that a staggering number of software projects fail. The Standish Group, in the CHAOS Report (1994) reported that only 16.2% succeed, while what they call "challenged" projects accounted for 52.7%. These are projects significantly over budget, completed late or that failed to provide the full functionality of the intended project. If the software development industry suffers from such poor success rates, it's no surprise that similar problems plague IT departments on university campuses and in academic libraries. The main reasons for failure include lack of user input, incomplete requirements and specifications or unrealistic expectations (What Makes Software Projects Succeed?). With a growing need to develop online instructional tools, librarians will likely find themselves working more closely with IT personnel. An awareness of the common pitfalls is necessary. This paper will highlight key factors that can influence IT and librarian collaborations and will provide some practical tips to consider when proposing a project.

IT and Librarians: The Same Service Continuum, Facing Different Directions

Much has been written about the need for online tutorials and much of that literature stresses technology and feasibility concerns. The importance of effective communication between the IT department and the librarian(s) is seldom mentioned. Deil and Flett describe the benefits of nurturing a cooperative relationship to build an online tutorial and stress the need for dialogue and goal setting. Several national programs have been developed to bring librarians, classroom

faculty and IT staff together including one Mellon workshop (Boisselle et al.) and Lippincott discuss the Coalition for Networked Information (CNI), another professional development program created to provide institutional teams of librarians and information technologists with "the tools they need to work collaboratively on projects of mutual interest and need" (Lippincott, 83). A great deal of the literature from the computing and business world diagnoses why software projects fail and one of the most common causes of project failure is the inability to fully articulate the end user's need, either through inadequate user involvement or communication challenges (jargon) that lead to unclear statements of requirements (What Makes Software Projects Succeed?, The Standish Group, Dalcher, Humphrey and Garrett). Characteristics of reference librarians and IT personnel also reveal a difference in workplace orientation and focus (Katz, Coffey & Lawson). The IT industry recognizes the importance of "soft skills" and the need to hire skillful communicators but the literature also points out the lack of formal training most information technologists receive (Davenport, Melymuka, Jaffe, McKie & Elfanbaum). Other authors examine the culture of information technology and the inherent differences in service orientation that lead to miscommunication and mistrust (Liu). Utilizing project management software and techniques is also a way to assure software project success in libraries (Zhang & Bishop). Overcoming the institutional, cultural and communication barriers is essential for establishing successful collaborations as many authors have pointed out through their (sometimes painful) experience.

Why Do Software Projects Fail?

Darren Dalcher writes, "the software development practice is regularly characterized by runaway projects, late delivery, exceeded budgets, reduced functionality and questionable quality" (421). What is at the heart of this failure? Humphrey, McKie and Elfanbaum are several of the authors who describe the top five reasons for software project failure (McKie). The common reasons are:

1) Poor communication or lack of user involvement
2) Incomplete requirements and specifications
3) Scope issues
4) Improper planning
5) Unrealistic expectations

With an understanding of why software projects fail, we might gain an awareness of how to avoid such failures. The most important factor in software project success is user involvement and that ultimately means frequent, clear, and open communication between IT and end users, in this case, librarians. Surprisingly, the most sought-after trait for successful librarians and IT personnel was "approachability." Both Wescott and DeVries claim that "approachability" is essential for success. Wescott said that for IT personnel, "communication skills are critical" and he adds "no one wants to talk to someone they find scary or untrustworthy" (Melymuka 50). Utilizing project management software is one way to "enable project managers to define a project's scope and manage requirements for resources, time, and costs throughout a project's lifecycle" (Zhang 147).

Understanding Our Different Work Cultures: Building Bridges

When considering the differences in work orientation between information technologists and librarians. it isn't to set up an "us versus them" dynamic. It is useful to consider that both groups provide a vital service in the library, but are positioned at two ends of what Alan Liu calls "a service continuum"—in this case, perhaps facing opposite directions (120). Lippincott addresses

the challenges of IT and librarian collaborations and acknowledges that projects don't always proceed smoothly. One reason for this is that there are "differences in underlying values and styles of librarians and information technologists" and sometimes these differences "created difficulties in reaching consensus on how a project would proceed" (84). Though not specifically discussing library workers or academic institutions, Alan Liu, author of The Laws of Cool: Knowledge Work and the Culture of Information, described this service continuum between back office and front-line workers--which could easily describe the back office and reference desk or library classroom dynamic:

> …both information workers keying data and front-line workers dealing with the public must be seen to form a continuum of service through which information flowed…The back office crunched the numbers, input the data, and processed the text, but it did so as part of an overall work process whose product was service. Reciprocally, front-line workers looked the public in the eye, but increasingly did so with their other eye on a computer screen (120).

Another major difference in orientation is that information technologists are concerned first and foremost with *security* while librarians are primarily interested in *access* (Hein 2008). These two concepts can be seen as oppositional if viewed simplistically. It takes a more nuanced approach to bridge these two viewpoints. Establishing an environment where each work unit can address their concerns and project goals with the "emphasis on the commonalities and convergence between librarians and information technologists" is critical (Lippincott 85). It is essential that each unit remain open to new ways of addressing the concerns of security and access. Boisselle et al. describes a workshop where such issues were tackled and the particular roles of each member were investigated. Defining and perhaps redefining roles is a major shift that each unit needs to undertake. IT personnel may not necessarily see themselves as closely bound to the educational mission of the institution—they may see their tasks as what Alison Sather-Cook describes as "prescribed and fixed" versus something "complex and responsive" (125). It is also time for the reference/instruction staff to consider the problem-solving style of the IT personnel in order to present projects in a manner that is clear, flexible and cognizant of the time it takes to implement a solution.

Rebecca Wymer, Systems Librarian at Bellevue University described the librarian and IT dichotomy as "content vs. container" (Wymer). Librarians can provide insight into content but should not be wedded to a particular "container." That decision is best left up to the IT personnel who know the technology requirements and standards. One of the most important steps information technologists and librarians can take is to learn more about the nature of each unit's work. Boisselle et al. state this clearly as one of the primary themes that arose in their first "Talking Toward Techno-Pedagogy" meeting. It was "the need for each group to learn more of the basic skills that the other group used" (131). Successful sharing between IT and librarians can happen and Boisselle describes an exchange where the librarians provided workshops in database organization and ways to refine searches as well as workshops on new services. In turn, the IT staff created workshops for the librarians on "Web page design, planning and authoring, WebCT, and many other workshops geared to specific software products" (132).

Everyone sees the necessity to meet patrons where they are—online. Why is the development of online tutorials and services so difficult? Thomas Davenport addresses the ongoing criticism of management's tendency to "glorify" the "minutiae of machinery" while overlooking the importance of "human psychology" and this is where IT and management can be totally blindsided (119). Having a clear understanding of the needs of the end-user is the best way to avoid roadblocks.

Collaborative teams often fail to realize that their mutual goals differ and that they may enter the relationship with "different conceptualizations of the project, divergent views of what resources are necessary, diverse learning and operational styles (Lippincott, 83). Each partner, though bringing a unique skill or insight to the project, may not realize that without clear communication from the earliest point possible the project may never come to fruition. Both partners need to explicitly state the scope, desired end-product and timeline in order to avoid pitfalls further down the road. Librarians need to be conscious of the IT perspective and IT staff need to be aware of the librarian's.

Another way of interpreting these two different working styles is through Alan Liu's historical and cultural lens of the information worker. Librarians, especially those in public service are expected to be approachable, friendly, and non-judgmental (Katz, 199). It is generally accepted that IT personnel have to be efficient problem-solvers. In *The Laws of Cool*, Liu describes the "paradox of feeling in the mainframe age" in the late 1980's:

> But precisely because the economic rationale for the convergence of information work and service work is so clear, the *emotional* rationale is still puzzling. Information work, though a form of service, was supposed to be cold, efficient service, while service work—as in the case of the ticket agent who looks *up* from a computer screen to tell the customer how many window seats are available—was supposed to be warm ("service with a smile") (120).

Communication Challenges: Meeting in the Middle

Some libraries are going so far as to merge library and IT departments to "dismantle silos" that have kept each unit stuck in its "own stale culture" (Foster A2). At the heart of such dramatic institutional changes is the need to communicate with one another more effectively. Davenport declares, "to make the most of electronic communications, employees must first learn to communicate face-to-face" (122).

Communication is clearly the most important factor to ensure a successful collaboration but it is often fraught with challenges. Coffey and Lawson, in their article, "Managing Meaning," describe the issue of jargon and the barrier it creates in discussions between librarians and IT personnel. Jonathan S. Intner says, Techies speak a language that can be quite difficult for those outside their cohorts to understand, which is also true of people in any academic discipline." For any successful exchange to take place, the different groups must meet in the middle and make an effort to understand each groups' communication style (Coffey, 151-52).

Information technologists are not the only ones guilty of using jargon to excess. Coffey and Lawson continue:

> [M]iscommunication stemmed from misunderstanding jargon on both sides and from assumptions (unspoken) on the part of each group. Because they all work in the same library, each group assumed they were talking from a common ground but the "postmortem" on the project showed they were not. It was not only the tech jargon that got in the way, but also mental models (or views of the world) that each group has (158).

Opportunities for Growth: Moving Forward

Developing effective project management practices is also key. This includes initial meetings with stakeholders to define the scope, requirements, expectations, timelines, resources and governance of the project. Karen Hein, Director of Operations at the University of Nebraska at Omaha shared some issues IT personnel consider when they sit down to discuss a collaborative project. The main consideration is security and "What they can create that won't allow someone to hijack the website" (Hein). Other considerations include the coding platform, potential for add-ons and timelines. One issue regarding timelines is the learning curve of the project, i.e., "What the IT people know versus what they need to learn." Hein asked, "Is this something that can be built in-house or is open-source, or a commercial-off-the-shelf product acceptable?" Librarians need to be aware of the initial questions IT personnel consider when investigating new projects. David Garrett warns that the surest way to fail is to short-change the planning process. He declares, "The wrong way is feet first. It's a problem so common it hurts: IT projects get up and running without much planning" (1). Garrett encourages project teams of librarians and IT staff to take the planning very seriously on the front end, and that means explicitly setting goals, defining risks, creating a budget and a timeline and a general procedural blueprint. Clearly and explicitly defining the key elements of the project before the project begins can alleviate confusion and miscommunication as the project unfolds (1).

Before launching a project, Joan Lippincott asks stakeholders to consider the following:

- What are the risks and benefits associated with this proposed course of action?
- What resources are required for the project (capital, human, on-going, one-time)
- What governance arrangements will be made for this project, such as a formal written agreement, joint planning groups, etc.?
- How will we ensure that the partnership will be an ongoing one as the project proceeds? (85).

Throughout the project, it is important to include the librarian as a team member. McKie and Elfanbaum describe an ideal work arrangement that includes the customer/librarian throughout the project and they stress the importance of programmers working directly with the end-user. This way they can better understand the end-users' needs, their way of interacting with the product or service and in turn design the project with the end-users' perspective in the forefront.

More frequent communication between the librarian and the IT personnel also increases the odds that projects won't veer off track. McKie and Elfanbaum suggest that "short-term deliverables" is one way to divide development work into a series of "shorter sprints or iterations." This helps establish a continuous evaluation plan that is "consistent with the needs of the customer as they evolve over time."

Conclusion

The work of librarians and IT personnel are more likely than ever to intersect as the demand for online services and tutorials increase. Though approach may differ, each work unit strives to

create greater educational opportunities for library users. If librarians are aware of the questions to consider when proposing a project to their IT department, the likelihood of success will surely increase.

Asking questions, clarifying meaning, and staying involved throughout the project management process will alleviate most of the miscommunication that plagues software projects. It is important to remain conscious that each unit exists on a continuum of service in the library and ultimately shares the same goal of providing quality service to library patrons. With the insight into our unique strengths and practical tips to stay on course, collaborations can be successful and software projects in your library can and will succeed.

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The Death of Print Reference: A Great Exaggeration?

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Abstract

As online reference sources proliferate, the death knell seems to be tolling for print reference materials. The format of many reference books, with brief entries arranged alphabetically or in another logical order, lends itself to transformation into an online database. Anecdotal evidence suggests that most students and other patrons prefer the online resources to those in print. Such "evidence," along with space concerns, seemed compelling enough to suggest the need to heavily weed print reference collections. However, the Reference Librarians of St. Louis Community College, Meramec believed that many patrons were, in fact, still using the print materials; and we decided to track the use of the print reference collection. Armed with the knowledge that at least 46% of the items in the collection were used within one academic year alone, we can report the death of print reference, in the words of Mark Twain, to be "an exaggeration."

Deer in the Headlights

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Abstract

The University of Kansas Libraries are developing an online "How do I?" guide to help students feel more comfortable using the KU Libraries. This presentation will discuss how "Team Howdy" has approached this project and the steps taken to create, disseminate, and evaluate these valuable bites of information for faculty, staff and students, which will hopefully answer their questions, allow them to independently gain needed skills, and lessen their anxiety.

The University of Kansas Libraries has developed short, specific online tutorials, audio and video clips, to assist students in accessing the Libraries' resources and services. Initial efforts of this project involved understanding what our users need including identifying barriers that might be intimidating or confusing, such as navigating the stacks, understanding the LC call numbers, or interpreting a library record. A key element of the project included working collaboratively with the libraries' staff and faculty to design tutorials and audio or video clips. Another component of the project involved establishing ways to categorize this information to make it as accessible as possible to our users. Various types of technology and skill sets were needed to create the tutorials and audio or video clips, and these will also be discussed during the presentation.

Those attending this presentation will develop an understanding of the creation of the tutorials, the development of the web page organization and structure, the evaluation of the efficacy of the tutorials and audio or video clips and any issues that may have been identified during the design and implementation of this project.

Rightly Sore Subscribers:
Where Libraries Are Going Wrong with RSS

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Abstract

During the past several years a lot of attention has been given to RSS feeds and how this syndicating technology can be used to channel information to library patrons. Libraries can certainly benefit from the power of this technology, but are they currently using RSS to its full potential? When Wichita State University first began to explore the option of using RSS we took a look at the trends of RSS users to help optimize our services, and we were surprised by what we found.

RSS has been an elusive technology with a rough beginning that has scared off those that are less technologically oriented. It has been difficult to accurately assess those who are using RSS because many don't even know they are using it. Consequently, libraries have been unable to tell how useful their RSS services really are and how best to present and promote them. By looking at the trends of internet users in regards to RSS and how this technology has been approached by libraries in the past, it is likely that most services have been underused simply because of a disconnect between library and user.

This paper will explore the possible reasons why RSS has not taken off as well as predicted, and some ideas are presented on how libraries can use RSS feeds to inform their clients of new products, current programs, and services offered while keeping the user in mind. We will also provide links to resources that will help the audience build and manage RSS feeds for their libraries.

Introduction

During the past several years a lot of attention has been given to RSS feeds and how this syndicating technology can be used to channel information to library patrons. Libraries can certainly benefit from the power of this technology, but are they currently using RSS to its full potential? When Wichita State University Libraries first began exploring the option of using RSS, we took a look at the trends of RSS users to help optimize our services and we were surprised by what we found.

RSS has been an elusive technology with a rough beginning that has scared off those who are less technologically oriented. It has been difficult to assess users of RSS because many do not

even know they are using it, and because of this libraries have been unable to tell how useful their RSS services really are and how best to present and promote them. By looking at the trends of internet users in regards to RSS and how this technology has been approached by libraries in the past it is likely that most services have been underused simply because of a disconnect between library and user.

What is RSS?

RSS emerged in the late 1990's as a tool with great potential to move information in an automated fashion. Since the introduction of the term "Web 2.0" in 2004 RSS has been associated with a group of other information sharing technologies, especially social software like blogs, social networking sites, and wikis (Gibbons 43). However, unlike these other technologies, RSS does not produce new information; rather it creates a more efficient way to disseminate the information held in other places.

RSS is mostly used to create a summary of content, usually in a webpage that is periodically updated, such as news services and blogs. For example, a person may want keep abreast of information in ten different blogs. The user must visit the ten different blogs regularly to check for updates. By subscribing to an RSS feed for each blog the information is brought to the user in streaming feeds from the blog into a single interface on the user's end. New information is sent through the feed into a single interface, so there is no need to check the blog periodically to see whether or not it has been updated.

RSS works by breaking down the content of an information source into metadata elements in an XML document, which is then fed into a program (called a feed reader or aggregator) that can translate XML into a readable format. The RSS document itself is simply a format for the information to be carried from a user interface, a blog for example, to an RSS feed reader or aggregator.

While the concept behind RSS is quite simple, it has had a complicated journey and has been known by many different names (Ayers and Watt 19). Originally RSS stood for RDF (Resource Description Framework) Site Summary, containing elements of RDF structure (19). Later those elements were replaced and the name Rich Site Summary was adopted instead. Since the release of RSS 2.0, the name behind the acronym has become more commonly known as Really Simple Syndication. Because of confusion caused by many co-existing versions of RSS and multiple name changes, a fresh start was attempted by creating a new, simplified specification of RSS and naming it Atom (Potts 38). With such a lack of cohesion, is it any wonder that the majority of web users remain in the dark about RSS?

RSS Usage

Despite enthusiasm for the potential of RSS, use studies have shown slow growth. In November 2004 a Pew study found that 5% of internet users were using RSS feeds. They define this group as being "classic early adopters: veteran internet users, well-educated, and relatively heavy online news consumers" (Rainie 4). Yahoo! conducted a study in 2005 and found that only 4% of Internet users knowingly subscribed to RSS feeds, while 12% were aware of what an RSS feed was (Grossnickle, Board, Pickens, and Bellmont 3). In addition to this, a study done a year

later by Media Buyer Planner and Workplace Print Media found that only 2% of US employees subscribed to RSS feeds and only 9% knew what RSS feeds were (Belcher).

In the Yahoo! study, they found that 27% of Internet users were using RSS but were unaware that they were using it. How is this possible? If you asked internet users if they used SMTP on a regular basis most would say no, but if you asked the same group if they use email almost all would say yes. SMTP (Simple Mail Transfer Protocol) is the standard protocol of email transactions, but we don't expect email users to know that. The same is true with RSS. The majority of the "unknown" use of RSS comes from users of My Yahoo!, iGoogle or similar personalized portals. These popular portals, or start pages, aggregate desired content from the web and place it in front of the user (6). The user can choose channels, powered by RSS, to feed desired content into the portal without knowing the technology that powers them. Surprisingly, only about 4% of users in the Yahoo! study used a service that was devoted entirely to RSS feeds, such as Bloglines, as their primary method for reading these feeds (5).

With such low percentages of RSS use, why would businesses want to use RSS feeds to promote their products and services? Forrester reported in July 2007 that only 13% of the polled companies made a heavy adoption of RSS but the uses of RSS feeds are nearly limitless (Potts 336). The Yahoo! study reveals that 52% of RSS subscribers are using these feeds to receive national and world news; 23% are receiving blog updates and 11% are receiving podcasts (Grossnickle, Board, Pickens, and Bellmont 7). Other popular feeds include: job postings, updates to question and answer boards (Matthews), and course announcements (Glotzbach, Mohler and Radwan). Peterson's offers a list of RSS feeds at http://www.petersons.com/rss/default.asp for interested users to receive updated information on colleges in their subject areas of interest. RSS subscribers are using Amazon's RSS feed to receive information on best sellers (Wusteman) and are subscribing to company feeds to get updated product and service announcements (Goldsborough). With such a wide array of uses, businesses are still not embracing RSS as an information tool because few potential customers are currently using them. It would be a waste of resources for profit-driven companies to market to such a small group.

Overview of RSS Options for Libraries

Librarians and patrons are using RSS feeds for news, announcements, table of contents (TOC) alerts, and search alerts but how are libraries using RSS to reach the end user? Libraries are creating RSS feeds from library related blogs; announcements; book reviews; OPAC search results; circulation activities like hold notices, overdue notices, and items coming due notices (Wusteman); new e-resource announcements (Armstrong); library news (Liu); and new purchases (Williams).

Libraries are supplying lists of RSS aggregators and journals that have TOC feeds. They are acting as intermediaries by providing collated feeds from other sites and making them available to end users, and by incorporating information from other sites' feeds directly into the library's web page (Wusteman 405-407). They are also providing RSS-based search engines which index RSS files; Technorati is an example of this (407).

More types of RSS feeds are being offered by online journals. They are providing TOC and subject search update alerts. Several libraries offer lists of journals that provide RSS feeds, a few examples of these are:

• DoIS – Documents in Information Science http://wotan.liu.edu/dois/rss.html	Information Science
• Ebling Library – RSS Journal and News Feeds http://ebling.library.wisc.edu/rss/index2.cfm	Health Science
• Serials in Cyberspace http://www.uvm.edu/~bmaclenn/	Multidisciplinary
• University of Nevada, Reno Libraries http://www.library.unr.edu/ejournals/alphaRSS.aspx	Multidisciplinary

Fig. 1. List of online journals providing RSS Feeds

Publishers are also providing similar lists for their journals. A couple of examples are shown in fig. 2:

ACS Publications http://pubs.acs.org/alerts/rss/index.html	Chemistry
APA Journals http://www.apa.org/journals/rss.html	Psychology

Fig. 2. Sample publisher lists of journal RSS Feeds

Other publishers that provide TOC and/or search alerts include Wiley, Gale, Cambridge Scientific Abstracts, and the American Society of Mechanical Engineers. Buttons for the RSS feed can be found on their search results page or on the journal page. InfoTrieve, which is a document delivery service, provides a TOC alert but the service must be purchased.

Introducing RSS to Library Patrons

Libraries are using RSS feeds for promotion more aggressively than the profit driven business industry. A 2007 analysis of web services at ARL libraries found that 30 ARL libraries offer RSS to patrons (Liu), which accounts for about 25% compared to only 12% of businesses as mentioned in the Forrester report.

These statistics show a great opportunity for libraries to take the lead in promoting the potential of RSS. However, with all of the literature about RSS in the field of library and information science, little attention has been given to how RSS can best be presented to users to increase the public awareness of this technology. RSS use statistics show that the majority of people who are aware of RSS are choosing not to use it. In addition, the majority of those who are using it are unaware. This shows a great disparity between the enthusiasm of the publishers of feeds and the potential user base. It is the mid to late adopters of new technology that libraries need to focus on by presenting RSS feeds in a more intuitive and less intimidating way. This group must be

shown that they can use RSS feeds right away without having to develop a whole new knowledge base.

In a 2005 blog entry, Raj Kumar Dash points out several hindrances to the widespread adoption of RSS including, “People do not want to learn a new software technology if there is no motivation to do so.” This is especially true of non-early adopters. If users are expected to learn new software, such as an aggregator, they will be less enthusiastic about trying RSS.

However, it is not necessary to have separate aggregator software in order to use feeds as many of the tools already being widely used can read feeds. Potential users should be made aware that RSS can be an extension of tools they are already using. For example, the Firefox and IE7 web browsers have the ability to read feeds, either in a sidebar or from a bookmark toolbar. Several email programs, from free online mail services like Yahoo! and Gmail, to paid desktop programs like Microsoft Outlook have RSS readers built in. It is assumed that the RSS audience will have access to at least a browser and an email account, so these are great starting points. Another previously mentioned option is the start page or portal, which accounts for the majority of “unaware” RSS users.

Another problem involved in attracting users to RSS is the unintuitive way the feeds are usually presented on a webpage. While standardization is encouraged, the current standard of promoting RSS, especially in libraries, is an orange button containing the text RSS or XML (Kroski 39). If the average internet user does not understand what these terms mean, they are very unlikely to click them. Fortunately, there are alternative options. Most web portals have their own version of the RSS button that will encourage users of a specific portal to click on them and add a feed (see fig. 3). For example, when My Yahoo! users see a button that says “+ My Yahoo!” they will instinctively know what to do.

While some web pages are taking the approach of adding multiple buttons to cover the most popular portals, this creates clutter on the page and still may not cover every user preference. A service called AddThis (www.addthis.com) answered this dilemma in 2006 with a single button that could send an RSS feed to one of dozens of feed reader options including portals, folksonomies, and social networking sites.

Service	Button image	URL to build a button
My Yahoo!		http://my.yahoo.com/s/button.html
iGoogle		http://www.google.com/webmasters/add.html
AddThis		http://www.addthis.com/web-button-select.html

Fig. 3. RSS Feed buttons

Another problem with RSS buttons is that users often do not know what to do with them. While portal buttons and AddThis are intuitive, clicking on regular orange RSS buttons often routes the user to a new page that contains an intimidating XML readout. This page contains the actual RSS feed in its elemental form, and it means nothing to the user. This problem can be solved using XSLT (eXtensible Stylesheet Language Transformation) – a style sheet language used to visually

display XML documents. XML and XSLT share a similar relationship as HTML and CSS, by linking to an external document containing style rules. XSLT is not only capable of displaying the raw RSS feed in a user-friendly way, but can also be used to add information such as instructions on how to use the feed and an explanation of what an RSS feed is.

As with any library service, assessment of RSS use is essential for learning more about library users in order to improve services. Until recently, it has been difficult to analyze RSS feed usage because web analytics programs could not gather data for RSS feeds like they could for websites. The AddThis service offers an analytics option to track how many people have connected to your feed. It is also now possible in many cases to track RSS use with the free Google Analytics tool (Batista). Once this data is gathered, libraries will be better able to identify types of feeds the public is interested in and target those areas.

Conclusion

With its vast potential, it will be interesting to see how RSS continues to evolve. Currently RSS is often promoted as a standalone tool that is understood only by the savviest of web users. However, in the future RSS may be fully integrated into other existing technologies, such as email and portals, and may no longer have an individual identity. This may help bring RSS into the mainstream, which would lead to greater use.

As libraries continue to develop RSS services they will need to keep end user needs and internet trends in mind. Since libraries are currently a large disseminator of RSS knowledge they have the potential to lead the way for all RSS users.

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"We're Never in the Same Room!": Using Technology Tools in the Training and Management of Library Staff and Student Employees

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Abstract

In busy library environments today, finding that one time a week or month when all staff in a department can meet is becoming increasingly difficult and finding times to conduct training is nearly impossible. Yet continuous training is needed: new people are hired, departments are restructured and new tools, systems, and resources are implemented. What's a supervisor to do? How can a supervisor conduct timely training sessions or manage staff when the department can never meet at one time in the same room?

Our paper will cover the many ways we at K-State Libraries use the tools of technology to not only train library staff and student employees, but also to aid in the management of staff. Discussion topics will include how to train by using a wiki, blogs, and other online tools such as Jing. We will also show how technology can be used for scheduling of shifts at Reference and Information Desks, tracking of reference statistics, maintenance of an FAQ guide, and bookmarking of helpful websites. In addition, tools that we see as having great potential in the future will be explained and shown.

The physical settings of libraries are changing everyday and with more staff telecommuting or working online reference from their own office, the need for alternate ways of training and management has become great. We offer solutions and new ways of thinking outside of the conference room. Participants will be provided resources sharing all the helpful tools that we are currently using as well as those that we see having potential. Participants will also be asked to continue this conversation with us and others through the use of a Google Group.

Introduction

In busy library environments today, finding that one time a week or month when all staff in a department can meet is becoming increasingly difficult and finding times to conduct training is nearly impossible. Yet continuous training is needed: new people are hired, departments are restructured, and new tools, systems, and resources are implemented. We will show the ways K-State Libraries use tools of technology to not only train staff and student employees, but also to

aid in the management of staff. Discussion topics below include how to train by using wikis and blogs, using technology for scheduling shifts at Reference and Information Desks, tracking of reference statistics, maintenance of a FAQ guide, and bookmarking of helpful websites. In addition, tools that we see as having great potential in the future will be explained.

General Reference Unit Overview

At K-State Libraries, the General Reference Unit consists of two service points: a Reception Desk where students answer directional questions and the Hale Library Help Desk (Hale Library's main reference desk) which handles reference questions. Five half-time faculty (Instructor rank) and the General Reference Coordinator comprise the General Reference Unit and work 15+ hours per week at the Hale Library Help Desk. An additional 30+ individuals also conduct reference services at the Help Desk, each working between two to six hours per week.

Student Supervision Overview

At K-State Libraries, student employees work at Hale Library's Reception Desk and are trained to assist the librarians at the Help Desk in the evening. The student employees are expected to train at a more intensive level to work at the Help Desk than for their work at the Reception Desk. Currently, a part-time Reference Generalist supervises these student employees, not allowing much time for face-to-face training of the student employees.

Training with Technology

Wiki

MediaWiki was introduced to K-State Libraries on February 14, 2007, and just a year and a half later has proven to be one of the most useful technology tools for staff training and policy and procedure documentation (MediaWiki). The General Reference Unit created a General Reference Training section in this wiki for relevant training documentation concerning the Help Desk (see fig. 1). Staff new to working reference and/or the Help Desk are encouraged to spend time visiting the wiki links under General Reference Training. The links provide suggestions and tips regarding how to answer reference questions, where buildings are located on campus, and notes from our subject specialist meetings detailing subject specific resources to use at the Help Desk.

The General Reference Unit also migrated all its training documentation for student employees and the entire Reception Desk manual to the wiki (see fig. 2). The latter is a needed tool that was being continually updated by erasing and rewriting over pages in an old-fashioned printed hard-copy. The change has allowed for easier updating of information and easier access for the student employees; they are now able to open pages of frequently used information and bookmark each page at the top of the web browser. While working at the desk or shadowing another employee, students are able to read information on screen while learning the basics of the job – without having to move to a separate office to read a printed manual.

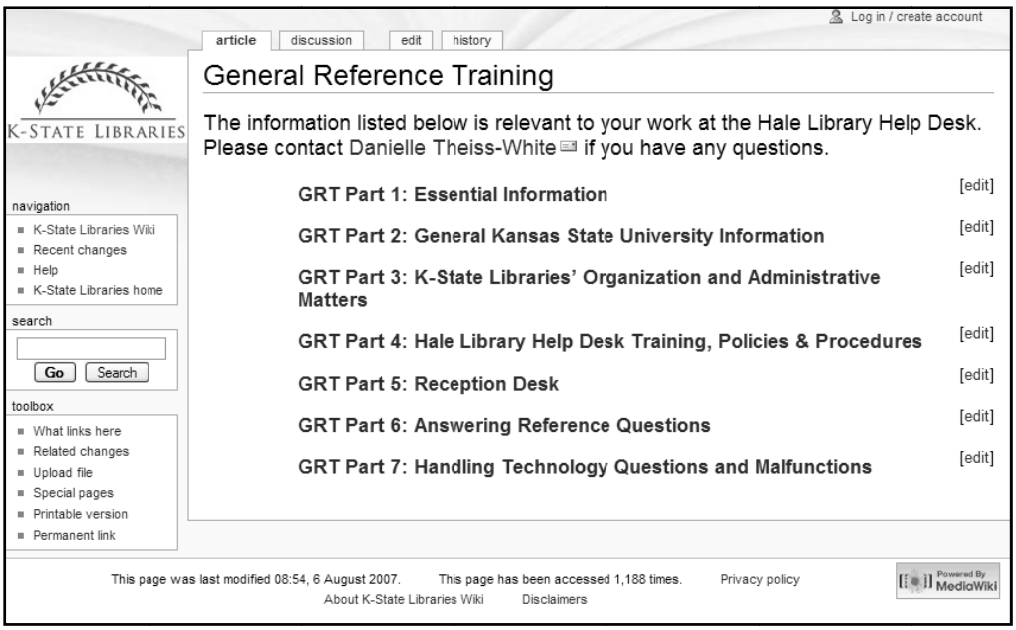

Fig. 1: General Reference Unit training wiki page.

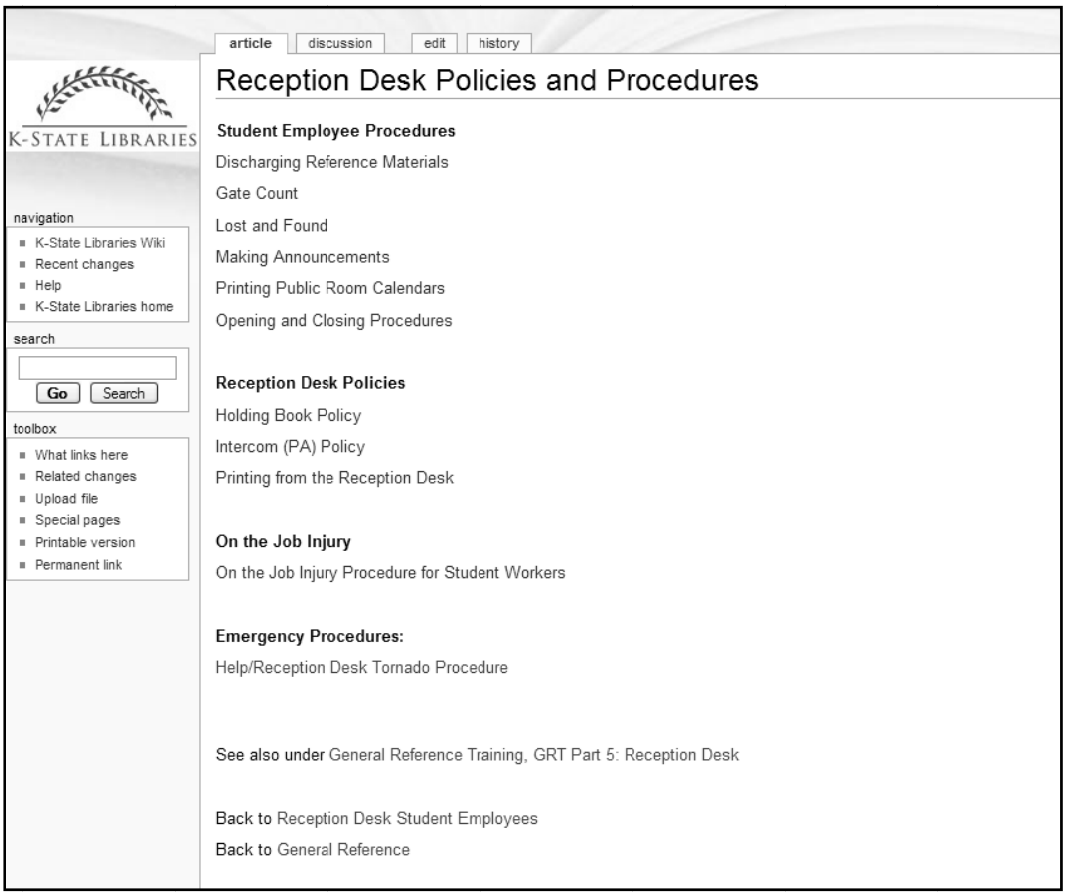

Fig. 2: Reception Desk Policies and Procedures wiki page.

Blogs

K-State Libraries began using Typepad in December 2005. From its inception through June 1, 2008, the General Reference blog had 333 posts and 537 comments, making it one of the most active of K-State Libraries' blogs – a feat in itself since we have over 25+ blogs! Originally this blog was named General Reference. It was later renamed Public Services to provide all service desks with a place to post information regarding their desks and to facilitate sharing of training information (K-State Libraries: Public Services) (see fig. 3). This blog's purpose is to disseminate information relevant to all service desks in the library as well as the branch libraries. Common topics are changes to a database or to reference tracking policies (Ekart; Theiss-White).

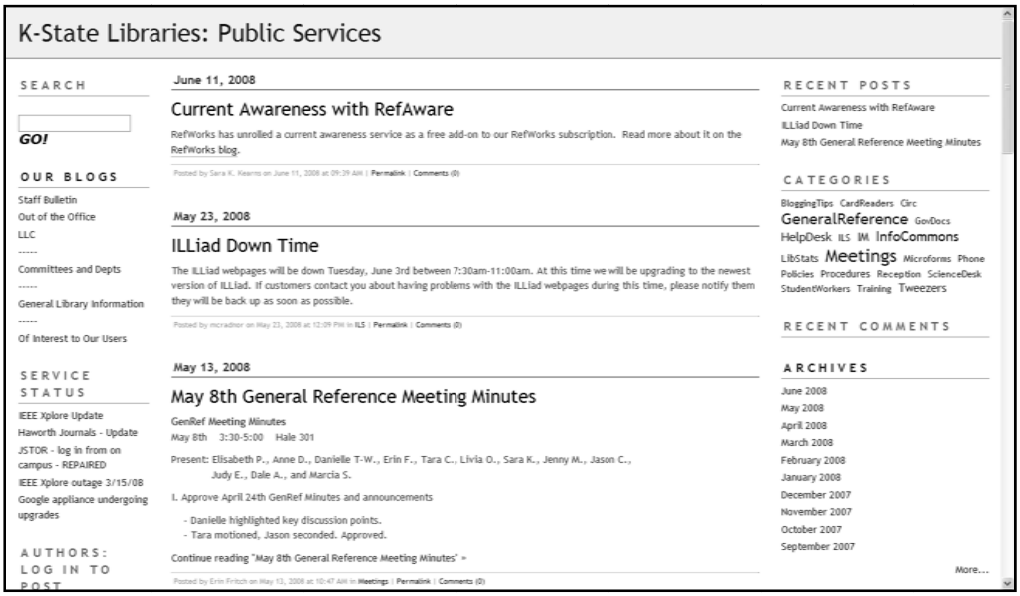

Fig. 3: K-State Libraries Public Service Blog screenshot

The General Reference Unit also created a General Reference Student Employee blog (K-State Libraries: General Reference Superstars). The blog is not listed publicly and is viewed primarily by the student employees, the supervisor, and General Reference Unit Head. It is set as the home page on the browser at the Reception Desk, allowing the students to view it frequently throughout each shift. The student supervisor uses the blog to send the students policy reminders, updates on the status of equipment, notifications about current events, and other items of information. Because the students are able to comment on blog postings, conversations can take place among them and the supervisor.

Spring boarding from this idea, the supervisor also began using the blog as a training tool. For example, last semester the supervisor sent the students the article "Teaching the Art of the Reference Interview" by Mary Whisner and posted accompanying discussion questions on the Student Employee blog (Whisner). The supervisor asked the students to read the article and answer the discussion questions in a comment to the original post on the blog (Fritch) (see fig. 4). The method of answering the questions on the blog through commenting allowed the student employees to participate in an asynchronous learning assignment where they could use each

other's comments as starting points in their own discussions. Each student was able to learn new ideas about the topics discussed from the article.

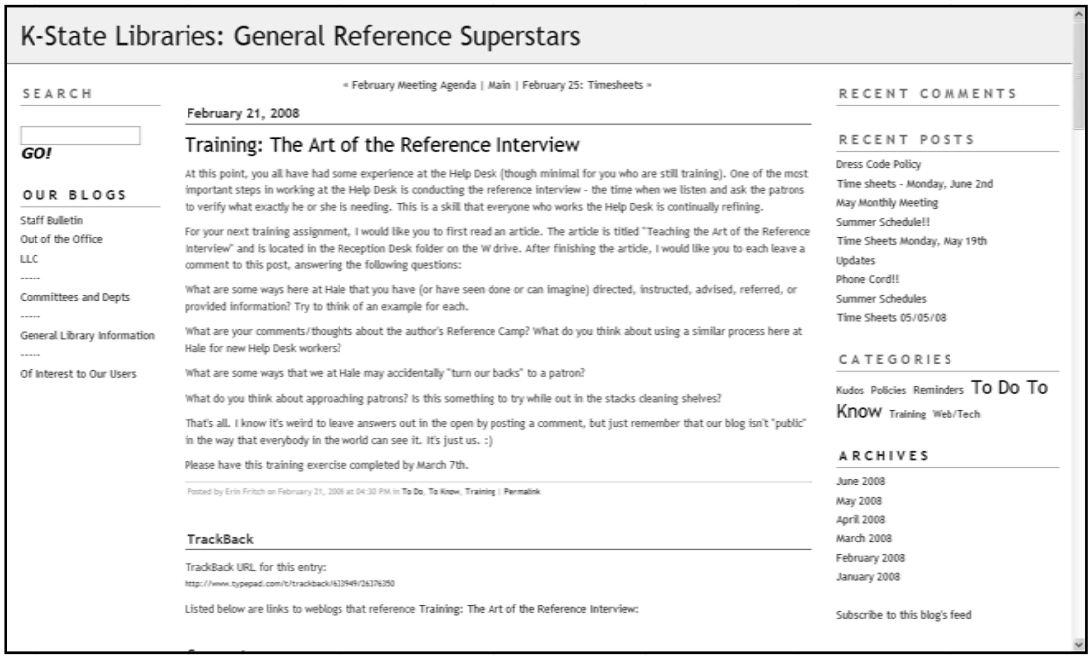

Fig. 4: Assignment posted to the General Reference Student Employee blog.

Using Technology Everyday

Scheduling Desk Shifts

How does one schedule a reference desk staffed by over thirty people? This daunting task used to be completed using a paper schedule upon which desk switches would be erased or crossed out and names written over. With such a large number of individuals (librarians, library staff, and students) working at the main Help Desk, a move away from a paper schedule was desperately needed. A fellow librarian suggested using Google Docs so that all individuals who work the desk could see their schedule and make changes to it (Google Docs). It is very easy to copy something from Microsoft Excel and paste it into a Google Docs' spreadsheet. Permissions can also be set so that some individuals have the ability to make edits on the screen and others have viewing rights only. Each semester the Help Desk establishes a Set Schedule and also creates schedules for each week that can be edited to reflect trades and other changes (see fig. 5). The editable schedules are placed in a single file which has tabs that enable individuals to see if their schedule changes from one week to another (see fig. 6).

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	**General Reference Desk Schedule**													
2														
3														
4														
5														
6														
7	Sun 8						1:00	2:00	3:00	4:00-5:00	5:00	6:00	7:00	Sunday
8	Desk 1						Jason	Jason	Jason	Jason/Erin	Erin	Erin	Erin	Desk 1
9	Student													Student
10	Rec Desk													Rec Desk
11														
12	Mon 9	8:00	9:00	10:00	11:00	12:00	1:00	2:00	3:00	4:00	5:00	6:00	7:00	Monday
13	Desk 1	Danielle	Danielle	Danielle	Danielle	Judy	Anne	Judy	Judy	Anne	Anne	Anne	Anne	Desk 1
14	Desk 2													Desk 2
15	Desk 3													Desk 3
16	Rec Desk													Rec Desk
17	IM				Desk	Desk	Desk	Desk	Desk					VR/IM
18														
19	Tues 10	8:00	9:00	10:00	11:00	12:00	1:00	2:00	3:00	4:00	5:00	6:00	7:00	Tuesday
20	Desk 1	Laura	Laura	Laura	Erin	Laura	Laura	Jason	Jason	Anne	Anne	Anne	Anne	Desk 1
21	Desk 2													Desk 2
22	Desk 3	Cami	Cami	Raieh	Raieh									Desk 3
23	Rec Desk	Raieh	Raieh	Cami	Cami					Christina	Christina			Rec Desk
24	IM				Desk	Desk	Desk	Desk	Desk					VR/IM
25														
26	Wed 11	8:00	9:00	10:00	11:00	12:00	1:00	2:00	3:00	4:00	5:00	6:00	7:00	Wednesda
27	Desk 1	Laura	Laura	Erin	Erin	Laura	Laura	Judy	Judy	Anne	Anne	Anne	Anne	Desk 1
28	Desk 2													Desk 2
29	Desk 3								David					Desk 3
30	Rec Desk	Amanda	Amanda	Amanda	Amanda					David	David			Rec Desk
31	IM				Desk	Desk	Desk	Desk	Desk					VR
32														
33														

Fig. 5: General Reference Unit Google Docs Screenshot I.

21	Desk 1	Jason	Jason	Elisabeth	Mary R.	Jason	Jason	Judy	Judy	Anne	Anne	Anne	Anne	Desk 1
22	Desk 2													Desk 2
23	Desk 3										David	David	Cami	Desk 3
24	Rec Desk	Raieh	Raieh	Raieh	Raieh	Amanda	Amanda	Amanda	Amanda	David	Cami	Cami	David	Rec Desk
25	IM				Desk	Desk	Desk	Desk	Desk					VR
26														
27	Thurs 12	8:00	9:00	10:00	11:00	12:00	1:00	2:00	3:00	4:00	5:00	6:00	7:00	Thursday
28	Desk 1	Jason	Jason	Danielle	Danielle	Laura	Danielle	Danielle	Jamene	Jason	Laura	Laura	Laura	Desk 1
29	Desk 2													Desk 2
30	Desk 3													Desk 3
31	Rec Desk	Amanda	Amanda	Amanda	Amanda	Cami	Cami	Cami	Cami	David	David	Raieh	Raieh	Rec Desk

Add Sheet | June 8-14 ▾ | June 15-21 | June 22-28 | June 29-July 5 | July 6-12 | July 13-19 | July 20-26 | July 27-August 2 | August 3-9 | Sun 8

Fig. 6: General Reference Unit Google Docs Screenshot II.

Managing Desk Trades using a Blog

The General Reference Unit uses a Typepad blog for managing trade and vacation requests (TypePad) (see fig. 7). Rather than send an email every time someone needs a desk switch due to a vacation, doctor's appointment, etc., that person creates a post on the GenRef Trade Bazaar, specifying the date and time that coverage is needed (K-State Libraries: GenRef Trade Bazaar). After someone replies in a comment that he or she will cover the shift, the original blog post author adds the word "Covered" to the title of the post to show others that the shift has been taken.

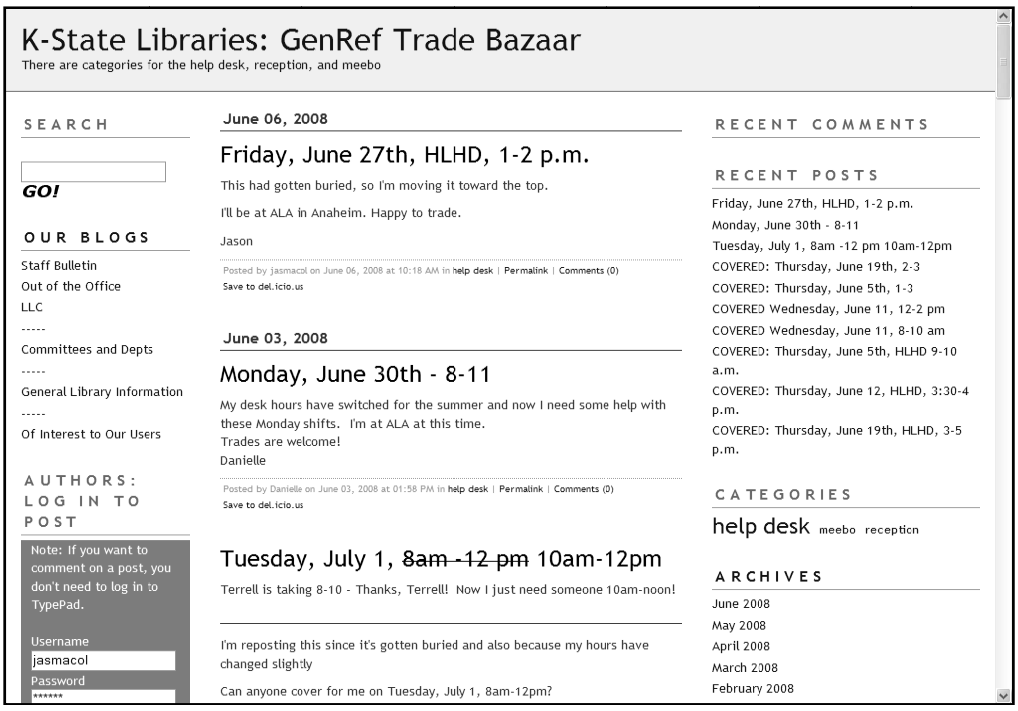

Fig. 7: K-State Libraries GenRef Trade Bazaar Blog.

Tracking Reference Statistics

K-State Libraries uses Libstats, an open-source statistics tracking system developed by programmers from the University of Wisconsin-Madison, to capture reference transactions (Libstats) (see fig. 8). This program helps reference managers analyze desk patterns by the type of question, time and day the question was asked, length of transaction, and type of patron (faculty member, graduate student, undergraduate student or other). With this data, managers are more easily able to make evidence-based decisions about reference service points. The ability to analyze types of questions also makes the program useful for gauging what types of instruction to offer (Theiss-White, Coleman, and Whitehair).

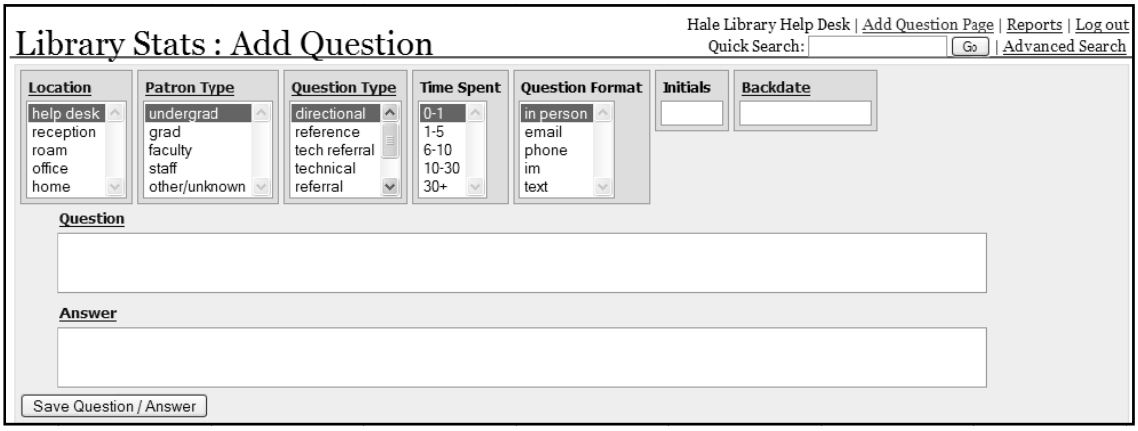

Fig. 8: Libstats.

Quick List/FAQ Guide

To facilitate accurate and fast answers to common questions, the General Reference Unit developed an alphabetical list with basic information about the people, places, objects, and resources that our patrons frequently ask about (Quick List – K-State Libraries Wiki) (see fig. 9). In 2005, the list was migrated from paper to a wiki so that it could be searched, accessed from any computer, and updated at any time by any staff member. Prior to the migration, our staff and students seldom used the list, primarily because they had little confidence that it was up-to-date. Since the migration, they have used it much more frequently, both as a point- of-need resource and as a training tool.

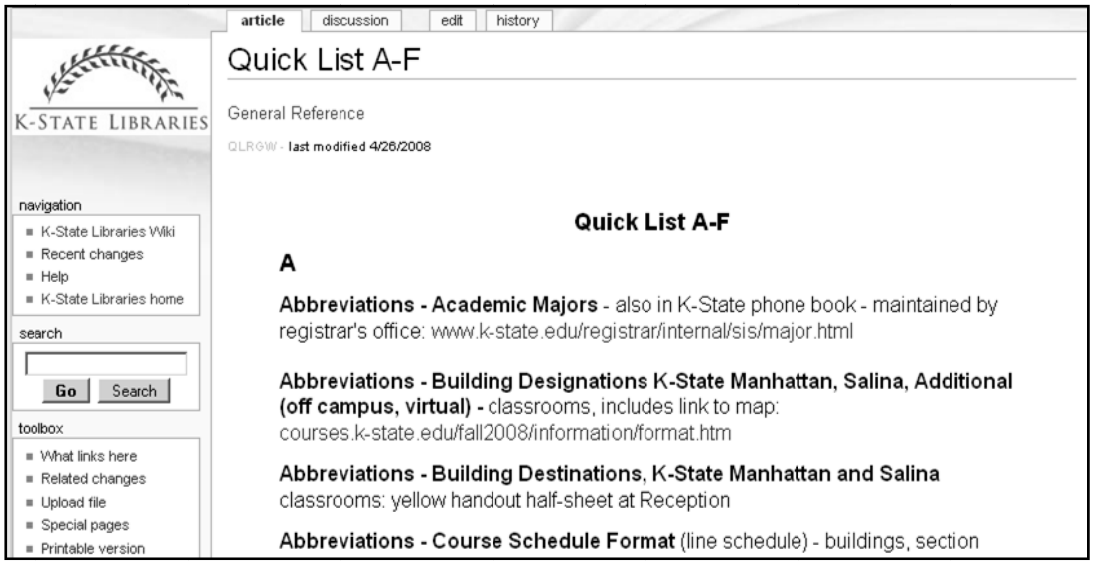

Fig. 9. K-State Libraries Quick List.

Bookmarking Helpful Sites

Many of the questions presented at Hale Library's general reference service points can be quickly and accurately answered by free online resources. To ensure that the students and staff working at the general reference service points can find these resources, our General Reference Coordinator created an account with the social bookmarking service del.icio.us, distributed the username and password for the account to all the students and staff who work the service points, and asked them to use the account to save sites they consider useful for helping patrons (del.icio.us; kstatelibraries' bookmarks on del.icio.us). The coordinator encouraged them to describe the page with several keywords so the pages can be found at the point-of-need by opening the del.icio.us account and clicking on any one of the keywords (see fig. 10). This practice and policy has had the intended effect of creating a substantial, easily usable collection of bookmarks (over 350) and has also helped show our student workers that we value their knowledge.

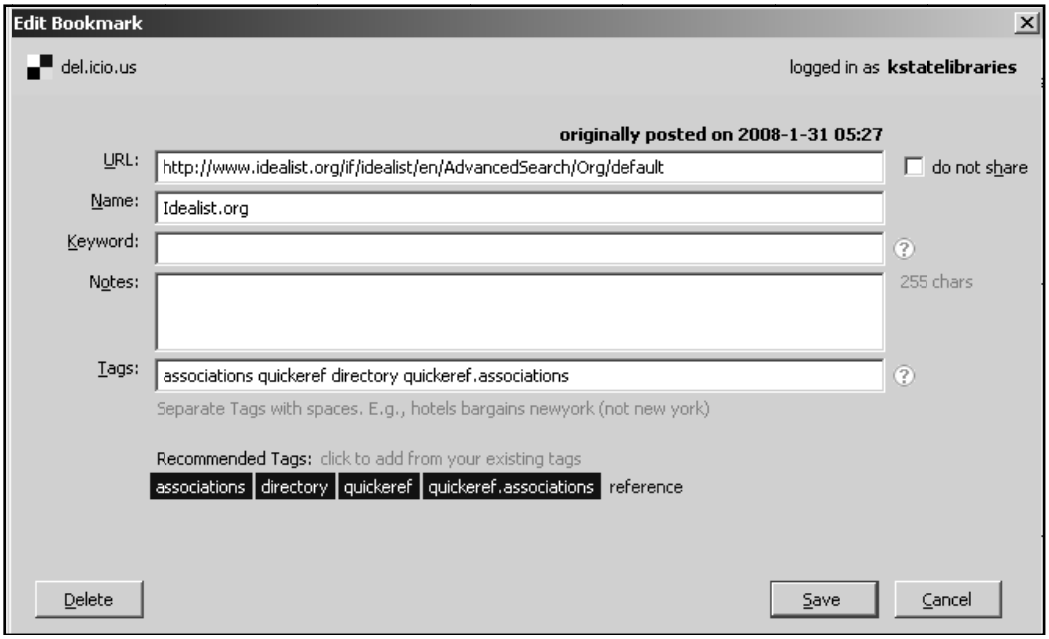

Fig. 10: Del.icio.us' interface for bookmarking a webpage.

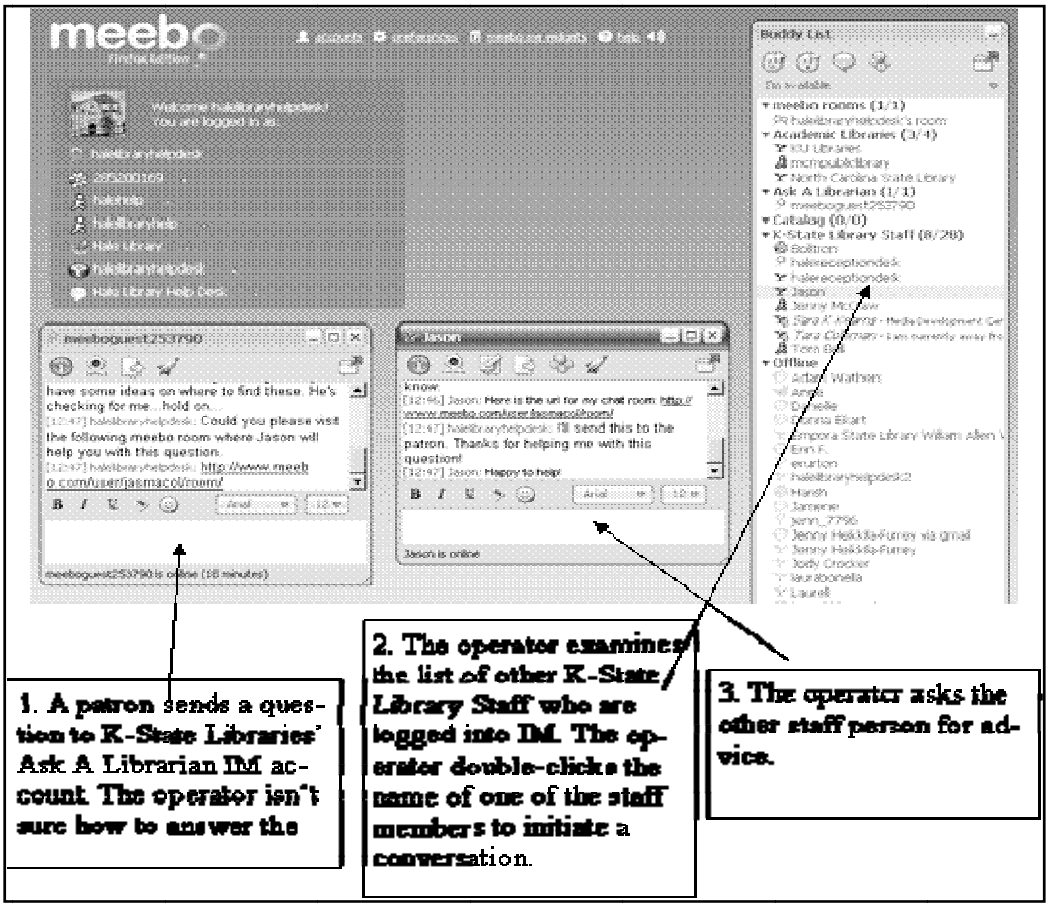

Fig. 11: Instant Messaging with a Patron and a Staff member.

IM at the Desk and with Others

K-State Libraries has used Meebo to provided instant messaging reference service since October 2006 (Meebo). Since implementing this service, many staff members and service points have created instant messaging accounts and allowed our reference instant message accounts to add them as a contact. As a consequence, it has become easy for the person operating the instant messaging reference service to obtain immediate help from other librarians (see fig. 11). Both of Hale Library's general reference service points are among those that have created an instant messaging account. These two service points are logged into their accounts during all of Hale Library's service hours. This enables the General Reference Coordinator, Student Supervisor, and other staff to communicate rapidly with these service points without tying up public phone lines. It also provides a way for their staff and students to discretely signal for help if a patron is making them uncomfortable.

Technology for the Future

The Web abounds with free online tools that facilitate communication and collaboration. We view the following three as holding particular promise for enhancing training and management of staff and students who work at reference service points.

Jing

Techsmith's Jing Project is a simple application for capturing and sharing screenshots and short narrated or unnarrated videos of screen activity (Jing Project). When the application is running, its icon appears at the edge of the screen. Making a screen shot or video is as simple as clicking that icon, drawing a rectangle to indicate what part of the screen to capture, and specifying whether a static image or a video should be created (see fig. 12). After taking the shot or capturing a time span of screen activity, the finished product can be saved to a local computer or uploaded to an account space that Techsmith provides at screencast.com (Screencast.com; Techsmith). If the upload option is selected, Jing automatically places the URL on the computer's clipboard, which means that the image or video can be shared simply by hitting ctrl-v. Several members of our reference staff are currently using Jing to augment their e-mail and chat reference communications with patrons. In the future we plan to use Jing to illustrate the training communications we send to students and staff via blogs, e-mail, or our wiki.

Fig. 12: Jing's icon docked at the top of a screen.

Google Groups

Google Groups are online sites that have a discussion board, file repository, and simple web pages (Google Groups). The person who creates a Google Group can control who can who can create discussion posts, comments, and web pages, and how can view, join, and manage the group. This control over privacy and access, combined with the simplicity of the components, make these groups excellent platforms for collaboration and communication. Several members of our general reference staff have been using Google Groups to facilitate collaborative work on presentations and publications, including this one (see fig. 13). Our General Reference Student Supervisor is considering creating a Google Group to manage and organize training-based communications and assignments for the General Reference Unit's student workers. By providing the students with rights to upload files and to create web pages, and posts, the Group could be useful not only for communication and organization of training activities, but also for assessment, project development, and brainstorming.

Fig. 13: The Google Group we used to coordinate work for this paper.

Google Calendar

The General Reference Unit already uses Google applications for scheduling Help Desk and Reception Desk shifts. Another potential application we see as promising is Google Calendar (Google Calendar). An account could be created for the General Reference students, managed by the student supervisor. Each student could create their own Gmail account and then create a separate calendar that shows their work availability each semester. After sharing these calendars with the General Reference account, the student supervisor could quickly see what shifts are able to be covered and which ones are not, simply by clicking on each student's calendar. Currently, the students send the supervisor Excel spreadsheets of their availability; Google Calendar would simplify the scheduling process.

Conclusion

The technology tools we have discussed are not a panacea for all the difficulties involved in training and managing a large, diverse group of employees work widely dissimilar schedules:

they do not make decisions, resolve conflicts, make assessments, or magically supply wisdom, clarity, solace or logic. They do not do the thinking, training, or managing. In essence what blogs, wikis, bookmarking applications, instant messengers, spreadsheet programs, and reference tracking databases do is facilitate information sharing and extend the temporal and spatial reach of managers' authority and trainers' knowledge. This may not sound like much, but for library reference units, and other operations whose focus is dispensing accurate information, the ready access to collective wisdom that these tools provide is the key ingredient to success.

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MARC Format for OPAC Designers

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Abstract

When many of us designed our online catalogs, we did so without extensive experience in online catalog design. Years after implementation, we know that the success of our online catalogs depend upon many things. Good data is critical, but is not enough. The data must be coded for computer manipulation and the catalog system must be designed to make use of it. The MARC21 Format for Bibliographic Data is a rich encoding system used by OCLC WorldCat and major local and union catalogs. Knowing MARC21 will enable those involved in online catalog design to make informed choices about indexing and display.

This session will cover the MARC21 Format for Bibliographic Data, show different catalogs and how different choices have affected indexing and display, and will help you think about ways to improve your current online catalog or to customize a new catalog or catalog overlay. Options that will be covered include choices about what indexes to create and which fields to include in each index, and customization of displays including decisions about field labels, field order, and suppression of information not needed by your users. Understanding the MARC21 format also will be useful in understanding other metadata encoding schemes.

iMacro, You Macro: Using iMacros as an Alternative to Federated Searching

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Abstract

Many people have used macros to overcome repetitive tasks, to save time, and sanity. Federated searching was once thought to be the Holy Grail of library database searching, a program to compete with search engines' desirable features (e.g. simplicity), and overcome repetition. But alas, many challenges have hampered the current state of federated searching. Behold, an alternative has emerged, iMacros. This browser add-on allows users to input a search expression once and search multiple databases, search engines, other sites, or a combination of all three. This free alternative conquers some of the challenges of federated searching. For example, users search in the native database interface and their results are not parsed. iMacros are easy to create, bookmark, and share. Don't wait for the vlog, experience the wonders of iMacros today.

Wikipedia Judo: Mutual Benefit by Way of Altruism

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Abstract

Wikipedia is currently one of the most 10 visited sites on the entire Internet. Any Google, Yahoo, or search engine query will invariably turn up a Wikipedia entry on the first page. With a short learning curve, anyone can learn the basic mechanisms for creating and editing Wikipedia entries. External internet links can be added to an article in seconds. The update to the article is immediate for all Wikipedia searchers.

Wikipedia rules and culture, however, explicitly prohibit self promotion by interested parties. For example, political candidates and their supporters are discouraged from creating and editing online content. Institutions must clearly understand when, where, and how it is appropriate to contribute and edit Wikipedia before doing so. Is it proper to place a link to a library home page on the larger article for one's college or university? Is it appropriate to create an article about one's own library?

Individual libraries often have a growing array of resources, both locally digitized as well as more traditional archives. The size of Wikipedia, currently over two million English language articles alone, creates an opportunity to contribute access points in Wikipedia to this local information. For example, the Wikipedia entry on "Samuel Clemens" contains a number of "External Links" including one to the University of California's Bancroft Library archive of "Mark Twain Papers." A Google search on "Samuel Clemens" turns up the Wikipedia article on "Mark Twain" as its first entry.

It is critical to understand the culture of Wikipedia in order to engage in what might seem as self-serving editorial additions without engaging the wrath of the Wikipedia community. By its nature, anyone may edit any article, and perceived violations can be met with almost violent approbation (and deletions) by the Wikipedia hive mind.

Once Wikipedia decorum is understood, librarians can aggressively proceed to contribute links and references to local resources. By altruistically, and appropriately contributing to articles, the weight of Wikipedia itself becomes an asset that can be easily controlled, much as a trained "judoka" controls his opponent.

For example, the Western Historical Manuscript Collection (WHMC) at the University of Missouri-St. Louis (UMSL) maintains a photo database in excess of 70,000 items. Wikipedia articles on "Gemini 12," "Curt Flood," or "Gateway Arch" all currently have appropriate and useful external links to photographs on these subjects. Without controversy, Wikipedia users are directed to relevant resources and WHMC benefits from the increased visibility.

Wikipedia and its users benefit from the efforts of librarians who contribute useful information, once the librarians learn what fine lines to walk in contributing information. This altruism coincidentally benefits the contributing institution in increased visibility on the Internet.

Introduction

Wikipedia is an online encyclopedia created and edited by users of the Internet. For the purposes of this paper, the debatable quality and accuracy of the user contributed content is secondary to the fact that Wikipedia is currently one of the top ten most visited sites on the entire World Wide Web (see Table 1). Web sites ranking behind Wikipedia include Blogger, eBay, and Amazon.com (Alexa Top 500 Sites).

Table 1
Alexa 12 June 2008. Top 500 Sites, June 12, 2008

Rank	Site	URL
1.	Yahoo	www.yahoo.com
2.	Google	www.google.com
3.	YouTube	www.youtube.com
4.	Windows Live	www.live.com
5.	Microsoft Network	www.msn.com
6.	MySpace	www.myspace.com
7.	Wikipedia	www.wikipedia.org

Source: Alexa Top 500 Sites. 12 June 2008. Alexa, The Web Information Company. <http://www.alexa.com/site/ds/top_sites?ts_mode=global&lang=none>.

In order to benefit from the vast potential of being part of one of the major information portals on the Internet, it is much less important to understand the technical aspects of inserting information into Wikipedia, than to understand the complex culture and stated policies of Wikipedia and its community of "editors" (i.e., any registered or un-registered users who actively contribute to the encyclopedia). Working within the constraints of Wikipedia, institutions can create appropriate links to their own content which will connect Wikipedia readers to appropriate and relevant library and institutional resources. This linking can increase the Internet visibility of an institution's resources.

Judo

"[Judo] is characterized by the indirect application of force to defeat an opponent. More specifically, it is the principle of using one's opponent's strength against him and adapting well to changing circumstances. For example, if the attacker was to push against his opponent he would find his opponent stepping to the side and allowing (often with the aid of a foot to trip him up) his momentum to throw him forwards (the inverse being true for pulling)" (Judo).

The Judo metaphor is important as Wikipedia culture and policies work against those who attempt to directly impose their will on the encyclopedia. Individuals and institutions attempting to use Wikipedia as their personal public relations outlet will quickly find large numbers of Wikipedia editors rising up to quash what they consider abuse of this communal resource. Contributions to Wikipedia are not owned, nor totally controlled by, individual contributors. Though Wikipedia isn't really "an opponent," those wishing to avail themselves of the opportunities inherent in becoming visible via Wikipedia are counseled to do what experienced Wikipedians do: "go with the flow."

Wikipedia

> Wikipedia . . . is a multilingual, web-based, free content encyclopedia project. Wikipedia is written collaboratively by volunteers; the vast majority of its articles can be edited by anyone with access to the Internet. Wikipedia's name is a portmanteau of the words wiki (a type of collaborative website) and encyclopedia (Wikipedia).

Wikipedia currently contains more that 2.4 million English language entries. This information is almost immediately outdated as the project hurtles onward. In the last year more than one million English language entries were added. Overall, there are currently more than ten million articles in more than 250 languages, including versions of Wikipedia in Lithuanian, the Neapolitan and Sicilian dialects of Italian, and over 100,000 articles alone in the nearly extinct artificially constructed language of Volapuk (Wikipedia: About).

In academe, the quality and accuracy of Wikipedia entries is widely debated. However, a 2005 study comparing Wikipedia and Encyclopaedia Britannica found little difference between the two resources in overall levels of accuracy (Giles). By the nature of Wikipedia, when such inaccuracies are identified they can be immediately rectified by the readership. Those owning the printed versions of Encyclopaedia Britannica, alas, must wait to purchase a newer edition before presenting such corrections to its readers.

The converse situation for Wikipedia is that articles can be easily vandalized with near impunity. However, registered users (those who register accounts and log in with a recognized user name) can protect an article by using the "watch" feature. At the top of each article is a tab that allows placement, or removal, of a watch on an article. When an article is modified, registered users watching the article can access a personal web page which displays changes in any articles so watched. By using the "history" tab, also found at the top of the page of an article, before and after changes to the article are displayed side by side, and an editor can reverse those changes with a single mouse click. Many of the more popular and more controversial, Wikipedia articles are watched by hundreds to thousands of individual Wikipedia editors making mischief more difficult. Additionally, programs known as "bots" are used to filter newly modified articles and can immediately revert the most obvious vandalism.

It is important to understand the appropriate use of Wikipedia (or ANY general knowledge encyclopedia for that matter), as well as not be shy in contributing directly to improving the quality of Wikipedia articles. In this context, the placement of links to appropriate library resources in articles gains justification. For example, an institution hosting a digitized collection of documents and photographs about Samuel Clemens would not be remiss in placing a link to

their collection in the Wikipedia entry on Samuel Clemens. In fact, the Wikipedia entry on Samuel Clemens (which transparently redirects the user to the entry for Mark Twain) contains a subsection labeled "External Links" which includes one to the University of California Bancroft Library archive of "Mark Twain Papers" and another to the "Mark Twain Collection" at the Ransom Center of the University of Texas (Mark Twain). In contrast, a link to Amazon.com for purchasing a Twain novel would be highly contentious and would be almost immediately removed.

Wikipedia Culture and Policies: The Five Pillars

To the uninitiated, Wikipedia can appear to have a complex and Byzantine set of rules and policies. It does. However, new users can still start at the beginning by becoming familiar with the basic statutes from which all subsequent Wikipedia policies have evolved, and are evolving. These are known as "The Five Pillars":

- Wikipedia is an encyclopedia
- Wikipedia has a neutral point of view
- Wikipedia has free content
- Wikipedia has a code of conduct
- Wikipedia does not have firm rules (besides the Five Pillars) (Wikipedia: Five Pillars).

These rules are undeniably broad and open to interpretation. From the Pillars are derived various policies, interpretations, and guidelines, all open to interpretation. A term applied to the most noxious applications of these rules is called "wikilawyering." The most experienced Wikipedians regularly clash over specific applications and interpretations of these rules. The main battleground for such clashes is found in the corresponding "discussion" page attached to each article. These auxiliary pages are designated for discussing the issues specific to the attached article. Casual users seldom notice the innocuous "discussion" tag at the top of each article, but, this is where the real action takes place. Those who freely edit Wikipedia content without consulting the discussion page first may find themselves embroiled in an unintended "edit war" (tit for tat reversions of changes by competing editors). To stifle edit warring, Wikipedia has implemented one of its few hard and fast rules: "The Three-Revert Rule."

> An editor **must not** perform more than three reverts, *in whole or in part*, on a single page within a 24-hour period. A revert means undoing the actions of another editor, whether involving the same or different material each time (Wikipedia: Three-revert rule).

For this, and other violations, system administrators (sysadmins) can ban persistent abusers for short (1 day) to long (years) periods of time, or editors may be banned from editing specific articles in specific categories. Sysadmins themselves may be banned for banning too many editors for trivial reasons! Sysadmins are appointed by the general population of Wikipedia editors via online nomination (including self-nomination) and consensus voting. If appointed, they are given the ability to ban or block users, prohibit the editing of articles for varying periods of time, and participate in arbitration hearings and other group administrative activities. However, sysadmins serve at the pleasure of the mass of editors, and can be stripped of their status and banned for abuse of their powers (Wikipedia: Administrators).

The most commonly argued issue on discussion pages, and perhaps the core intellectual tenant of Wikipedia, usually involves the "neutral point of view" (NPOV) pillar ("Wikipedia: Neutral Point of View"). For example, Wikipedia biographies of currently active political figures are regular NPOV battlegrounds. The current discussion page attached to the entry on the previous chief of staff to Vice President Dick Cheney, Scooter Libby, who was convicted of perjury last year, has a Wikipedia "template" positing: "**This is a controversial topic** that may be under dispute. Please read this page and discuss substantial changes here before making them" (Talk: Lewis Libby).

The entry for Vice President Dick Cheney contains a template stating:

> This page is about an active politician who is running for office, is in office and campaigning for re-election, or is involved in some current political conflict or **controversy.** Because of this, this article is at risk of biased editing, talk-page trolling, and simple vandalism (Talk: Dick Cheney).

Wikipedia policies frown upon autobiographical articles but a member of an institution who writes about that institution can be acceptable ("Wikipedia: Autobiography"). However, among the Byzantine list of suggested rules and implied policies is a prohibition against "commercial advertising" (Wikipedia: Neutral Point of View). When practicing Judo on Wikipedia, be aware that violating NPOV, or engaging in forms of "commercial advertising" of your institution, its web sites, or resources will likely result in Wikipedians deleting your additions. Understanding the underlying culture of Wikipedia is crucial to understanding how to use it to your institution's benefit, rather than grief.

The Actual Practice of Judo on Wikipedia: A Short Case Study

There are two major ways to contribute to Wikipedia. A user may create a new article and add it to Wikipedia, or a user may edit an existing article. It is far easier to add value to an existing article which has stood the test of time. New articles, especially written by interested (biased) parties, are much more likely to rouse the ire of the Wikipedia community, than are edits to existing articles. Writers of new articles need to understand Wikipedia policies more thoroughly than those doing editing of existing articles. In nearly three years as an active Wikipedian, the author has created original entries less than a dozen times, including the initial entry for the Thomas Jefferson Library at the University of Missouri-St. Louis (UMSL). The total number of unique articles edited by the author is currently 489 and a total of 1,488 total editing forays; a number of these edits are additions of links in existing Wikipedia articles to relevant online resources of the Western Historical Manuscript Collection (WHMC) at UMSL.

Consider the Wikipedia article on Cool Papa Bell, one of the major stars of the defunct Negro Baseball Leagues (Cool Papa Bell). WHMC maintains an online transcript of an oral history recorded with Cool Papa Bell on April 6, 1970. Within a week of adding the link to this oral history transcript to the Wikipedia article, WHMC was contacted for permission to use the transcript on a commercial web site. A search of Google for "Cool Papa Bell" turns up the Wikipedia entry as the second entry on the Google results page. The Google entry that points directly to WHMC's oral history transcript is found on the second page of Google results.

WHMC also maintains an online database of photographs comprising more than 75,000 records with approximately 5 percent of the images scanned and available online (it is an ongoing project to scan the entire collection). The database allows search arguments to be passed in a static web link directly to the database. For example, to retrieve photographs of St. Louis Cardinals baseball player Curt Flood, the following Uniform Resource Locator (URL) is used:

> http://tjrhino1.umsl.edu/whmc/view.php?description_get=Curt+Flood

This link will retrieve 41 records from the WHMC photo database, with 38 images of Curt Flood available for immediate browsing. This URL was used in the Wikipedia article on Curt Flood in the sub-section of that article labeled "External Links," and labeled "Curt Flood Photographs in the Western Historical Manuscript Collection of the University of Missouri-St. Louis" (Curt Flood).

An important point to note is that this link, as any similar ones, must have direct relevance to the subject of the article. Spamming of links in Wikipedia articles will, once again, raise the ire of the ever vigilant Wikipedians. Putting links to photographs of Curt Flood in every article dealing with Major League Baseball would be considered spamming.

Similar links have been created for many Wikipedia articles that are congruent with the holdings of WHMC. These consist primarily of links to materials dealing with St. Louis area buildings, people, and history, all particular strengths of WHMC's holdings. Links to the WHMC photo database in Wikipedia articles include those on Thomas Eagleton, Harriett Woods, Sportsman's Park (original Busch Stadium), and a number of St. Louis Cardinals baseball players.

This approach can be used by any institution with online digitized resources. Though non-digitized resources may also be relevant, the nature of users of the Internet is more likely to see them prefer immediate access to an item. An institution might only need to identify that a resource exists online, seek out the relevant Wikipedia article(s), and make any appropriate links. In order to implement such links, one must learn how to apply the Wikipedia markup language, which is similar to, and uses, Hypertext Markup Language. The technical aspects of doing this are beyond the scope of this paper. However, Wikipedia itself has extensive documentation on the technical aspects of participation and editing, and I supply a simple example below.

Concluding Example

The author just spent two minutes adding the following link to the Wikipedia entry for Carthage, Missouri under that article's "External Links" section (Carthage, Missouri):

> http://joplinpubliclibrary.org/digitized/carthage_book.php

The link is labeled:

> Carthage Missouri-The Most Beautiful City in the West (1906 promotional booklet) at Joplin Public Library.

And the actual Wikipedia code in the article for this link looks like this:

> [http://joplinpubliclibrary.org/digitized/carthage_book.php Carthage Missouri-The Most Beautiful City in the West (1906 promotional booklet) at Joplin Public Library.]

It's that easy to identify a relevant resource, then identify a relevant Wikipedia article, and finally create the link. Placing links like this is mutually beneficial to users of Wikipedia and to the brick and mortar institutions who want others to access their resources.

When engaging Wikipedia in this way, it is critical to understand the functioning of Wikipedia society. Then, quietly place your most excellent links in appropriate article, and let Wikipedia do the rest. As you practice this Wikipedia Judo, look for an editor named "Quartermaster." Feel free to correct any of his errors you may encounter.

Works Cited

Note: When citing Wikipedia articles, the URL for a specific version of an article should be used (as below) rather than the general link which will only retrieve the most recent version of an article. URLs for specific versions are found by using a page's "history" tab and clicking on the date and time stamp for that version of the article. This ensures that information cited will be accurately retrieved in the future.

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Survivor Library: An Active Approach to Library Instruction

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Abstract

Albert Einstein said, “Games are the most elevated form of investigation.” Game-playing can be a powerful method for teaching groups of all kinds, including non-traditional adult learners, by capitalizing on the human tendency to want to perform well in competition. While making learning fun for children has always been common practice in education, most adult learning experience focus on demonstration and lecture. This session will show an effective way to help college students gain necessary information and library skills, while simultaneously providing meaningful opportunities for hands-on practice. The presenter will show how a blog was used to frame the game’s challenges, point participants to helpful tips and tutorials, and even keep score. This session, presented as a series of PowerPoint slides, will also briefly highlight the current literature, theories and concepts involved in using games as a teaching activity.

What Do Undergraduates Really Want in an Information Literacy Course? A Case Study of a Hybrid Online Course Using the FYILLAA Tool

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Abstract

To compare delivery systems of a 101 one-credit Information Literacy (IL) course, instruction librarians at Missouri State University designed a blended course that was taught face-to-face for a limited time period, and then moved to a Blackboard online delivery system. This method of delivery was compared to an IL course taught via the traditional, face-to-face method through a pre- and post-course survey and through a comparison of student grade outcomes. The pre- and post-course survey assessed the experiences and opinions of students concerning academic research using the First-Year Information Literacy in the Liberal Arts Assessment (FYILLAA) an instrument developed by Carleton College, St. Olaf College, et.al., and the National Institute for Technology and Liberal Education (NITLE). The survey was used to (1) study the research experiences, attitudes and epistemology, knowledge, and critical capacity of freshmen, sophomores, juniors, and seniors enrolled in LIS 101 at Missouri State University's Springfield campus; and (2) assess the impact of the 101 curriculum given via face-to-face instruction versus the blended face-to-face and online instruction. Freshman, sophomore, junior, and senior student grades in both classes helped round out the picture provided by survey results.

Remember The Rolodex, Vertical Files, and the Reference Desk Notebook? Using the Virtual Notebook, a Wiki-Based Tool, to Support Reference Service

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Abstract

Professionals working at library reference desks have used a variety of tools to assist in the provision of reference service. Technologies such as card files, vertical files, and/or reference notebooks are frequent components of library reference desks. These tools help in answering frequently asked reference questions and in sharing information amongst reference staff. While these tools are beneficial, they are limited in that reference staff must be located in the proximity of the tools for them to be of assistance. This is particularly a problem in large decentralized libraries and in digital reference services, both on the local and consortial level. This session presents the Virtual Notebook, a wiki-based tool that supports reference service at Purdue University Libraries. In addition to showcasing the tool the presentation will encapsulate the evolutionary process of the Virtual Notebook from its earliest days as a print-based vertical file system, to its migration to a collection of digital reference scripts, to its further development as a series of frequently asked question web pages, to the current wiki-based model that incorporates information mined from previous FAQs, web sites, listserv postings, digital reference questions, and staff additions. The authors will present why and how the Virtual Notebook was developed. They will report on preliminary use of the Virtual Notebook by Purdue University library reference staff and muse about the future development of this tool.

Making Magic with Simple Software: Using MS Movie Maker and MS PowerPoint to Reach Millennial Students in the Information Literacy Classroom

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Abstract

The current generation of millennials (Born: 1981 - 2001~) has entered Colleges and Universities around the world, and while no preceding generation has ever been so connected to online/computer technology it has also emerged as a unique & difficult cohort to teach to and to communicate with. Millennials have demonstrated their ability to both multi-task and to acquire a useful understanding of new technology in ways that have frequently caused a great deal of consternation and confusion to preceding generations (Baby Boomers: 1941-1961; Gen X: 1961-1981). The older generations who have observed students either Texting one another or using Facebook during their lectures have found themselves reprimanding students who have turned around to confront their teachers with proof that they were easily capable of both listening to lectures and interacting with technology concurrently.

In the frequently mandatory Information Literacy Classroom other difficulties have emerged in the presentation and searching of Academic Databases given the millennials preference for and use of Google & Wikipedia in its interaction with the entirety of the World Wide Web. Many students feel that they are already information literate and older generations who are not Digital Natives are hopelessly inept at understanding either them or the technology that they use. However, even the older generations, when armed with simple products like Microsoft Movie Maker and PowerPoint can begin to create both interactive and engaging audio/video presentations which combine the class material with a more current use and emphasis on technology. The result is a classroom which both addresses the millennials' need for engaging, interactive technology in a classroom setting, but that does also does so in a way that opens millennials' minds to concepts like "Searching Strategies," "Federated Database Searching," and the relevance of libraries to student's lives.

Introduction

There are a number of factors that make teaching the university information literacy credit courses challenging. These classes are attended by students who come from multiple academic disciplines including the sciences, humanities, social sciences, health sciences, and technical fields. Information literacy courses tend to be unique as the typical classroom can be composed of first-semester freshman up to the graduating senior, even though the course is often geared toward lower division students to introduce them to basic research skills. They are also frequently composed of students from more than one generation. Students tend to enter into classrooms distrusting of the old lecture model and have expectations of being entertained and spoken to on their own level. To further complicate the situation, older students, such as baby

boomers and Gen Xers, may also attend a typical information literacy class, creating the need for instruction that accommodates the different learning styles of multi-generational students.

Multi-media software is a potential solution to the problems of connecting to the Millennials and other generations in the classroom, by speaking to them through engaging presentations, and by using examples that are relevant to them (McGlynn 16; DiGilio 19). PowerPoint is a useful means of displaying information in a lecture format; however, it tends to lack the types of multimedia aspects of sound and video that are found within many types of interaction on the internet, not to mention television or video. By utilizing free software like Microsoft Movie Maker video presentations that incorporate pictures, music, and even narrations can be made which can easily be included within PowerPoints in order to make the material more interesting and engaging to students. This will in turn improve their retention and acquisition of material (Tucker 7).

Review of Literature

Unlike many other subjects most information literacy classrooms are focused on the use of technology and how that technology can be used to access databases, library catalogs, and other information sources in order to properly research topics for pending projects and papers in other classes. This makes the information literacy classroom a hotbed of technological activity. However, the youngest Millennials tend to view technology as a form of instant gratification, and their familiarity with information as a type of fast food coming constantly in a 'USA Today Format' (Barefoot B16) tends to create certain problems with getting them to comprehend the differences between what they are familiar with and scholarly research. Some researchers have suggested that the first step in reaching today's students is to shift from 'teacher-driven,' 'content-centered' classrooms to 'student-centered,' 'process-driven' classrooms (McGlynn 21). This is one potential solution to the problem.

There are other issues involved in the generational gaps of today's information literacy classrooms. Millennial students can, and often do, expect a rapid speed of response to emails and other forms of communication (Skiba 370) that are felt to be unrealistic by most people of older generations. Clearly Millennials prefer to learn at their own pace (DiGilio 18) and to keep their skills up to date; however, their skills tend to revolve around the world they encounter outside the walls of academia and not to the more traditional educational system (Carlson A35). The Millennials learn by 'participating, interacting, experiencing, and constructing their knowledge' (Skiba 370). As today's Millennial students acquire a great deal of technological expertise 'in the field,' and not in the classroom, many consider themselves information literate and do not require any additional instruction in information technology. Google or Wikipedia inquiries may precede most searches on scholarly databases or academic library OPACs (Hisle B6). While Google or Wikipedia introduce students to resources regarding their topic, such resources often lack quality, authority, and accuracy. Wikipedia or Google may offer the rapid access of sources, an attractive quality to the instant gratification-seeking Millennial, but they do not encourage discernment of the information's quality, or a critical eye.

One of the main purposes of an information literacy course is to instruct students in the efficient retrieval of quality, relevant resources. In George Eberhart's article "Academics and Millennials

in Minneapolis," he suggests that these combinations of benefits and flaws have created a unique situation:

> Millennials are confident, optimistic, conformist, and easily bored. Their academic expectations are high, they demand cutting-edge facilities, and they are "geared to doing research only on the internet." They are "technically savvy, but their visual orientation and short attention span may hinder efforts in doing research." (14)

Solutions have been suggested for these problems. One solution is a more learner-centered environment (Ware 59) which would present more engaging hands-on materials. It must be kept in mind, however, that making a loud media-filled class is not the entire solution, as the information literacy class is a diverse class containing not only Millennials, but Generation Xers and occasionally Baby Boomers as well. While some would embrace a learner centered environment filled with expressive media it might not be the best solution due to generational differences (Slahor 66).

A useful compromise is the incorporation of multi-media material as material available to the learner through the PowerPoint so that there is a greater degree of control by the student of how the material is to be studied and acquired. By keeping visual and textual material within a PowerPoint, but by also supplying a Movie Maker file of the same material in an audio/visual format students have the ability to determine how they will be engaged to learn the material presented to them, and this control is something that many students are beginning to expect (Howe 186).

Microsoft Movie Maker

Microsoft Movie Maker is a useful piece of software that is offered freely with Window's XP (Service Pack 2) or Microsoft Vista. Its purpose is primarily for allowing the user to create effective video presentations with little effort and a small learning curve. It allows the user to use either static images and/or video taken off of a camcorder and to time it with either spoken audio narration, music, and/or a written narration. The results can be further manipulated with various transitions and effects included within the software to give the overall result the look and feel of a video production.

Movie Maker has a number of uses in the information literacy classroom including exhibits and classroom demonstrations of material: ex. Various material types found in a library: microfiche, microfilm, un/bound periodicals, monographs, maps, CDs, Videotapes, books, audiotapes, filmstrips, etc. The advantage to using Microsoft Movie Maker for demonstrations is that it allows the creator the complete flexibility to insert either stock or self-shot video footage with audio, or static images/pictures and then to overlay these with music and/or vocal narration. It also allows the user to input a scrolling written narration into the project and to create introductory and ending credits to provide appropriate credit to individuals involved in the project.

The creation of a Movie Maker project is not entirely as easy as producing a PowerPoint and there are several tips which will more rapidly expedite the process:

1. The software itself requires:
   CPU: Pentium 600 or greater; 1.5 GHZ or Greater Recommended
   Memory: 128 Megs; 256 Megs or Greater Recommended
   Video Memory: 32 Megs; 64 Megs or Greater Recommended
   Hard Drive Space: 2 Gigabytes + Recommended
   Windows XP SP2 or Vista Recommended

2. Storyboard the process from the beginning – Create a static template on paper of what you wish to see (find static images, video and music beforehand). Include in the storyboard the transitions you want, the effects for each image or video. Also indicate the types of music that you will use and what will happen during each slide or video footage within the project. (This process allows the actual work with the software to be far more formulaic, and the creation process will take **far** less time than doing it on the fly.)

3. Respect copyright agreements with regards to music, images, and or video to be included, or seek permission to use the material.

4. The more images and/or video clips used in a project the better the material will flow. (One video or three or four pictures placed on a screen for 4 minutes will bore the audience no matter how many video effects and/or interesting video transitions are included.)

5. Don't make a project longer than about 8-10 minutes at the absolute maximum. (Longer videos will tend to bore audiences. Better to have three or four smaller 4-6 minute video than one 12 minute video.)

6. Practice and experiment with Movie Maker - experimentation with this software will frequently allow more complicated and expressive results to be created.

7. Save your work – always save the project files as they allow movies of different qualities to be created for different reasons later on. (Don't erase project files after a finished movie has been created.)

8. Use music that is familiar and/or catchy, as elevator or monotone music will tend to put the audience to sleep.

9. Defrag the computer hard-drive before Movie Maker is used to create different projects, and save work frequently during the creation of any material. These steps are recommended and have been found to make the use of Movie Maker smoother and far less prone to problems and/or errors on older computers.

'Video Transitions' and 'Video Effects' are quite important in the use of static images with music and/or vocal narration. A 'Video Transition' is similar to the 'Custom Animation' effects that can be found in Microsoft PowerPoint, and it makes the material flow more easily. A 'Video effect' is another effect found in Movie Maker that makes the presentation feel more like a movie than simply another form of PowerPoint. For example, one of the effects provides an antique appearance, sepia-toned, and scratchy, to give the impression that the viewer is watching

aged footage from either pre-1900, the earlier 20th century or at some later point. Other 'Video Effects' include fading in or out, black and white, and Pixelization. Depending on the look and style the creator is attempting, the combination of different Video Transitions and Effects allows an instructor to produce a movie quickly for creative classroom lectures (Fig. 1).

Select familiar music that spans more than one generation when creating Movie Maker videos. Rap music and other music that is extremely generation specific or controversial are better avoided, as the music needs to catch the attention of the listener without overshadowing the video itself. Provide 3 to 5 different types of music, as students minds may begin to wander if the material becomes too monotonous. Always allow all of the elements of the movie to be supportive and beneficial without overshadowing the other elements.

Images should be varied in color, background, distance, and type in order to keep the viewer's attention fresh rather than letting them get bored. Also keep copyright issues in mind and always have a number of images to keep a consistent progression in the project.

Videos that are to be incorporated into Movie Maker projects should be self-created by the group making the project. They can be edited for content, length, erroneous noises, and can be produced to a more exacting standard than attempting to find video's that can be included in a project.

All of the various elements to be included in a Movie Maker Project need to be ordered for time, content, sound, and overall appearance. Storyboarding is a useful way to plan for this order, as it allows the editing and changes to be initially finished on the more static medium of paper, rather than the software itself which can be a little overwhelming when attempts are made to produce the project spontaneously.

Once the Movie Maker Project has been completed all that remains to do is to save it in the desired format. Consider the type of medium it is to be viewed from and the amount of space available, ex. Online, Network, or a saved file on a desktop. Save the resulting movie and simply input it into a frame on PowerPoint and set it to open when clicked on.

Conclusion

Because the typical information literacy class in academic university libraries is composed of students from multiple academic backgrounds, generations, and levels there is a need for more engaging and interactive presentations. Simple software like Microsoft Movie Maker helps instructors produce more engaging audio/video productions within already existing PowerPoint presentations. Students can then be allowed to have more power over the way they view, observe, and retain the material that is being presented to them. The result is an information literacy class which appeals to more generations. Plus, it makes the learning experience fun!

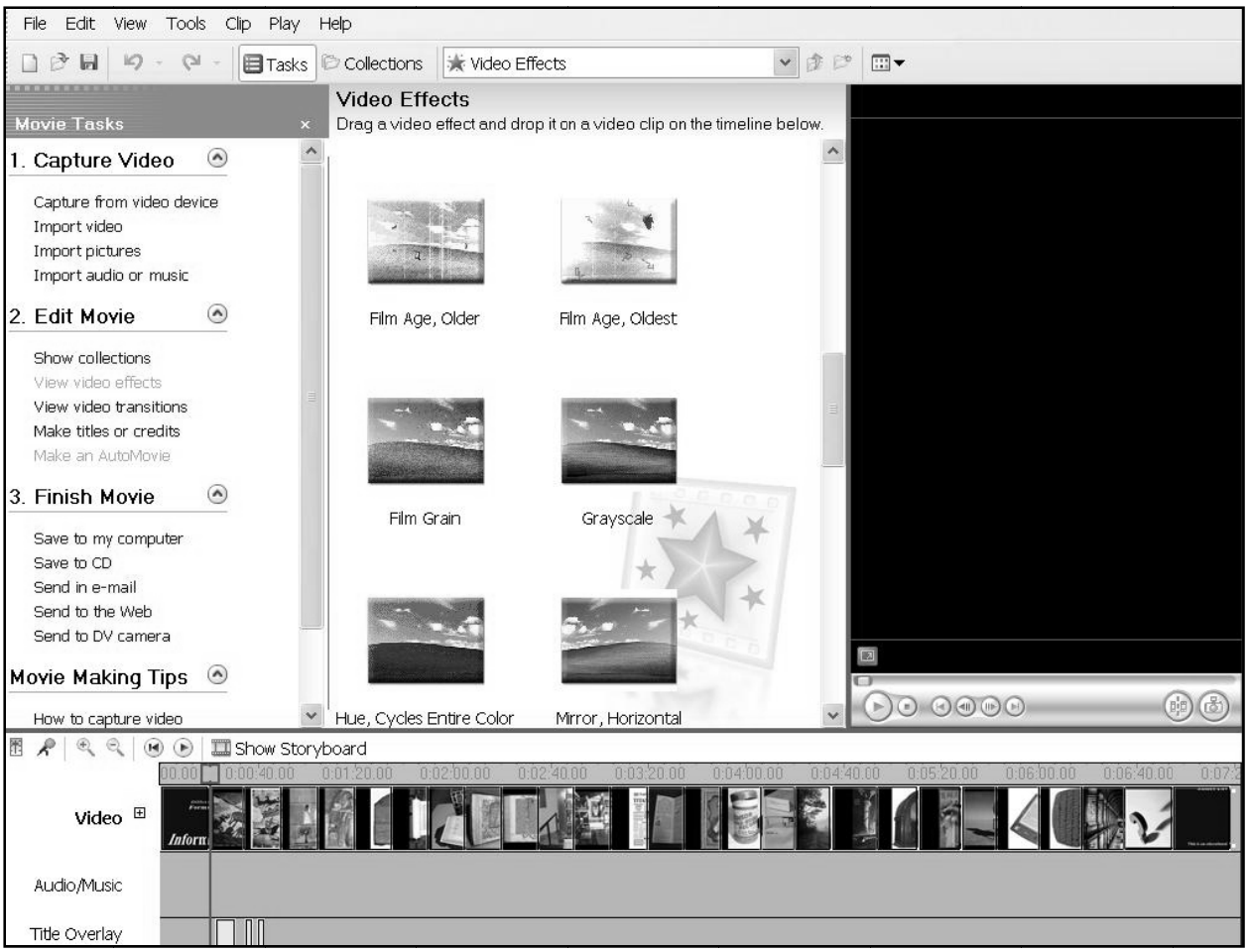

Fig. 1. The working/design screen of Microsoft Movie Maker.

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Copyright Law and Libraries: A Brief Overview

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Abstract

Although most librarians know a little bit about copyright law, it can be confusing to understand how it fits together. What is the rule of 5 and where did it come from? What exactly is in the public domain? How do electronic reserves fit into the picture? Can professors show YouTube clips in class? What about a show that was taped off TV? This session is designed to provide a foundation in the basics of copyright law and how it applies to the work we do every day. With wary publishers looking ever closer at university practices with regards to copyright compliance, none of us can afford to be complacent about our policies. At this session attendees will get answers to the questions above and more. In addition, you will learn some tips and techniques for reaching out to other librarians, faculty, and administrators at your institution to educate them on the salient issues.

Metrics in Technical Services

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Abstract

I will explore the use of metrics in the technical services department of an academic library. When I was trained as a cataloger in the early 90s, we called this exercise "keeping stats." Later, as an employee of OCLC, I was exposed to a much more complex business model of metrics that included "dashboards," "performance factors" and "mission statements." Now, back in the library once more, with more experience, I see that even simple (wisely chosen) counts can be deeply relevant, informing about both quantity and quality; they tie into the mission of the library, and ultimately, the mission of the university. They aid in training, evaluation, and motivation of employees, faculty acquisition of tenure, workflow planning, and assessment of department performance.

How and why do we count (the play on words is intentional) as individuals, and as part of our departments, libraries, and universities? The theory on metrics will be accompanied by examples of statistics sheets and other tracking mechanisms. The talk is mostly geared toward theory of metrics and tracking those things that are not easily tracked by the catalog itself, and not an explanation of automated tracking. The intended audience is paraprofessional and professional staff of small to medium sized academic libraries. My intention is that guests will return to their libraries with a better understanding of why they track what they track, the ability to question their procedure if what they are tracking does not seem useful or relevant, and an idea of how to begin if they do not currently track either personal or departmental performance.

Introduction

Sir Francis Beaufort was a man who liked to know the measure of things. He charted coasts, made astronomical and weather observations, and devised the Beaufort Scale, for which he is probably most well known today in the United States. If he'd have been a librarian rather than an admiral in the British Navy, he might very well have been at the forefront of metrics design, especially had he been a librarian in today's academic library, where many factors often make performance measures necessary.

Of course, measuring the performance of individuals and teams of people quantitatively and qualitatively is not quite the same as measuring the wind, but there are some similarities. The Beaufort Scale--which first measured in terms of the number of sails a ship could safely carry in different wind strengths (Huler 74) -- underwent evolution over time, and it is apparent in a brief Internet search that the Beaufort Scale is more complex then it first seems (don't miss Howtoons' The Beufort Scale version!). The scale means different things to different people, depending upon their locations on land or at sea. They might measure wind speed in terms of knots, or miles per hour, or simply refer to the force number that Beaufort assigned such a wind. Measurements

are not always simple. Here, I'll explore the use of metrics in the technical services department of an academic library, with a focus on cataloging.

Review of the Literature (Yesterday)

A review of the library literature on the use of metrics in academic libraries shows evolution over time and no lack of complexity. In this age of information, there seems to be at least one thing we can count on—no lack of information resources to catalog.

John William Wallace, of the Pennsylvania Historical Society, in 1876 foresaw a future librarian faced with "an issue upon him of books upon books, so vast and so uninterrupted that unless he brings the benefit of something like SCIENCE to his aid, he will be overwhelmed and buried in their very mass" (Wallace 3). John Winter Jones, of the British Museum, however, encouraged librarians "not to be contented with producing work which shall be merely generally satisfactory." He pronounced that "cataloguing against time is a mistake" (Jones 31). At this time, the stage was securely set with one of the biggest challenges of technical services, one that would not go away, that of the weight of work at hand, and probably the most constant conflict in librarianship, that between quantity and quality (read "science and art?"). Rudolf F. Schaeffer argued for art. "How much time should be devoted to an individual work in all its significant details? What is the average time it takes an experienced cataloger to handle a book? It is practically impossible to give a satisfactory answer" (Schaeffer 128).

Considering that many catalogers even today would agree with Schaeffer, it is not surprising that production numbers in academic cataloging departments do not litter early library literature. However, as early as 1965, the Graduate School of Librarianship, University of Denver expanded the report of a cost analysis by the Technical Services Division of the same university. Catalog cards (ordering, typing, filing, etc) comprised a significant percentage of the costs (Aro 58, 60).

Van House, Weil and McClure (1990) focused on academic library performance, but not technical services. "Technical services provide necessary support to public services; but the measures in this manual are concerned with the service as delivered to the user, not with the many intermediate processes within the library required to deliver those services" (Van House ix). Similarly, Muir's Library Benchmarking Notebook Series, five volumes (1993-94), a useful, practical, detailed manual on performance measurements, is geared toward public services of special libraries. The Association of Research Libraries has long collected data from its members. Technical services processing is not one of the performance measures tracked. Blixrud in 2001 indicated that ARL had worked to test performance measures that included availability of library materials and accessibility of library materials. "The project achieved its goals of identifying the measures, but the members determined that the process for data collection was too burdensome for regular use" (Blixrud 2).

After 2000, studies on metrics in cataloging are far more numerous, spinning off of "the concept of the user-centered library … in the 1980s and early 1990s, fostered by strategic planning, total quality management, the external demands for accountability and measurable outcomes, and rapidly changing information and budgetary environments" (Hiller 136).

In 2003, Self wrote about the University of Virginia Library's 2001 implementation of the "balanced scorecard," metrics which afford a view of an organization from four perspectives: user, internal processes, financial, and future. The scorecard's origin in the early 90s was geared toward private business. Self wrote "The UVa Library, like many libraries, has historically collected much information regarding resources and user services, but other areas have not received the same degree of attention. The BSC forces us to look at finance, internal processes, and the future" (Self 2). UVa currently measures among their metrics "processing time for routine acquisitions."

Interesting articles after 2000 also include: a multidisciplinary business/cataloging study, which includes a section on the "'expert mentality' particularly prevalent in cataloging and catalog maintenance departments" (Fischer 2); a paper "to determine whether any strides have been made among academic libraries in determining cataloging productivity benchmarks" (Charbonneau 40); and a study of temporary production standards that evolved into a discussion of permanent standards in Indiana (Byrd).

Many of the articles around 2000 and later are associated with LibQual+TM (http://www.libqual.org), a product designed from the for-profit focused SERVQUAL developed in the 1980s. LibQual+TM is a for-fee ($3,000.00 per institution) user-survey instrument that helps librarians gain an overall picture of what users think of their libraries. This instrument does not seem to be designed with specific technical services metrics in mind, but is more of an overall library service measurement/benchmarking tool.

Two interesting books in 2007 include a methods-focused study where technical service is on the list of "what to measure" (Dudden 48), and a study including qualitative and quantitative methods and departmental chapters, including a chapter on the evaluation of technical services (Matthews).

Today

I've now been a cataloger for 15 years. I was trained in an academic library holding, at that time, a million print volumes. I've since worked in for-profit and non-profit institutions, and now I'm back in a smaller academic library. My experience has been that, no matter where I catalog, quality is always important and quantity is always important. From the beginning, I have been a production cataloger, producing as much as possible, and have always been asked to deliver the highest quality possible, in my own work and in the work of people I manage. Metrics of some kind have always played a part.

Why do we count?

"A catalog is the single, most important key to a library's collections" (Lancaster 19). Although today's electronic catalogs function differently than card catalogs--for example, interfacing with other electronic resources including the Internet--I believe that what Lancaster said in 1977 is still true today. Patrons inside and outside our library continue to find resources that we provide by searching the library catalog. It is important for catalogers not only to input records of all kinds, but to maintain the quality of the catalog and its relationship to other resources like WorldCat.

Since the catalog is so important, both quality and quantity are vital, and catalogers must achieve a balance between them using some sort of feedback loop. A simple count of how many records produced with how many errors (how good) can help a cataloger achieve and maintain a decent balance between quantity and quality. It has also been my experience that a cataloger without any feedback often thinks she's doing a better job qualitatively than she actually is. Whether or not cataloging counts are used in something like a balanced scorecard to measure institutional effectiveness, individual catalogers can benefit from certain elementary counts simply to ensure that their cataloging is meeting demand for quality and quantity. For this reason alone, some sort of ongoing measurement can be useful all of the time, even a spot-check.

When do we count?

There are many times when it is useful for the cataloging team to have more rigorous metrics in place. "Economic factors today make it imperative that librarians review current practices and procedures to see which areas can be changed to enable their libraries to produce more with less" (Eden 80). Retrospective conversion, copy cataloging, and original cataloging can possibly be outsourced to a vendor. Whether that produces "more with less" may be determined by understanding how the in-house system currently works. It will not be enough for a wise management team to determine if they have the money to buy outsourcing; the team will want to determine if outsourcing will be more cost-effective than the in-house operation, in terms of both quality and quantity in whatever balance is important to that institution.

Outsourcing might lead to a reorganization of the cataloging department, but perhaps reorganization is deemed necessary instead of outsourcing, due to staff turnover, merging departments, or some other reason. Metric analysis of the operation of the department will provide information to inform decision-making. How many staff members must the unit have to perform x amount of work with y amount of quality?

Metrics are also useful in the reorganization of responsibilities among staff members. In many institutions, catalogers may be asked to work on digital projects, to participate in loading and/or maintaining electronic serial and e-book records, to maintain local holdings records, or to take on training or consortia responsibilities. Knowing how long it reasonably takes to achieve the traditional cataloging workflow (whatever that might be for each institution) will enable decision-makers to assign new tasks, or to time-manage their own work when changes are required.

Statistic counts can be useful in personal performance reviews, especially while a cataloger trains, or as a performance problem is identified and hopefully, ultimately solved.

What do we count?

As much as possible, according to our research, training, and wisdom, we will count exactly what matters to us, no more and no less. Depending upon the need, we might count: how many records we add in a retrospective conversion project; how many subject headings we add to bibliographic records per quarter; the percentage of errors we make in 100 records every other month.

Speaking of errors, I consider accountability part of professionalism, no matter how many degrees a librarian holds, no matter her position in a library or elsewhere. If we are professionals, we are accountable for what we do, which doesn't mean we don't make errors, or that we expect others never to make them. Even when we're evaluating the work of an individual cataloger, the focus can be on improving the process.

How do we count?

There are many ways to measure technical services functions. Collecting raw statistics, analyzing workflows or costs, and benchmarking with a partner are a few broad examples.

The form in Fig. 1 is extremely simple and can be created quickly by someone who has only a basic knowledge of table creation. Statistics can be hash marked on paper by the cataloger and later entered into a spreadsheet by the cataloger or manager. Once the numbers are in a spreadsheet, all sorts of charts can be created to illustrate reports or create dashboards. Catalogers may baseline their own performance and then shoot for a certain goal. Catalogers may compare their performances to other catalogers. I found this particularly useful when I was first trained. It helped me to know when I had achieved a "maintenance" goal in quantity. Cataloging departments measuring certain metrics can compare themselves to other similar cataloging departments (benchmarking).

Cataloger:
MAIN LIBRARY

2008	Books copy	LCSH added	Call no. added	Books orig.	Local authorities created	Bib Merge

Fig. 1. Example of a Cataloger Performance Form.

Time studies can be useful to busy catalogers with quickly changing and/or complex responsibilities. Many day planners produce work diary forms on which task time can be tracked, phone calls logged, etc. Our jobs are so busy, our minds so occupied with the task at hand that sometimes a rough estimate of how much time we're spending on training or some other non-cataloging task might not be accurate.

Who knows we count?

In an academic library, we serve many who may or may not know how we count (in terms of the measurements we take and in terms of the impact of our service). Metrics are one way to

communicate our performance at the library. At Pittsburg State, metrics will be part of my tenure portfolio, as they describe, at least in part, my impact on education here at the University. Librarians will take part in my review, but I will at least attempt to describe my impact on education here for non-librarians as well. It is part of my "culture of assessment" (Dudden 20).

Educational institutions have been required more and more to demonstrate outcomes. Wolff "calls for a 'culture of evidence' in his writings describing a stronger instructional role for libraries. He stressed that assessment must reflect the library's relationship to the teaching and learning functions of the institution" (Lindauer 548). Performance measures of some kind may be useful in meeting this goal.

Tomorrow

How will you count?

Conclusion

Like the Beaufort Scale, technical services metrics are applied in order to understand and communicate about a changing, complicated system. Of the Beaufort Scale, Huler writes "so, as the scale spreads, it is hardly unchanging—and, in fact, there's nobody completely in charge of it. And that in itself is kind of lovely. It enables changes … to creep in, for the Beaufort Scale to be one of the ways we check not only the force of the wind but the force of change" (Huler 180).

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Building a Digital Reference Collection at Washington University Libraries

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Abstract

The Reference Department at Washington University's Olin Library was charged with the daunting task of converting the 10,000 title print reference collection into a predominately digital collection by the summer of 2008. A small team of librarians from the Reference Department was chosen to implement the mandate by identifying those print titles that should remain in a newly condensed reference area, organizing the migration of those titles to be added to the stacks, and, finally, investigating and purchasing appropriate digital resources on a title-by-title basis.

This conversion, it is hoped, will improve accessibility to a large collection of high quality information and expand the resources of the Reference Department for the community of Olin Library users.

This paper looks at the process used to organize the tasks involved in helping the librarians who were responsible for evaluating the existing collection and making appropriate selections for the new collection. This paper will also touch on the process involved in incorporating a graduate student into the Reference team responsible for this conversion process.

JTacq: Putting the Fun Back into Acquisitions

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Abstract

Jtacq (http://www.jtdata.com) is a free collection development/purchasing utility. This program is not intended to replace the acquisitions modules provided with library automation systems. While there may be some overlap, the purpose of this program is to remove much of the tedium of the decision/ordering process. It is assumed that the order information will end up in one's current acquisition system. A few of the options are listed below:

- Item Searches against various indexes
- Retrieve item information pertaining to specified items
- A Web based Patron Request process
- A Web based Selection process for selectors not needing the other features of JTacq
- Retrieve local holdings information
- Retrieve and compare vendor availability/pricing from numerous Vendors
- Do batch ordering
- Send Email notifications to Requestors
- Retrieve/edit (batch & individual) MARC records from specified z39.50 sources or create Brief MARC Records
- and Much, Much More...

Downloading for Keeps: Extending the Archival Process to the Web

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Abstract

Mandated by the institutions Board of Curators, University Archives serves as the depository of official records of the University of Missouri at Columbia as well as of the administrative records of the University of Missouri System. These official records have traditionally been paper-based, including official correspondence, reports, policy handbooks, newsletters, and the like. The past five years, however, have seen some of these paper records not only duplicated but increasingly supplanted by electronic versions distributed via the World Wide Web. In accordance with its mission to collect, preserve, and make accessible to the public historical records created or received by the institution, University Archives has started gathering such web-based records. This paper will examine the remote-harvesting process specifically the open-source software Heritrix and Wayback currently used by University Archives to collect university web pages and sites. Though the first stage of the University Archives project was driven by the need to capture web-based records before they were no longer available on-line, the choice of harvesting or capturing tool is not the only important consideration for an archival web-capture project. Appraisal (choosing what to capture), description (indicating the content and relationship of records), and access (allowing researcher and patrons to use the records) are equally significant for the archivist.

Ready, Set, Wiki!

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Abstract

Wikis are being used for a variety of purposes from providing library pathfinders for specific subject areas to collaborating with co-workers on projects. Wikis are very easy to set up and use with a variety of free platforms available. But how do you choose the best one for your purposes. And how do you decide exactly what to use the wiki for. This session will discuss these issues with concrete examples of how wikis are being used by different libraries. Additionally, participants will also learn how to set up a wiki using the PBWiki platform. The session will be aimed at reference librarians, but librarians from other areas will also find it useful if they are interested in using wikis to enhance their own work.

EMPOWER Your Students Now: Rapid Repackaging of Open Publication Software into a Customized Information Literacy Tutorial

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Library Systems Developer
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Abstract

This presentation will introduce EMPOWER, an online information literacy tutorial developed by Wichita State University Libraries. This self-paced and interactive tutorial teaches basic research skills and concepts and is designed primarily for undergraduate students at Wichita State University. EMPOWER is divided into separate modules each focusing on an aspect of research. Topics include searching the library catalog, choosing a topic, searching periodical databases and other online sources, and properly citing sources. EMPOWER uses text, graphics, games, and quizzes to reinforce the information in a way that is fun and engaging. The presenters examined two online tutorials used at other universities, inflite from IUPUI and Searchpath from Western Michigan University, then adapted and customized the content to create EMPOWER. Searchpath and inflite, in turn, were customized from the Texas Information Literacy Tutorial (TILT), a much-adapted online tutorial from the University of Texas. Attendees will get a demonstration of WSU's tutorial and tips on adapting open publication software such as TILT.

History/Background of Online Tutorials

To successfully complete college-level research, students need to be able to use critical thinking skills in a technological environment. The Educational Testing Service (ETS) calls this Information and Communication Technology literacy—the ability to define, access, evaluate, manage, integrate, create, and communicate using information and communication technology. A 2006 study of 6,300 high school and college students found students' skills in these areas severely lacking. Many students were unable to select a correct research statement, evaluate Web sites for objectivity, authority, and timeliness, or to properly narrow search engine results (ETS).

To help meet the need to teach these skills to large numbers of undergraduates, many libraries are developing online information literacy tutorials. Although authors such as Nancy Dewald have suggested pedagogical guidelines for creating online information literacy tutorials, no formal set of standards has yet been established (28-30; Bianco 3-5). A look at the 180 tutorials currently listed on ACRL's PRIMO (Peer-Reviewed Instructional Materials Online) website reveals a wide variety of styles and formats.

Several studies have shown that online tutorials are as effective as in-person library instruction (Viggiano 50-3). However, some studies that have used pre- and post-tests to measure the effectiveness of online tutorials have shown mixed results. While students in studies at the University of Chicago and Seneca College in Toronto, ON scored well on post-tests after using "in-house" online tutorials, students in a similar study at Washington State University scored poorly on post-tests (Armstrong and Georgas 494-6; Donaldson 249-50). Interestingly, the Washington State University students rated their tutorial favorably on a separate survey, revealing a disparity between students' attitudes and their actual learning (Lindsay 443-5). Clearly, more evaluative studies need to be done to clarify if, and how much, students actually benefit from online tutorials.

TILT, Searchpath, & inflite

In 1997, instruction librarians in the University of Texas System were struggling to keep up with the demand for basic information literacy instruction for undergraduates. Their Digital Information Literacy Office decided to create an online tutorial that would reach the diverse student population system-wide. The result was one of the first online information literacy tutorials—TILT, the Texas Information Literacy Tutorial. Freshmen were required to complete TILT before taking any in-person library instruction, which freed the instruction librarians to focus on in-depth research skills for higher-level classes. Although there have been some drawbacks with the tutorial, including long-term maintenance issues, TILT has been a huge success. Because of the overwhelming interest in TILT from other libraries, the creators released it under an Open Publication License, allowing the material to be reproduced, changed, and distributed without cost (Fowler and Dupuis 346-8). This has spawned a number of similar tutorials at other libraries, including Searchpath and inflite.

Searchpath, released in 2002 by Western Michigan University, broke TILT's three basic modules into six. The individual modules introduce students to research concepts (such as choosing topics and writing citations) and resources (including databases and the World Wide Web). Unlike TILT, Searchpath created content that referred to specific library resources, such as WestCat, WMU's library catalog. Searchpath also added interactive features including a Flash game called "Think Fast," a guided catalog search, and text that appears during "mouse-over" of a magazine cover image.

Inflite was created at Indiana University-Purdue University Indianapolis (IUPUI) in 2003 and incorporates much of the content and look of Searchpath, including the six color-coded modules. This tutorial has new Flash games including "Hit Me if You Can," "Think Fast II," and "Library Squares." Inflite also features a main module page that arranges its links in a circular pattern, encouraging users to navigate the modules in any order.

Formation of EMPOWER Team

At Wichita State University, University Libraries has been working to implement formal information literacy training for at least thirty years. There was no mandate from Academic Affairs to formally include information literacy into the undergraduate curriculum, but the need was apparent to the English Department and the Libraries have a long-standing tradition of incorporating research training into the English 101 and 102 syllabi.

By 1997, University Libraries had established an optional 1-credit-hour class on library research by working with University College and focusing on returning students, but University College was disbanded in 1998 and since then, the course has bounced from the College of Education to LAS. Low visibility and lack of advocacy for the course has led to low enrollment in it.

In the past, the Library worked with the General Education Committee of the Faculty Senate to require the addition of a 3-hour course in information literacy to the core curriculum, but the plan did not reach campus-wide consensus and was abandoned. In the spring of 2005, the General Education Committee approached the information literacy problem from another direction. They updated their policy to include language requiring a library component in each core curriculum course. In 2006/2007, the Gen Ed Committee began a study to determine how this "library component" is being implemented in each core course.

Throughout this time, University Libraries reference faculty persevered with their commitment, because we could see from the front lines the lack of student understanding of fundamental information literacy principles. Frustrated with the slow pace of progress, the Library determined to approach the need for information literacy training from another angle – development of an information literacy tutorial, which could either be self-administered by students or used in concert with an instructor's class requirement. This time, the Library began with a "build it, they will come" philosophy.

In the late spring of 2007, a team of four librarians was formed and charged to produce an acceptable product within two months – for demonstration to English 101 and 102 instructors at the beginning of the 2007/2008 academic year. Included in the team were Librarians from Reference, Instruction, and Systems. The new tutorial was named "EMPOWER," a word from the Library's mission statement (Explore…Enlighten…Empower).

Analysis of Other Tutorials

After the need for an information literacy tutorial was identified, the team decided that modifying an existing product would be more time-efficient than starting from scratch. Phase one consisted of finding a starting point for EMPOWER. Several tutorials were considered as a model for EMPOWER, but two tutorials built upon TILT, Searchpath and inflite, were chosen because of the arrangement of their content, their ability to cover many topics without being overwhelming, and their continuation of TILT's Open Publication License which allowed for any library to modify them.

Phase two was a detailed analysis of the two tutorials, to discover similarities and differences. A comparison chart clearly shows that the two tutorials contained many differences despite their common origins, with around 30% of the material being unique to each. Also, although both of

the tutorials were divided into six similar modules, the comparison chart (see fig. 1) illustrates that the placement of the information within those modules often differed.

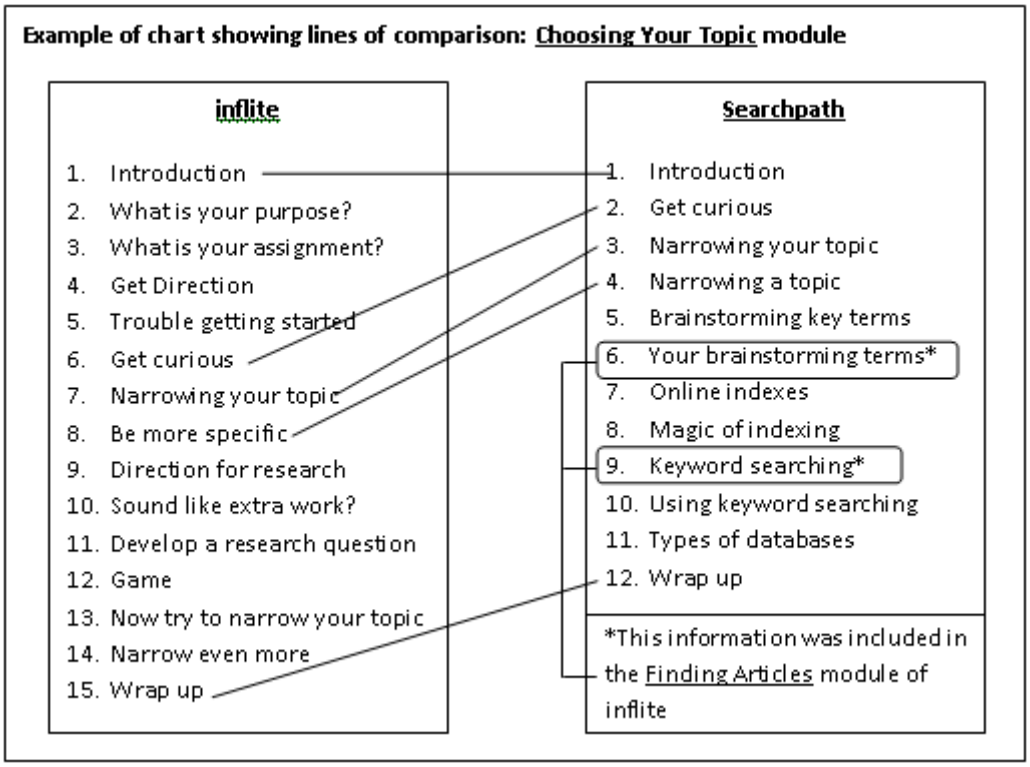

Fig. 1. Comparison Chart.

The architecture of EMPOWER was built in phase three. The six module model of Searchpath and inflite remained, but the topics covered in each module were occasionally rearranged to cluster related topics together, which added value to the flow of information.
Phase four completed the adaptation by developing additional information, which accounts for about 30% of EMPOWER. This included filling in information gaps, re-writing and/or updating sections to make them more relevant to today's student, and adding information unique to Wichita State University Libraries.

Construction Process/Technical Issues

The EMPOWER web pages were built considering many factors: current web standards, accessibility, different learning styles, and ease of other libraries to adapt EMPOWER. All EMPOWER pages are validated as XHTML 1.0 Transitional using the World Wide Web Consortium's HTML Validator (W3C, 1994). This also includes using Cascading Style Sheets to handle style elements for the pages, which allows many visual aspects of EMPOWER to be updated from one central CSS file and keeps all pages uniform.

Once the initial layout of EMPOWER was completed, a template was made for each module with headings, navigation bars, and arrows colored to match each module. Each member of the EMPOWER team then filled in the content decided upon during the adaptation stage.

Final Design of EMPOWER

The homepage for EMPOWER (http://library.wichita.edu/EMPOWER) contains the logo as well as a subtitle informing users that they will "get EMPOWERed to search, select, and evaluate information sources." There are also links to instructions for first-time users, credits, and information on how other libraries can download and customize EMPOWER. The "Returning Users" button leads to the main page.

The module choice page contains a smaller logo above six color-coded title buttons. The module titles are as follows: Starting Your Research (red), Choosing Your Topic (blue), Using the Catalog (yellow), Finding Articles (green), Using the Web (orange), and Citing Sources (purple). Navigation between the modules is suggested by the placement of the buttons. However, users are free to choose any module at any time.

The EMPOWER pages use bright colors on a white background for a clean, uncluttered look. Each module begins with a title slide listing learning objectives for that module. The remaining slides list the slide number, as well as the total number of slides in that module. Users move through the modules using navigation bars and "Back" and "Next" arrows.

The content of the EMPOWER slides consists mostly of text and clip art to explain processes, resources, or concepts. Most modules contain an interactive element such as a game in Flash. Two EMPOWER modules feature brief videos created with Camtasia software. These videos demonstrate how to search the WSU library catalog, how to access online databases, and how to search *Academic OneFile*.

The final slide of each module restates the learning objectives and gives the user the option of taking a quiz or going to another module. Other features of EMPOWER include a glossary of terms and a contents page that allows users to directly access each individual EMPOWER slide.

Creative Commons License

TILT was built with the intention that it would later be used and adapted by other libraries, leading to the creation of Searchpath, inflite, and now EMPOWER. To allow for adaptation with certain stipulations, TILT was released under an Open Publication License (OPL). In order to be acceptable under the TILT license, EMPOWER is required to give credit to all three previous tutorials, and also to contain a similar license agreement of its own. When researching the OPL agreement, the team discovered that OPL is no longer supported by its creator, who now recommends choosing a Creative Commons license instead (Wiley, 2003). EMPOWER uses the Creative Commons Attribution-Noncommercial-Share Alike 3.0 license.

Design of Pilot Study

To create interest in the tutorial, the EMPOWER team made a presentation to all interested English instructors early in the Fall 2007 semester. The EMPOWER tutorial was ready, but few classes encouraged their students to use it because as yet there were no quizzes to grade. Quizzes were also needed to determine whether viewing the tutorial was beneficial.

The quizzes were ready for the Spring 2008 semester, and another presentation was made to the English 102 GTA's by the Instruction and Outreach Librarian. An announcement was also sent to all English instructors, encouraging them to use EMPOWER and accompanying quizzes. Nineteen English 102 classes with 11 instructors, including one faculty member, were involved in the EMPOWER study.

Although EMPOWER was not created to replace library instruction, instructors wondered if EMPOWER would be a good substitute, so the study also looked at this scenario. Roughly half the classes also came for library orientation, and a comparison was made between the two groups. Library Orientation gives students a basic introduction to library resources and introduces concepts related to constructing a search using the Library Catalog and usually a general electronic database such as Academic OneFile. To determine if the tutorials are a good substitute for Library Orientation, the quizzes for the tutorials "Starting Your Research," "Using the Catalog," and "Finding Articles" are the focus.

Gathering of Data

All instructors interested in EMPOWER were also interested in helping the EMPOWER study and added the Instruction Librarian as an instructor to Blackboard. This allowed the Instruction Librarian to add quizzes to Blackboard for the instructors, monitor student progress, and download quiz data. The deadline to finish the pretest was February 21 for most classes. Posttests were completed by April 28.

To assess the students' knowledge of the EMPOWER material, quizzes were taken both as pretests and posttests, using the same questions in randomized order. The pretests and posttests were compared and edited so that all students in the study completed the pretest and posttest of any given tutorial. The quizzes for each class were collected into one spreadsheet for each quiz, and formulas were created for appropriate columns and rows to compare student scores as well as scores for each question to see if improvement was made on the posttests.

Preliminary Results of Data

The number of students with valid results varies for each quiz. For example, "Starting your Research" had 76 students who had library orientation and 117 who did not have orientation for a total of 193 students completing the pretest and the posttest. For this particular test, there is no significant difference in posttest scores. The average total on the pretest for students who had library orientation was 66.56% and 86.46% on the posttest. The average total for students who did not have orientation was 74.10% on the pretest and 86.51% on the posttest. Instructors who do not come to the library for orientation do provide some library instruction for their own

students. However, the timing of their in-class instruction was not controlled, which accounts for the higher average pretest score.

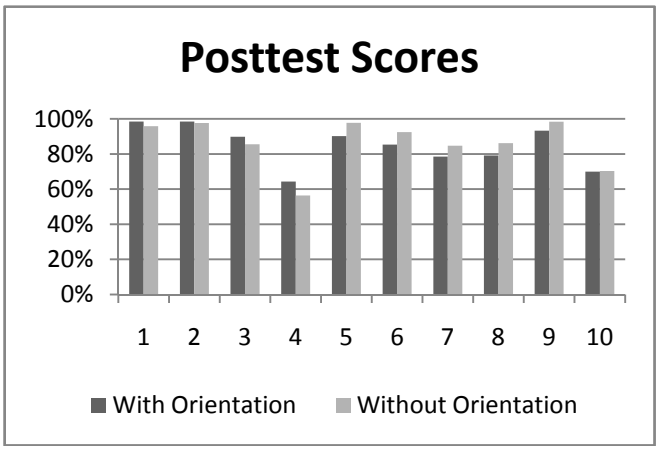

Fig. 2. Posttest Scores per Question.

Although it is clear that students improved their score on the posttest (see fig. 2), the posttest scores for questions 4 and 10 are fairly low. Further evaluation is needed to determine whether

- the tutorial does not teach these concepts well
- the questions are not clear or well written
- the concepts are too complex to be taught in a tutorial and remedial work is needed in the classroom or during library orientation for one or both concepts

Future directions for research & implementation

In 2008/2009, the EMPOWER team plans an official product roll-out and interface with other academic departments to expand the use and study of EMPOWER. In addition, we will work with Academic Affairs and the General Education Committee as they implement the "Foundations of Excellence® in the First College Year" program.

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Bringing Semantic Diversity to the Online Catalog with LibraryThing

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Abstract

While controlled vocabularies, such as the Library of Congress Subject Headings, are an essential component of bibliographic classification, a controlled vocabulary excludes all possibilities of semantic variance by design. Also, a controlled vocabulary tends to lag behind the organic nature of language and does not account for the introduction of new or discipline specific vocabularies. These limitations present unique challenges for our users searching the OPAC. Can importing social tags in the online catalog effectively address the lack of semantic variance?

As part of the Web OPAC redesign project at UNO, LibraryThing tags were added to matching bibliographic records in the online catalog. This presentation will cover the practical aspects of adding LibraryThing tags to most vendor-based OPACs, address the variety of tags employed and offer ideas for effective tagging. In addition, we will explore how a collaborative service learning project with discipline specific university classes encouraged patron participation. We will also examine the overall quality and utility of LibraryThing's folksonomy. Lastly, additional features to be added in the near future by LibraryThing's developers will be discussed.

LibraryThing Folksonomy in the Online Catalog

In recent years, there has been experimentation with incorporating social tagging in the online catalog. The rise in popularity of social web services such as del.icio.us and LibraryThing are proof of the public's interest in describing personal collections. OPAC vendors have added this feature to traditional online catalogs, but depending on the system, these features could incur extra costs that are often prohibitively expensive. Moreover, one of the inherent problems with tagging in the OPAC is that it is often difficult to garner enough user participation to generate significant metadata. Because LibraryThing is essentially an online catalog for users to catalog and tag their private book collections, there is great incentive to provide meaningful and relevant folksonomy. LibraryThing.com is a vibrant online community, and therefore, there is plenty of user-generated metadata that enhances existing metadata in the online catalog. It is now possible for libraries to easily incorporate LibraryThing tags in the online catalog for a nominal fee, and therefore connect users to similarly tagged books in their collections.

Folksonomy Tag Studies

Few formalized studies of folksonomy tagging projects in locally customized tagging environments are related to our project and its objectives. The Proof of Concept study conducted at the Metropolitan Museum of Art involved comparing tags assigned by trained and untrained

catalogers. Because approximately 77% of assigned terms from untrained catalogers were descriptive, the researchers asserted “non-specialists can supply a useful number of new access points, augmenting the professional descriptions of art museums” (Trant 102). The successful outcome of this study of folksonomy within the museum catalog context has encouraged the Steve collaboration (http://www.steve.museum/) to further investigate and develop social tagging initiatives of art museum collections.

In a study assessing the efficacy of tag cloud searching, students from a first-year engineering class at the Australian National University participated in tagging 10 articles each, entering as many tags as they felt necessary (Sinclair and Cardew-Hall 18). The articles were pre-selected because researchers were concerned participants would assign better quality tags to articles of personal interest (Sinclair and Cardew-Hall 22). The authors found participants assigned relevant keywords which contributed to their overall findings that tag clouds have several “positive attributes” (Sinclair and Cardew-Hall 27).

General characteristics of folksonomy tags have also been analyzed. Most of the research focuses on the tagging environment of del.icio.us; however, these results are relevant in analyzing other folksonomy tags. In a seminal study that encouraged subsequent research, Golder and Huberman’s analysis of 68,668 del.icio.us bookmarks indicated that tags perform several key functions. Tags can: 1) indentify the topic, 2) describe what the item is ("blog", etc.), 3) declare ownership of the item ("author", etc.), 4) refine or qualify existing categories, 5) identify qualities or characteristics, 6) perform self-reference and task organizing.

In a subsequent study, Munk and Mork analyzed 76,601 keywords from 500 randomly chosen taggers with del.icio.us accounts. They focused on analyzing tags germane to information technology fields because 87 of the most popular del.icio.us keywords are in this field (Munk and Mork 120). They discovered that the distribution of tags follow “the classic power law where very few keywords are dominant” (Munk and Mork 116). They also revealed that taggers with more professional IT expertise, regardless of professional focus, employed professional, IT specific tags. The “casual IT dabbler”, on the other hand, assigned tags “in very broad common cultural categories” (Munk and Mork 116). The general categories of tags include content, media, genre, copyright, value, meta-reflexive (“Mytags”), process (“2read”), and time (“news”). Al-Khalifa and Davis quantified the characteristics of del.icio.us folksonomy to determine prevalence of three classification categories: personal, factual, and subjective (Al-Khalifa and Davis 163). Personal tags are defined as self-referential and are often “used to organize a users own resources” (Al-Khalifa and Davis 164). Subjective tags assign value judgment. Factual tags “identify ‘facts’ about the described web resource” (Al-Khalifa and Davis 164). They concluded 34% were personal tags, 62% were factual tags, and 4% were subjective tags (Al-Khalifa and Davis 164), and therefore this distribution, indicated there was “meaningful semantics” in folksonomy tags (Al-Khalifa and Davis 166).

Others explored the semantic and structural aspects of folksonomy. Again, del.ici.ious folksonomy tags are integral to this analysis. Certain semantic difficulties of folksonomy tags that confound users are polysemy (word or phrase with multiple meanings), synonymy, and “basic level variation”, which pertains to the inconsistency of describing an item in various instances as either general or specific (Golder and Huberman 200). Louise Spiteri drew upon

previous research to offer a comprehensive linguistic analysis of the structure of three folksonomy tagging environments: del.icio.us, Furl, and Technorati. Tags were evaluated using the National Information Standards Organization (NISO) guidelines for creating controlled vocabularies. Her results indicated that many tags to conform to these standards, but there are problems of ambiguous tags in the form of homographs and unqualified abbreviations and acronyms (Spiteri 21).

Technical Aspects of Implementing LibraryThing

LibraryThing assists with the initial set-up, but there are several things that your web OPAC administrator needs to accomplish before embedding the tags and tag browser widget into the relevant OPAC web pages. The administrator must create a tab delimited file containing ISBN (both 10 and 13 digit ISBNs are valid), title, and author of bibliographic records to upload to LibraryThing. A match is performed against LibraryThing.com's and the OPAC's ISBNs. If a record does not have a valid ISBN, then it will be ignored. It is not necessary to remove items that lack an ISBN. Once the data is sent, LibraryThing.com's technical support creates an institutional account to configure enhancements, widgets, etc. Once the administrator is notified that the match is complete, then he or she is permitted to configure the LibraryThing widget. The LibraryThing widget is a link to a JavaScript file that LibraryThing's technical support codes for each library requesting subscription service. Configuring the widgets does require some knowledge of Cascading Style Sheets (CSS) because libraries have access to the widget style sheet. In addition to configuring the look and feel of the tag browser, libraries also have control over how many tags display in their OPACs.

Installing LibraryThing tags and configuring the widget is a seamless process for most integrated library systems. In the rare instance of difficulty, there is a very active listserv, LibraryThing For Libraries, where fellow administrators and LibraryThing coders share their tips and answer questions.

Engaging Students in Social Tagging

After implementing a new service or feature, engaging your population is often the next challenge. Being familiar with the difficulties other libraries had in engaging their populations in generating folksonomy in the online catalog, we decided to target a particular population with an academic interest in the subject matter. The children's and young adult collections receive a great deal of use but we observed that the pre-service teaching students struggled in searching for books fitting the terminology they were using in their education classes. The Library of Congress Subject Headings are not very useful when a student is looking for many genres such as reality fiction or cumulative books. Additionally, the library had recently added a significant number of Spanish language children's books and there was concern about a lack of culturally relevant subject headings.

We approached three faculty from the College of Education with the idea of a service learning project for their students. The faculty members teach young adult literature, Spanish language arts and multicultural literature. We asked each to give their students an assignment to read pre-selected books from the two collections, and add educationally and culturally relevant social tags to titles in LibraryThing. They enthusiastically agreed realizing that discussion on social tagging could facilitate their students' understanding of the books and how they could be used in an educational setting.

The education librarian met with each class early in the semester. At each session, she demonstrated the library catalog, described the service-learning need, and provided instructions on adding social tags to LibraryThing. At the time of this writing, the multicultural literature class had not yet met. However, students in the young adult literature and Spanish language arts classes were enthusiastic about their participation although for different reasons. Students in the young adult literature class were intrigued with using a new technology. The students in the Spanish language class were appreciative of the fact that they could contribute culturally relevant terminology to the library catalog and were interested in bilingual tagging.

The number of books read and described by each student varied according to their class. Students in the young adult literature class were assigned two books each as they were reading longer texts. As the Spanish language class was reading shorter picture books, they read sixteen each. The professors required some books to be read by more than one person as a way of using the social tags to generate discussion in class.

Assigning Tags in LibraryThing

Even though LibraryThing tags are integrated into the online catalog, it is currently not possible for users to assign tags directly in the online catalog via the LibraryThing widget. The LibrayThing programmers are working on adding this feature. In the current iteration of the LibraryThing tag browser, the folksonomy will lead users to items similarly tagged in the library's collection. Users must create individual LibraryThing accounts and those tags will be included in the subsequent monthly tag import. It is also worth noting that only the top 20 tags are displayed in the OPAC. In the example below, the bibliographic record for Postcards from No-Man's Land is displayed. When a user selects a particular tag (in this instance, "amsterdam"), the widget displays as in the following example:

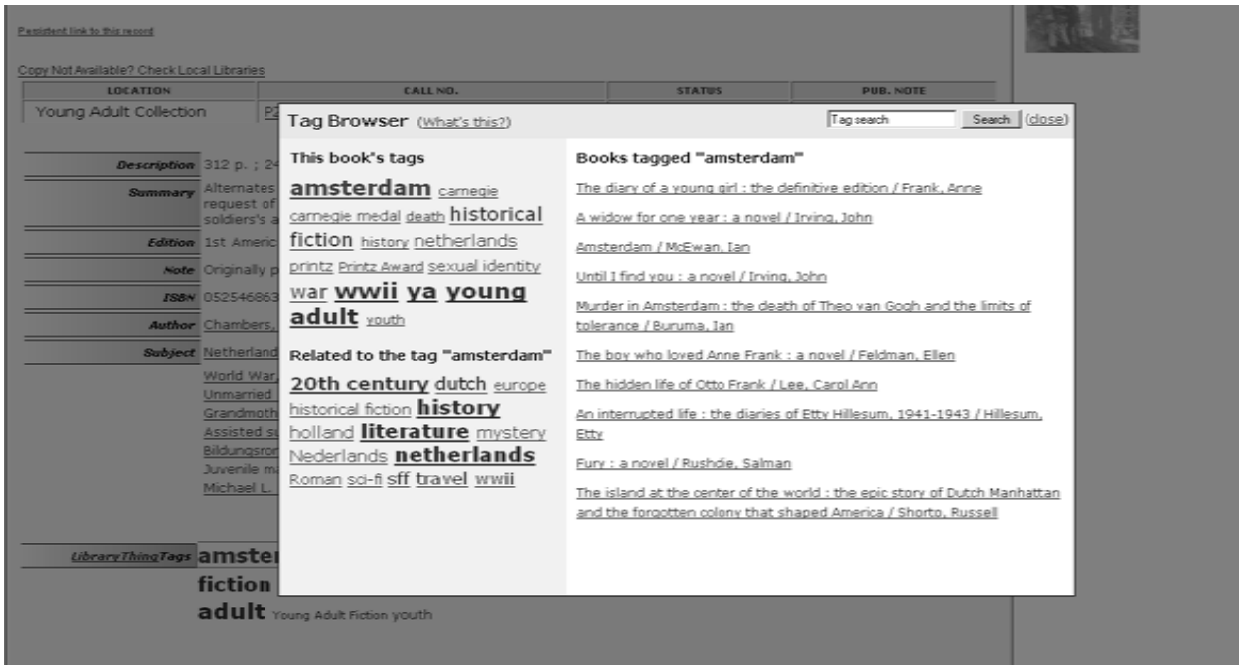

Fig.1. Display of LibraryThing Tag Browser.

Other tags related to the selected tag, “amsterdam”, are presented, offering serendipitous discovery of related books. For example, a user may decide to select the tag “netherlands” to see other items related to “amsterdam”. The Tag Browser also displays other books tagged “amsterdam” in the library’s collection. It is also possible to perform a tag search and the results yielded will show books in the library’s collection with that particular tag.

Analysis of User-Generated Folksonomy

In order to conduct a before-and-after comparison, we captured the social tags for each of the pre-selected books prior to meeting with the classes. One month after introducing LibraryThing to the students, we went back to the web site and recaptured the social tags a second time. In reviewing the new tags, we confirmed several of the findings from the research mentioned previously, as well as a few surprises (see Fig.2).

As Al-Khalifa and Davis found, factual tags, in this instance describing themes/genres and conveying subjects, were the most prevalent additions. They were also consistently very specific and supported Munk and Mork’s finding that those with professional expertise, such as teacher education, were less likely to use general tags. The tags revealed an awareness of using variant terminology for the same concept: loss of parent, parent death, and parent loss. Interestingly, tags for biographies were descriptive of the person and their life, and not necessarily describing the book. For example, a book about Muhammad Ali had tags “Draft dodger,” “Parkinson’s disease,” “Determination,” and “Heavyweight.” This made us wonder if the genre of the work affects the nature of the factual tags. Unfortunately, there was too little variety of genres for us to analyze this further.

We also saw some evaluative tags such as “excelente libro” and its English translation “great book”, but not as many as in LibraryThing as a whole. This last example also shows the Spanish language students’ active translation of preexisting tags for many books. Contrary to the aforementioned previous findings, there were very few self-referential tags. Occasionally, a book was tagged with “unowned” and “owned,” but this was very uncommon. Another surprise was the lack of curriculum-related tags except for an indication of the appropriate audience for a book. As these were teacher education students, we expected to see more classroom-use tags.

LibraryThing Folksonomy for Diego	
Pre-existing Tags	Tags Added by Students
3rd right shelf	artista mexicano
Art	curandera inigena
Artists	Digeo Rivera
bilingual	historia de vida
biography	indigenous healer
heroes	knowledgeable
Level 0-blue	life history
Mexico	Mexican artist
my world and others	

Fig.2. Comparison of pre-existing tags to tags added by students.

Conclusion

This initial review of targeted social tagging was a fascinating introduction into what is possible with interactive catalogs. By combining social tagging with a service learning project, students were able understand the broader implications of their work and its affect on their local environment. For its part, the library received a richer catalog of new and meaningful access points for resource discovery.

This project indicates two future directions for further investigations. First, more refined analysis of the tags should be explored. Our discovery of how the nature of the factual tags is contingent on the genre of the book should be considered more fully. Additionally, the perspective of the student should also be considered. Future investigations should further explore the student experiences with social tagging in both creating them and later using the tags to locate relevant library resources.

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Author/Title Index

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