alj

The Australian Library Journal

Jean Hagger (1917-2008)

Special issue on Web 2.0

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Editor's note

ALJ is our journal of record, and it is with sadness that we record the passing of Jean Hagger, foundation Head of the Department of Librarianship at RMIT and pioneer in library education. We are grateful to Michael Ramsden for describing Jean's life and professional contribution in such a thoughtful way.

Learning continues. From teachers to teach yourself in the wonderful world of Web 2.0. In this special issue, guest edited by Helen Partridge and Clare Thorpe, we offer a total immersion experience delivered by six authors already in at the deep end. But before you plunge in, some orientation might be helpful, and an excellent place to start is a paper by Mike Middleton and Julie Lee entitled 'Cultural institutions and Web 2.0' which came out of the *RAILS 4* seminar held at RMIT University, Melbourne (Fourth Seminar on Research Applications in Information and Library Studies, 2007). It can be found at: http://eprints.qut.edu.au/archive/00010808/

We also serve up a batch of tasty reviews, two involving this issue's authors, plus a second review of *Uniting a profession* – which begins in the same year Jean Hagger graduated from Melbourne Teachers College. Continuity.

Ian McCallum
October 2008

JEAN HAGGER, BA, MLS, ALA, FLAA (1917–2008)[1]

Jean Hagger, who died on 16th July 2008 in her 91st year, was the foundation head of the RMIT Department of Librarianship and a pioneer of education for librarianship in Australia.

Jean was born in Preston, Melbourne on 11th October 1917. She was actually christened Margaret Jean Hagger but never used the Margaret, insisting on being called simply 'Jean'. I sometimes thought that she quietly rejoiced, as a cataloguer and teacher of cataloguing, in having an unused forename.

Jean attended primary school in Preston, and then Coburg High School. From Coburg she won a scholarship to the Melbourne Girls High School, known since 1934 as Mac.Robertson High School. The change in the school's name was made following a very substantial donation but Jean's niece told me that Jean strongly disapproved of the change and invariably referred to her old school by its former name.

Nowadays it is almost conventional wisdom that students can expect to experience at least one significant change in career during their working life. Jean, however, was of a generation when that was certainly not the case and when the security of an assured career was highly valued and people expected to follow one career through to retirement. It is a tribute to her strength of character and sense of 'can do' that Jean in her lifetime pursued no less than four different careers.

In 1937 she graduated from Melbourne Teachers College with a Trained Primary Teachers Certificate. Her first position was in a country school but in 1943 she was teaching third grade at East Coburg Primary School when the headmaster asked for a volunteer to set up a school library. Jean's offer was accepted. She commenced studies for the examinations of the Australian Institute of Librarians (later the Library Association of Australia and now the Australian

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1   In preparing this tribute I have drawn on the transcript of an interview given by Jean to Tony Dare on 30th April 1979, when he was working on the history of RMIT. I have drawn also on the recollections of family and of colleagues who spoke at a memorial function at RMIT on 7th August 2008.

Library and Information Association) and received encouragement from a number of people, in particular Colin McCallum, State Librarian of Victoria, and Elinor Archer, Chief Librarian at CSIRO.

By 1946 Jean had decided that her future lay in librarianship rather than in primary teaching and so she resigned from the Education Department in order to enrol at Melbourne University. There she worked part-time in the library and completed her basic professional qualification whilst also successfully pursuing her studies for a BA. So began a second career.

In 1952 Jean worked in the library of the United States Information Service in Melbourne. Thelma Passo was the librarian and became Jean's close friend and mentor. The time spent there inspired Jean to seek experience in the United States. She was fortunate to work at the Carnegie Library in Pittsburgh which was not only an excellent example of a public library, with values of service Jean came to admire, but was also adjacent to the University of Pittsburgh which had one of the leading American schools of librarianship. Whilst in Pittsburgh she was able to audit some of the classes.

Following this experience she obtained a position at the University of Melbourne in the Baillieu Library and very soon was undertaking part-time teaching at the library training school attached to the State Library of Victoria. This continued for some years until, in 1960-61, she was granted a Fulbright Scholarship to attend the School of Librarianship at the University of Illinois where she completed a Master of Library Science degree[2]. Returning to Melbourne she found that the State Library was reducing its classes, especially those conducted in the evening. There were loud protests from students and prospective students, and the Victorian branch of the Library Association of Australia formed a committee, of which Jean was a member, to assess the demand for professional education for librarianship in Victoria. Meanwhile the branch organised part-time classes for which RMIT provided accommodation, Jean being one of the lecturers. Eventually this led to the establishment of a Department of Librarianship at RMIT and Jean was appointed as its Head. She was the first female head of department at RMIT and the only one in the Institute's first century. This was the beginning of a third career as a professional educator.

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[2]   Jean retained her links with the School of Librarianship at Illinois and, as a member of Beta Phi Mu and a great admirer of Captain Cook, was instrumental in persuading the society to publish *The three voyages of Captain Cook* by Frank Paluka, Pittsburgh, Beta Phi Mu, 1974.

The first courses were offered in 1963 and were for the Registration Examination of the Library Association of Australia. From the outset the courses were in high demand: 189 students were enrolled in the first year. In April Jean was joined by Ian Britain and they divided the syllabus between them with help from part-time staff.

At the end of the first year Jean was awarded a British Council grant to study education for librarianship in the UK. This proved to be a valuable experience because, postgraduate school at the University of New South Wales notwithstanding, education for librarianship in Australia was developing along British rather than North American lines. The knowledge and experience gained was put to good use in the design of the programs at RMIT which was the first tertiary institution in Australia to offer an undergraduate program in librarianship. In 1965 a two-year undergraduate program was introduced, leading to an Associate Diploma and in 1970 a four-year course led to a Bachelor of Social Science in Librarianship. There was also a one-year course leading to a Graduate Diploma. All the courses were available part-time and all were accredited by the Library Association of Australia. Jean recalled a flurry of interest when she appeared before the RMIT Council to answer questions about the proposal for the Associate Diploma: she was the first female to set foot in a Council meeting. Later, in the 1970s, she served on the Council for a year as the representative from the Board of Studies.

Jean was interested in research in librarianship and hoped, before her retirement, to see a graduate from the department with a higher degree in librarianship. That ambition was realised when the first student submitted his thesis in 1977 and graduated in May 1978. The wish to foster research also motivated her, on her retirement, to endow the Jean Hagger Librarianship Research Support Fund at RMIT.

Jean retired from RMIT in December 1977. She now embarked on a fourth and final career as a freelance indexer. She was a foundation member of the Australian Society of Indexers (now the Australia and New Zealand Society of Indexers). Amongst the titles for which she compiled the index were *The Tech* (a centenary history of RMIT)[3] and Blanche d'Alpuget's biography of Bob Hawke. However, perhaps her greatest achievement as an indexer was the preparation of the indexes to five of the seven volumes in the *Historical Records of Victoria*.

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[3]   Stephen Murray-Smith and Anthony John Dare. *The Tech: a centenary history of the Royal Melbourne Institute of Technology.* Hyland House, 1987.

Her accomplishments as an indexer, and her contribution to the Society, were recognised by the conferment of life membership.

When Zonta – the women's service club – was re-established in Australia in 1965 Jean was one of the foundation members. She remained an active member until the end and was one of two life members of the branch covering Victoria.

Jean always said that she experienced no difficulty as a lone female. However, Jack Ward, then Librarian of RMIT, once recalled the Principal's ponderous 'Gentlemen and Miss Hagger' at the opening of meetings of the Board of Advanced Studies and hers was not an easy task. RMIT, even in the 1970s, was still a very male-oriented organisation and she had the added problem of heading a program which, though vocational, was not technological in the usual sense of that term. In an interview with Tony Dare, co-author of the history of RMIT, Jean acknowledged the influence of Jack Ward and the support of the Principal, Peter Jackson, and the Vice-Principal, Ralph Traill. However, much of her success was due to her own social and political skills.

Jean built a school of librarianship from scratch in a state where there was no model to follow and in a country where the only other model was but four years old. There was no tradition of professional education as an academic career. She found lecturers where she could, recruited them and nurtured them. She built a school which, in fifteen years, progressed from offering part-time courses for the Registration Examination to one offering a four year degree, a graduate diploma, and a higher degree by research.

She was a generous person to work for and a never failing source of encouragement to her staff. Unlike some of her contemporaries she was always ready to draw on the perceived strengths of her staff and to put her trust in them. She was willing to give guidance if asked but, so long as a task was accomplished smoothly, she did not interfere.

She was equally supportive of students in difficulty. A country student, hospitalised in Melbourne far from home found a regular visitor in Jean. Unfortunately this was not a side of her personality revealed to many students who tended to go in awe of her.

Jean was also a woman of great courage who faced Kipling's two impostors with modesty, composure and determination. She did not seek to promote herself, except as a means of promoting her department or colleagues, and she faced adversity without flinching. In 1980 she was diagnosed with cancer of the oesophagus which required an operation. At that time the survival rate for

this disease was 10% but she faced it with typical courage and still carried on her life. Shortly before she was due to be admitted to hospital she attended a seminar on the newly published second edition of the *Anglo American Cataloguing Rules*, and John Simkin recalls that the evening before admission to hospital she chaired a meeting of the Australian Society of Indexers with her usual composure and efficiency.

Jean frequently went to concerts by the Melbourne Symphony Orchestra and was a subscriber to Opera Australia. However, in the last few years of her life she found it difficult to attend because she did not like to drive any great distance, especially at night. She was particularly fond of Richard Strauss's great masterpiece *Der Rosenkavalier* – she used to say that she felt her spine tingle whenever she heard the waltz from that opera. There was a production in Melbourne six years ago and she lamented that she found it too difficult to go, until it was suggested that she book herself into the Sheraton on Southbank (now the Langham Hotel) which she did, and dined out on the story for quite a while, as she did also on her experience of two cruises on the QE2 – even at the age of 80 she was still one of the younger and more able passengers, if not one of the most wealthy.

Jean died on 16th July after a short illness following a stroke, and in the end death came as a friend. She leaves a large footprint as a librarian, a professional educator, an indexer and as a human being. She was a thorough professional, a great mentor and was highly respected. We will all miss her.

Michael J Ramsden, FLAA
Former Head, Department of Librarianship
and Dean of the Faculty of Humanities and Social Sciences, RMIT

Elinor Archer (left), CSIRO Librarian with Jean Hagger (right), taken at the opening of the La Trobe Library in September 1965

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Guest editorial

To be Web 2.0, or not to be Web 2.0: is that the question?

Blogs, wikis, social networking, folksonomies, podcasts – the list of Web 2.0 applications and guises seems to grow ever longer and at an increasingly rapid pace. Since its definition by Tim O'Reilly and others in 2004, libraries have embraced the opportunities and the potential for enhancing access to collections and services through collaboration and participation with clients. The popularity of the *Beyond the Hype: Web 2.0* symposium held at Queensland University of Technology in February 2008 and various 'unconferences' held around the country in the past twelve months plus the growing local take-up of the *23 things* program (developed by the Public Library of Charlotte & Mecklenburg County in North Carolina, US) throughout Australian public, TAFE and other libraries demonstrate a strong interest by librarians in learning more about the diverse range of aspects to Web 2.0. This interest provided the inspiration for this issue of *ALJ*.

Christine Mackenzie (2007), Manager of the Yarra Plenty Public Library Service, suggests that Web 2.0 has forever changed the 'library brand'. Libraries are no longer about books or even information. Instead, libraries are about 'facilitating people to participate, interact and create, to provide the means for that to happen'. Mackenzie suggests that this facilitation could 'range from providing demand driven collections to providing the facilities for bands to cut their own CDs and then promote them'. Similarly, US LIS educator, Michael Stephens (2007), notes that Web 2.0 is breaking down the barriers – 'barriers librarians have placed on service, barriers of place and time, and barriers inherent in what we do'.

In preparing this issue, we sought papers that reflected both the diversity of Web 2.0 applications and the innovative ways our colleagues are working with these new opportunities. The selected papers present five perspectives of how individuals and organisations are exploring the challenges of Web 2.0 technologies.

Alex Byrne opens the discussion by likening these challenges to a sea change that is moving librarians away from traditional static text-oriented models to the distributed fluid environment of Web 2.0. He suggests that libraries no longer

exist 'just in case' or to provide 'just in time' services but are transforming to balance the traditional responsibilities of content management and storage with facilitating digital preservation and dynamic collaboration. As with the experiences among the libraries of the Australian Technology Network (www.latn.edu.au), many libraries are still in the early adoption stage for these technologies, experimenting with social networking and collaborative tools for internal use but struggling to identify how to provide these tools, services and products to clients. The perpetual beta nature of many of these technologies makes it difficult to determine when is the right time to take the plunge and adopt the latest new thing. Kathryn Greenhill describes her experience within the context of Second Life, advocating experimentation by librarians but discouraging the delivery of client services in this evolving but still unstable platform. She also highlights the investment of time, energy and money needed to sustain a consistent presence in this virtual world, a cost-benefit which libraries need to evaluate carefully.

The Arlis/ANZ initiative reported by Kelly McKeon and Ellen Thompson demonstrates the application of Web 2.0 technologies as both the means to and the end goal of a website redevelopment project. Arlis/ANZ have embraced the intent of Web 2.0 to present the Internet as platform rather than the static pages of old. The benefits of the student-organisation collaboration also demonstrate the steep learning curve that all participants in the project faced in designing a useful, content-rich site. Nicky Hayward-Wright's anatomy of the development and maintenance of a blog provides some clear guidelines of how to keep a blog healthy. She presents a comprehensive analysis of how the blog evolved, content selection, evaluation of use and some honest lessons learned. Her strong focus on creating a user-focused and authoritative current awareness service demonstrates the coming together of traditional librarianship skills in marketing, resource selection and management and evidence based practice with new skills in Web 2.0 technologies. Michelle McLean's report on her study tour to examine virtual services provided by American public libraries offers an insight into the Web 2.0 experiments and innovations being explored by our northern hemisphere colleagues. However this paper also serves as a reminder that despite the reach of Internet applications, there is still no substitute for visiting and learning from other libraries in person.

While this is the first issue of *ALJ* dedicated to Web 2.0, we do not anticipate that it will be the end of the discussions and we look forward to reading more reports and debate about the use (and abuse) of Web 2.0 technologies in coming issues as more projects and research are undertaken. For example, from September 2008 Helen Partridge will be undertaking a 12 month project

funded by the Australian Learning and Teaching Council Associate Fellowship scheme. The project will develop *Guiding Principles for Library and Information Science Education 2.0*. The outcomes of this project will be of interest to anyone concerned about the future skill sets needed by library and information science professionals. For further information please contact Helen at h.partridge@qut.edu.au

The questions raised by Web 2.0 are not new to libraries and information centres. They are the same questions which have driven change in libraries over decades; they continue to challenge us to consider how we can best meet our clients' needs through relevant and timely service delivery.

References

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August 2008

Web 2.0 strategy in libraries and information services

Dr Alex Byrne

Web 2.0 challenges libraries to change from their predominantly centralised service models with integrated library management systems at the hub. Implementation of Web 2.0 technologies and the accompanying attitudinal shifts will demand reconceptualisation of the nature of library and information service around a dynamic, ever changing, networked, information access paradigm. To fulfil that promise, our workforce must become more flexible, applying sophisticated and continually refreshed information technology skills to a service model in which libraries become less static and more responsive to evolving client expectations and needs.

'Asps. Very dangerous. You go first.'

So Indiana Jones was advised by Sallah in the first movie of the series as he was about to be lowered into a vault full of writhing snakes (*Raiders of the Lost Ark* 1981). And so is the response of many library and information professionals and their organisations when radical change is suggested. The long continuities in library and information service value service to clients (at least those currently using the proffered services), maintaining the record and ensuring bibliographic control. But those important commitments can also inhibit readiness to innovate or accept change. Although it is true to say that our organisations and activities continue to change, many of us frequently find it difficult not only to accept major change but even to recognise its approach.

Web 2.0 is one of those times when we confront a sea change. The ready adoption of IT applications in libraries – from the use of MARC through the PC revolution to the Internet – has been a remarkable story through which libraries have evolved into instruments of the information society. But its impact has been constrained by the continuation of attitudes reflecting the former,

print oriented, library models. Those attitudes reflect a predominantly centralised service model in which we have the content (locally held or remotely linked) that our clients may access through a server-based architecture. Even when we have adopted client-server or other distributed IT infrastructures, we have continued to employ essentially star topologies, with integrated library management systems at their hubs, a centralised paradigm which has shaped our services and our thinking about them.

Web 2.0 changes all that. Its spirit moves us to a truly distributed architecture in which the Net becomes the platform (O'Reilly 2005). It takes us beyond linking to remote information resources, licensed or freely available, and into providing digital and haptic environments which enable our clients to obtain information, whether locally held or remotely accessed, in a facilitated and supported fashion. It turns us, as librarians, into navigators of a shifting universe of information, a less constant but perhaps more rewarding and valuable role than that of curator (without at all diminishing the importance of curation). Like Indiana Jones rushing through his adventures, our navigators of the information society must apply considerable skill and a deal of sang-froid to their work which will, likewise, enable others to follow. And, again like Jones, the journey into this changing Web 2.0 enabled mode of operation poses considerable challenges, some of which can be threatening and include encountering different mores and the accompanying operational and legal conundrums.

Web 2.0 thus takes us and our libraries and information services into an environment where it is not sufficient to place books and journals on shelves or subscribe to e-resources 'just in case' of need, nor to have document delivery or other 'just in time' services poised to meet unanticipated demands. It renders our services less pre-structured and more navigational, designed to enable exploration of a largely unknown informational universe rather than a known, 'controlled' collection.

Web 2.0 adoption in university libraries

Reaching towards this metaphor, the university librarians of the Libraries of the Australian Technology Network of universities (LATN – www.latn.edu.au), decided in mid 2007 to examine their engagement with Web 2.0. The six university library members (Auckland University of Technology, Curtin University of Technology, Queensland University of Technology, RMIT University, University of South Australia and University of Technology, Sydney) were surveyed on the status of their exploration and implementation of Web 2.0 technologies.

The survey, which was formulated by Ainslie Dewe at Auckland UT asked about the elements of a vision for supporting Web 2.0 services at the University of Edinburgh (Adie 2007) that comprised:

1. **Centrally supported wiki services:** What is your institution doing to support an environment where users can request the creation of a wiki for which control is devolved to them?

2. **Blogging service:** What blogs are available through your library to support learning and teaching?

3. **Guidelines and policies for use of Web 2.0 services:** What do you have in place to guide Library staff and students in the use of any Web 2.0 services you host?

4. **Internal collaborative tools:** What web tools are you using within the library to facilitate collaboration between staff?

5. **Information and support on Web 2.0:** How are you promoting, developing awareness and understanding about the nature, benefits and opportunities of Web 2.0?

6. **Communities of practitioners:** How are you using discussion forum services and other methods to foster interaction amongst client groups and staff?

7. **Facilitate and promote web feeds:** What are you doing to support and promote feed reader software (RSS)?

8. **Maintain a Web 2.0 technology watch:** What are you doing to maintain active engagement with environments such as MySpace and Facebook to note and disseminate innovative uses in academia?

The results indicated that LATN members were at an early stage of the adoption cycle. There was some use of university provided wiki services including functionality in learning management systems such as Blackboard and some consideration of externally provided services. Blogging was employed to a limited extent for internal communication within some of the libraries with one using a blog to provide a public 'news & events' service while most operated some RSS feeds which were primarily of a 'news' nature. To a degree, blogs and wikis were employed to share information and promote collaboration internally, especially for projects, part-time staff, information literacy and staff development. One was using Microsoft Sharepoint to share documents. Some were using podcasts to deliver information or services and there had been some consideration of tagging and investigation of platforms such as Encore and Primo. The initiatives were mostly limited to the libraries but a few were open to other parts of their universities and there was some interaction with students.

All were maintaining a watching brief and encouraging enthusiasts. A range of activities to support investigation and use of Web 2.0 technologies were being provided for library staff. They included presentations, discussions, sharing information via blogs/wikis/intranets and one had conducted a '23 Things' style course. Several were beginning to form working groups but no communities of practice had been formally recognised within the libraries although in some they were beginning to emerge. Some information sessions had been provided for university students and staff.

The question about guidelines and policies for use of Web 2.0 services provoked some bemusement since no specific guidelines and policies have been adopted and the libraries felt that they could rely on existing university web and IT usage policies, augmenting them if necessary.

Presentation of these findings at a September 2008 meeting of the Council of Australian University Librarians indicated that they were broadly representative of the state of Web 2.0 adoption across Australian and New Zealand university libraries (Byrne 2007). Some other libraries had taken particular initiatives, such as supporting a '23 Things' style course, but most were at the same watching brief stage. Comments from participants in master classes on Web 2.0 strategy conducted for staff from a variety of public, academic, school and special libraries and government and private information services in Australia and New Zealand through the second half of 2007 and first half of 2008 also confirmed the overall picture. By 2008, however, it became evident that understanding of Web 2.0 technologies and their library applications was growing and more experimentation with them became evident. Examples include Murdoch University Library's exploration of Second Life (Greenhill 2008) and other initiatives discussed at the 2008 VALA Conference in Melbourne. Participants in the master classes reported that they knew about the technologies but were feeling challenged to develop a strategy and secure the resources to enable implementation.

Making the COW moo

Determined to move beyond the watching brief stage, the LATN university librarians decided to work together to advance understanding and use of Web 2.0 technologies. A strategic collaborative approach across the six university libraries was taken in order to develop familiarity and confidence with Web 2.0 while building on and strengthening existing collaboration. Two tactics were adopted: the creation of a collaborative online workspace and the initiation of a shared learning program.

The Collaborative Online Workspace – popularly known as the 'COW' and featuring a friendly mooing cow – replaced the long-standing but passive and seldom updated LATN website. Conceptualised as a vehicle for experiential learning through use of the Web 2.0 technologies, the COW 'provides an online space where staff from LATN Libraries can work together on projects, share information and play in the Library 2.0 environment' (http://www.latn.edu.au/). It was constructed by consultants under the direction of Gabrielle Gardiner at UTS using the Drupal open source content management platform (http://drupal.org/) and offers a range of services commonly encountered on websites including access to meeting minutes and agendas, current projects, publications, surveys, news, professional development activities and a calendar.

At the COW's heart is the notion of 'communities'. They are the communities of practice which advance LATN's current strategic agenda across copyright, learning spaces, Library 2.0, quality and planning, scholarly communication, teaching and learning, and workforce planning. The communities provide online spaces where members of the LATN university libraries can work together, share information and gain access to Web 2.0 tools and resources in ways that will assist their everyday work commitments. The work of, for example, planning the annual LATN Teaching and Learning Forum is now carried out via the COW which enables those involved to learn about some of the Web 2.0 technologies through using them to do things they were going to do anyway and, in the process, builds a knowledge base which future forum planners will be able to access.

Library staff members are encouraged to participate in the communities, both when actively involved in the various projects and programs and when seeking information or merely interested. One of the LATN university libraries takes responsibility for each of the communities and each community has a moderator from each of the six university libraries. Despite the label 'moderator', their primary responsibilities are to add content and encourage use of the community but they might need to intervene in the unlikely event of a 'flame' or inappropriate content. The communities offer a range of Web 2.0 technologies, such as blogs/forums and books/wikis.

Thus use of the COW achieves three goals. It fosters collaboration among the staff of six university libraries dispersed from Perth to Adelaide to the east coast of Australia and across the Tasman to New Zealand. It provides a range of tools to record the collaborative work so as to inform future projects. And it gives the participants opportunities to share experience in using Web 2.0 technologies in real applications which will, it is hoped, assist the identification of viable uses for them in developing the libraries' services – and of course any pitfalls or areas for caution.

Motivating and equipping staff to engage with Web 2.0

But the tools are necessarily limited to those which are supported by Drupal and relevant to the priorities pursued by the communities. The many other technologies which come under the Web 2.0 rubric and which might have library applications – including Second Life, mashups and tagging – would not be used via the COW. It was clear that another tactic would be necessary to enable staff to familiarise themselves with some of these technologies and their potential. In addition, the LATN survey and other consultations showed that there was a number of enthusiasts but that most staff were uninformed and, in most cases, uninterested and perhaps somewhat threatened by the Web 2.0 technologies. If they were to join the Web 2.0 adventure, even after the 'asps' had been subdued, it would be necessary to provide a way to explore Web 2.0.

As elsewhere, adaptation of the '23 Things' provided that vehicle. Developed by Helen Blowers at the Public Library of Charlotte & Mecklenburg County (http://plcmcl2-about.blogspot.com/) in North Carolina, US, the '23 Things' is a familiarisation program which offers a pathway through a range of Web 2.0 applications for libraries and information services. It was introduced into Australia by Yarra Plenty Regional Library in Melbourne and has been adopted and adapted by many library organisations as far apart as the California School Library Association and the State Library of Tasmania. Most have used it for staff development but some, such as the Community College East Gippsland and East Gippsland Shire Library (2007), have employed it in community building. The program uses a tutorial format each week beginning with a brief explanation of a new Web 2.0 topic which is followed by discovery exercises and then a 'Thing', an activity, to complete. Although it can be completed by individuals, it is best undertaken by cohorts who share their experiences and keep each other motivated to complete the program even when distracted by work or personal commitments. The LATN version, 'Learning 2.0', was developed by Fiona Bradley and implemented by Belinda Tiffen at UTS. Following an initial round at UTS, the second round will be open to staff across the six LATN libraries with a lucky draw to encourage completion. Besides the familiarisation with Web 2.0, it is hoped that this will build relationships and encourage collaboration despite the enormous distances between the libraries.

Learning 2.0 provides a means to help staff members learn about the technologies and their library applications. The cohort based approach starts to build communities of practice in which members can share learning and ideas. It complements the LATN COW which enables some staff members to

learn 'through doing' by using Web 2.0 technologies to conduct collaborative projects and programs, such as offshore information literacy provision, and to build shared knowledge about such issues as copyright. Both engender understanding, some skill and a degree of enthusiasm to apply the technologies to improve services or go further in repositioning the library.

The skills build on the traditional foci of library service: discovery, description, assistance. But they are applied in a new context in which user generated content (tags, blogs, wikis, etc) is valued, the library's infrastructural focus moves to the integration of disparate resources and services ('Web becomes the platform') and a more fluid approach characterises service delivery ('perpetual beta') (O'Reilly 2005). The fluidity and incompleteness of this emerging Library 2.0 model challenges library staff members' preconceptions about the value of constancy, completeness and control, in the bibliographic but also other senses. It demands staff whose focus shifts wholly to information access rather than emphasising the procedures which are designed to facilitate information access such as acquisition, cataloguing and lending. The attitudinal shifts inherent in this Web 2.0 project are transformative and go well beyond the application of the technologies. In regard to metadata, for example, pre-coordinated descriptive practices must be put aside in favour of description 'on the fly' in which the system gathers user input, provides a measure of consistency but relies principally on post-coordination within the discovery processes to enhance search engine precision.

As we plan for the future of our workforce in a high skill, high cost, low supply employment environment, the changed needs highlighted by Web 2.0 demand new strategies for recruitment and training. More than ever, we need well educated, communicative and flexible staff. No longer can we harbour those who would prefer continuing employment in quiet havens. While continuing to fulfil our core commitments to serving clients, maintaining the record and ensuring bibliographic control, we need staff members who can recognise and respond to the dynamism of the new service models and operate successfully amid the impermanence of the new tools.

Finding the ark: Web 2.0 implementation strategy

In this transformative project, the constants of achieving change remain: applications of Web 2.0 technologies to a library's services need to be investigated, assessed, planned and implemented in accordance with a well considered strategic direction and via an appropriate project methodology.

Thus, building a strategic and tactical plan to drive change requires us to consider fundamental questions including:

- Who are the users? What are their information interests and needs? What are their styles of working or learning?

- Who isn't using the services (but should be)? What are their information interests and needs? What are their styles of working or learning?

- What information does the library or information service offer? How does the service add value to it?

- What other information is used in the organisation? How could the library or information service add value to its provision?

- What information does the organisation generate? How could the library or information service add value to its provision within the organisation or to outside users?

- Are there opportunities for quick hits? User generated content? Tagging? Wikis? Blogs? Uploaded content e.g. photos? Reusing existing content – tagging, mashups?

- Are there opportunities to offer new services?

- What are the longer term plans?

- Would it be useful to use vendor supplied platforms such as Encore (from Innovative Interfaces Inc) or Primo (from Ex Libris)?

- What resources are available to pursue the project – staff, skills, infrastructure?

- Whose support needs to be secured?

- Who might assist – internal or external partners?

- How could the strategy be promoted?

These are not new questions. They are basic to achieving change but they gather additional force when engaged in a transformative project such as Web 2.0 implementation because it challenges many of the internalised assumptions and practices of libraries and information services and the professionals who make them work. The use of Web 2.0 technologies offers a powerful route to repositioning the library's services in a more responsive, user centred mode. While the specific software will come and go, the new conceptualisation of library services will remain. The challenge is to reconceptualise the services, not just to implement MySpace, Facebook or whichever application may be popular at the moment.

Avoiding the asps: legal and ethical challenges

In addition to the strategic and tactical challenges touched upon above, the implementation of Web 2.0 technologies – and the transformation of libraries and information services which that may entail – exposes the services and their parent organisations to a broader range of legal and ethical challenges than they have faced in the past. These are the snakes in the Web 2.0 vault which we are entering: they must be subdued or managed if we or our organisations are not to be harmed by them.

A core issue lies in the area of user generated content, 'the wisdom of crowds' (Kroski 2006). Although extremely valuable in its capacity to share ideas and knowledge, to enable individual expression, and to enhance resources through tagging and commentary, user content can also include the provocative and the offensive. Libraries could be implicated previously in defamation and censorship actions but their exposure was limited because their role was essentially that of making available potentially contested materials. The shift from the so called 'hybrid library' model of being primarily a repository of and connection to previously published information resources to the fully networked Web 2.0 model repositions the library as a publisher of content. As 'publisher', the library or its parent organisation may then share liability for the infringing content with the creator. Further, it may become the primary target for legal action because of its visibility and capacity to be held liable both jurisdictionally and financially.

For librarians, the strongly internalised commitment to access to information can be challenged by such considerations because the defence of the library or information service against actions may require some degree of moderation, automatic filtering or the application of 'take down' provisions. Library staff members might also feel that the adoption of a publishing role takes libraries into the proper domains of others: they might prefer libraries to focus on their traditional roles of collecting and making available information rather than becoming active disseminators, 'publishers' in effect. Holding to that view would still demand that libraries seek to capture, preserve and make available dynamic Web content, as the National Library of Australia does with Pandora, but would leave the generation of the content to others. However, to do so would shut libraries and information services off from much contemporary expression and stop them from taking full advantage of the Web 2.0 technologies as, for example, an archive might do in enabling tagging to enrich records without compromising their integrity.

To take this further, while respecting user privacy, there is tremendous potential to provide advisory services based on the knowledge that 'other first

year mathematics students also used X' but this must be done judiciously. The 'wisdom of crowds' can also become the 'tyranny of the mob' where minority interests and opinions become crowded out by majority, perhaps 'mainstream', interests. Thus the specific interests of individuals – that are critically important in an academic library's learning and research context – can become marginalised under the weight of popular interest refracted through reverse intelligence recommending systems. In this respect, the 'wisdom of crowds' slogan conflicts with another Web 2.0 claim: that of better serving the 'long tail' of minority interests (Anderson 2004). For libraries, and especially academic libraries, the challenge is to use the potential of aggregated user data to improve precision while not sacrificing particularity.

Such considerations condition the profession's response to the new technologies. If we hold back from them, we risk becoming irrelevant or, at least, becoming unable to take advantage of the new technologies to provide better service to our clients. If we engage with them, then we must engage with the issues they raise which, as in all times of change, include both positives and negatives. A positive benefit may be an enhanced capacity to develop and support new professional or personal networks beyond the limitations of place and time including those relating to specialist or hobby interests or affinity relationships. Negative might include the need to manage such issues as unwitting exposure of personal information, or antisocial behaviour under cloak of anonymity, dangerous activities which could extend to predatory behaviours.

Managing these and other legal issues will demand new sensibilities and new skills. Organisations will need to ensure that their privacy policies, responding to Federal and State privacy legislation, are adequate in the new context. Take down provisions will need to be formulated with clear authorities to load and take down in accordance with online regulatory provisions but also in case of breach of copyright, defamation or other offensive content. An approved disclaimer, including perhaps notices about 'leaving site' and disclaiming 'third party' content, may help protect the library and its parent organisation. However, management of these issues must still conform to the profession's ethical stance on freedom of access to information and its corresponding support for freedom of expression.

The Web 2.0 adventure

While not as visibly dramatic as Indiana Jones' adventures at the movies, implementation of Web 2.0 technologies and the accompanying attitudinal shifts will have their thrills and spills. They will require us to reconceptualise

our services and the very nature of library and information service around a dynamic, ever changing, networked, information access paradigm. To fulfil its promise, our workforce must become more flexible, applying sophisticated and continually refreshed information technology skills to a service model in which access to information and preserving the record become paramount.

Our core professional values remain at the heart of this new focus for the profession but our libraries become less static and more responsive to evolving client expectations and needs. The understanding of 'collection' transforms into a focus on the needs of our clients so that we move beyond the institutionally focused 'just in case' or 'just in time' to a service model framed around supporting not only clients' access to both locally and distantly held *and* generated content but also capabilities to use and transform that content. 'Keeping the record' continues to be a core responsibility for libraries and information services, especially national libraries but, while still needing to ensure and manage storage, the emphasis shifts to shaping the formats and descriptive practices which will enable selective preservation of digital objects through dynamic systems.

Achievement of these aspirations demands not only reconsideration of the roles of our organisations but renewal of our profession through new approaches to its education and development. This is a great adventure through which libraries and information services will be transformed into new roles within this twenty-first century information society.

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Do we remove all the walls?
Second Life librarianship

Kathryn Greenhill

More than five hundred librarians have been experimenting with providing library services within Second Life, a Multi User Virtual Environment (MUVE) with over thirty thousand users online at any time. This paper outlines the advantages for librarians of experimenting in Second Life and the technical and managerial decisions librarians should make when considering setting up a library presence in a MUVE. There is an account of the evolution of the Australian Libraries Building within Second Life and a description of some of the scripted library objects created there. The conclusion describes how Second Life librarianship has evolved as librarians become more familiar with the interface.

Librarians are experts at managing information within the physical spaces of buildings. We've been doing it for hundreds of years. We have organised information online for more than thirty years, so we are skilled at this. Librarianship in a multi user virtual environment (MUVE) melds these skills in new ways.

The MUVE interface

MUVEs have been described by Thomas Funkhouser (1995) as:

> Multi-user virtual environment applications incorporate computer graphics, sound simulation, and networks to simulate the experience of real-time interaction between multiple users in a shared three-dimensional virtual world. Each user runs an interactive interface program on a "client" computer connected to a wide-area network. The interface program simulates the experience of immersion in a virtual environment by rendering images/sounds/etc. of the environment as

perceived from the user's simulated viewpoint. Each user is represented in the shared virtual environment by an entity rendered on every other user's computer. Multi-user interaction is supported by matching user actions to entity updates (e.g., motion/sound generation) in the shared virtual environment.

In other words, a MUVE is a game-like online environment accessed by many users simultaneously, where they can interact with other people, objects and their environment within a virtual world.

Second Life owner Linden Lab (http://lindenlab.com/about) describes it as a '3D online digital world imagined and created by its residents' (Second Life 2007a). It is not a game, although it uses an interface similar to PC gaming. Users create three dimensional cartoon representations of themselves called avatars, can carry things in an inventory and interact with their environment. There are, however, no rules, objectives, gameplays, points or levels. The environment is totally designed, built and scripted by the users – who retain copyright in their creations.

Second Life is accessed by client software that users download free from Secondlife.com. The system requirements are broadband access, plus a fast processor and a high-end graphics card (Second Life 2007b). There is no charge for a basic account to use the environment or to create and script objects.

Library experiments in Second Life are laying the foundations for using MUVEs for librarianship. Second Life is not yet a mature, stable system. While I think we should definitely be experimenting and learning the information architecture of Second Life, I do not think we should be trying to serve our client base there. Only 1.48 per cent of Second Life avatars are Australian (Cremorne 2007), which works out to about 5000 people. Only people over 18 years old are allowed to use Second Life under Linden Lab's Terms of Service. In December 2007, the maximum number of users online at the same time showed a very small drop for the first time (Linden 2008). This figure, of around 65,000 concurrent users, is still very large. Compared to sophisticated computer games, the Second Life interface is rather basic. Compared to our flat library web pages, it is an incredibly engaging and immersive way to provide library services online.

Understanding what is possible in Second Life makes it easier to understand how librarians can use a MUVE to experiment with library services. There are three elements: avatars, objects and the environment.

Avatars can interact with other avatars, objects and their environment. By typing into a chat box, avatars can communicate with any avatars within

20 virtual metres. They can also use Instant Messaging to communicate with any other avatars online at the same time. In August 2007, voice chat became widely available, so users can use headphones and microphones to speak to other avatars. Avatars move through the world by walking, flying and teleporting. They can also be animated to dance, laugh, drive a car or make any other movement.

Objects can be uploaded, built, scripted, sold or animated. You may want to create a teapot, for example, and could do so from basic shapes using the building tools within Second Life. You could also use an external graphics program, like Lightwave 3D, to create the teapot and upload the result. You could add a script to the teapot so that it pours tea when touched, or so that it forces the user's web browser (external to Second Life) to the 'Wonderful World of Teapots' website. You could script it to give the user an object, like a teaspoon or a text-based 'notecard' describing how to make tea. You could use currency, Linden dollars, to purchase teacups, or if another avatar liked your teapot you could give or sell it to them.

Within the **environment** of Second Life, users can create landscapes and buildings. These landscapes are on islands – virtual parcels of land representing an area of 256m x 256m - each rendered by a single server. An island costs a non-profit organisation like a library around USD840 with USD245 per month maintenance fee (Second Life 2007c).

In some ways, the basic environment of Second Life deliberately replicates real life. It has sky and landscape, plus gravity, light, a setting sun and rising moon, buildings, cities, oceans and a world map. These basic building blocks are used to create places that are very different from the real world.

Multi-media can be streamed into Second Life, so videos of speakers and their presentation slides can be shown on a screen during a real world conference. The environment can interact with third party sites, so users can, for example, draw on an online whiteboard on a website, and have the results shared live in Second Life. There is also a social environment, with searchable groups, profiles and contact lists.

Avatars, objects and the environment interact within a MUVE to create some very interesting prototypes for library services.

The evolution of the Australian Libraries Building in Second Life

Second Life started in 2003. There were early library services by January 2005. Alliance Library System, a consortium of around 260 libraries in Illinois in the

United States, started their Second Life Library 2.0 project in April 2006 in a small rented shopfront. By September 2007, this project had grown to over forty affiliated islands in the 'Information Archipelago'. Library activities centre on Info Island, which receives over 6000 visitors a day. The Australian Libraries Building is a two-storey granite building, surrounded by eucalyptus trees, on Cybrary City, one of the islands in the Information Archipelago. It is at coordinates 211, 70, 24.

Australian Libraries Building in Second Life, Cybrary City 211, 70, 24

In November 2006, Cybrary City was donated to Alliance Library System (ALS) by Talis, an information management company (Miller 2006). In return for two hours of library volunteer work in Second Life, libraries get a small plot of land and a building free of charge.

After Cybrary City was created, I arranged with Lori Bell from ALS for a guided tour of Second Life libraries as an end of year party for readers and contributors to the Australian library blog, librariesinteract.info (also known as LINT). On November 14th, while we were discussing the tour, Lori offered me a building for Australian libraries to use. Too surprised to think about it, I accepted.

I posted about the Australian Libraries Building on LINT, asking whether other Australian librarians wanted to help with it (Greenhill 2006). After two months, we had 14 Australians listed on the 'Australian SL Library Avatars' page of the

virtual.librariesinteract.info blog (VLINT). A small group met a couple of times in Second Life and set up some basic furniture, including a dance machine, for the end of year party to be held a month later.

Between November 2006 and February 2007, there were five Australian library staff actively using the environment and working on the Australian Libraries Building: Kathryn Greenhill, Constance Wiebrands and Alethea Raspa from Perth, Teresa Bennett from Kalgoorlie and John Chisholm from Alice Springs. As we explored Cybrary City, we met librarians from around the world. Most of them also had buildings in Cybrary City and were new to the environment, so we exchanged plans and showed each other our latest discoveries. The collegial spirit extended to sharing information about our real life libraries.

We learned a lot about using the environment from the librarians of the State Library of Kansas next door. We made a Yellow Brick Road from Kansas library to the 'Oz' library, and were delighted when on the day of the LINT end of year party, the Kansas librarians presented us with a welcome banner, an Australian flag on a flagpole, plus a number of spinning cubes with Australian scenery in the background. Some librarians from the United States were even online in the early hours of their morning so they could attend our party. (CW 2006).

After the LINT end of year party, I added several 'proof of concept' library objects to the Australian Libraries Building, for a live demonstration during a public talk at the National Library of Australia in February 2007. I describe these typical Second Life library objects in the next section.

Since February 2007, the library has been occasionally used as a meeting place and still receives several visitors a week, but it is currently dormant. A project like this requires institutional support to publicise and maintain it. As Tom Peters (2007) observes:

> Unfortunately, in Second Life, if you build it, they may not necessarily come. It takes more than an attractive built space to generate usage by avatars. Events, exhibits, organized sets of resources and tools, immersive information and learning experiences, and other interactive activities are needed to energize each built [library] space.

Library Objects within the Australian Libraries Building

To make the library building interesting for avatars when no-one else was around, I collected or created many objects that show the potential for library service in Second Life. There was no cost for any object except the Australian

Farmer's Reading Room, which cost around AUD1.50. All objects, except the books, were scripted by me, with help from neighbours in Cybrary City.

Objects inside the Australian Libraries Building include:

Landmark giver

A floating waist-high cube, with a different Australian scene on each face, rotates slowly in a fixed spot on the front verandah of the building. Hovering above is text saying 'Return to Oz. Touch for a landmark'. When clicked, this adds to the avatar's inventory a link that allows them to teleport back to the building when they want to – a bit like a library contact brochure.

Library buzzer

A green ball hovers over a similar cube on the other side of the verandah. It indicates when my avatar, Emerald Dumont, is online and allows other avatars to record a short message that is then delivered to me. This can serve a similar purpose to an answering machine or chat reference in a real library.

Libraries Australia bookshelf

A bookshelf inside the front door has a vase with 'Click to find books in Australian libraries' text hovering above it. When clicked, it directs the users' web browser to the Libraries Australia website.

Bloggy penguins

Many libraries on Cybrary City replicate a real library by using small PCs on their desks. In Second Life, any object may be used to embed links, so I whimsically placed two penguins on a curved oak counter instead of PCs. When clicked, one goes to the LINT blog and the other goes to the VLINT blog

Door counter

Just inside the front door is a small object that looks just like a real-life door counter. When its owner types a command into the chat box, it lists the total number and the names of all avatars that have entered the building.

Books

People who enter the library expect books, so there are two books on a small coffee table. These were obtained from the Caledon Branch Library,

which replicates a 19th Century English Library. When '*Sense and Sensibility*' is clicked, it gives the avatar a text based notecard with an abridged text version of the book, plus a link to a full text electronic version external to Second Life.

The '*Complete works of HP Lovecraft*' book is a bit more sophisticated. When users click on it, an open book hovers in the air above the original book. As the user clicks on arrows at the top of the book, a different work is offered. When the desired work is found, the user clicks on the body of the book and is given a notecard containing the complete text. The hovering book can be closed and put back into the original book by clicking on the top right, just like a web page.

Slide viewer

Toward the back of the library is a clear rectangular panel as tall as an avatar. It contains slide images which can be changed by clicking on forward and back arrows at the bottom of the panel. There are several stereotypical Australian scenes mixed with a couple of slides that I have used in real life presentations about the library.

Library 2.0 monolith

Dave Pattern from the University of Huddersfield lent us a copy of his 'Library 2.0 Ideas Generator' (Pattern 2006). Avatars click on a large black rectangle and it interacts with a database maintained by Pattern. This randomly combines Library 2.0 buzzwords to produce an idea like 'Podcast your Library Director with comfy chairs and coffee' or 'Gaze lovingly at your library 0.5 colleagues and then turn your library into a funky roller disco'.

Australian Farmer's Reading Room

Alethea Raspa, a librarian working on the Australian Libraries Building, is a real-life agricultural librarian. Having been told that farmers apparently 'only read when they sit down', she jokingly suggested that a farm dunny linked to some useful library resources might be appropriate.

When I was looking for other Australian-based objects, I found one to fit the bill – complete with rusty corrugated iron. It is now located inside the Australian Libraries Building. A user clicking on it is offered a notecard listing twelve Australian agricultural sites and shown a menu that links to these sites.
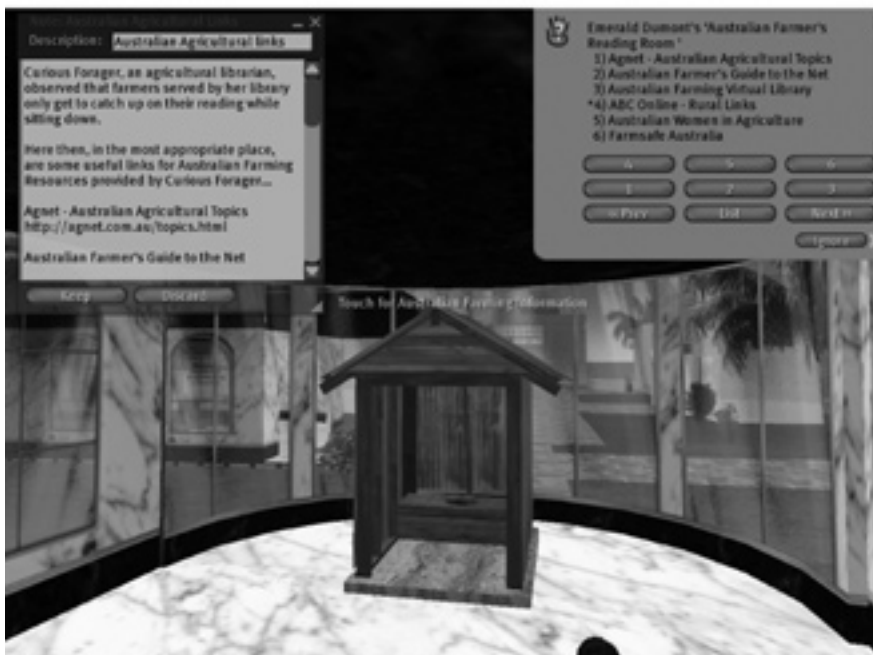
Australian Farmer's Reading room (after user clicks on it)

Meeting Room upstairs

The top floor of the library contains a huge Australian flag on the floor, along with a table with one chair, which automatically creates an extra chair every time an avatar sits down. This is designed as a meeting room for any Australians who would like to use it.

Due to lack of staffing, the Australian Libraries Building wasn't able to host events, outreach and classes that are part of some library services on the Information Archipelago, and the objects are not as sophisticated as some of those in other libraries. For an outline of these, see Tom Peter's report into the first year of operation of the Alliance Second Life Library 2.0 project. (Peters 2007).

Advantages of Second Life experimentation for librarians

There are great professional benefits for librarians who experiment with Second Life. There are limited benefits for our parent organisations and our users – at the moment. The same thing happened when librarians first authored web pages: the first stage was learning how to do it, the second stage was others accessing our output.

New interface

Exploring a MUVE is a chance to learn a new web interface. Web browsing in the future won't be identical to Second Life navigation, but it will probably have elements similar to the 3D, social, immersive environment of a MUVE. Learning now how to place objects, create environments, navigate and interact socially within the Second Life environment will make it much easier for librarians to understand future 3D web interfaces.

Understand users who game

Librarians can learn to relate to PCs as our gaming users do. Although Second Life - without rules, points, objectives and strategies - is not a game, it has many elements of gaming. You control a 3D representation of yourself that has an inventory and interacts with the environment and other people. Gaming can be used for recreation, leisure and, increasingly, to provide information. With PricewaterhouseCoopers estimating that the worldwide video game market will increase from $31.6 billion in 2006 to $48.9 billion in 2011 (*Global Entertainment and Media Outlook: 2007–2011* 2007), it is an alternate functional literacy that we should understand.

Fun and creative expression

Being in Second Life is fun and has great scope for creative expression. Several librarians have remarked to me in Second Life 'I'm having the most fun I've ever had in my professional life'. Librarians can build their ultimate library service. If they don't like something, they can instantly raze and rebuild it. Meetings can happen in exotic locations and librarians can endlessly modify and change their avatars.

Break down professional isolation

Second Life can help some librarians to combat isolation. Librarians who are geographically isolated, work in one-person libraries or have highly specialised positions can go days without contact with another similar librarian. In Second Life, they can meet other professionals every day.

Increase coding skills

Creating library services in Second Life is an engaging way to increase coding skills. There are people around to help and example scripts that librarians can modify, but ultimately working on a Second Life library can become a fun challenge that increments librarians' scripting skills, often without being aware of the learning process.

Become part of a collaborative learning community

Participating in Second Life allows librarians to join a collaborative learning community. Over 500 librarians are meeting in Second Life, communicating on the InfoIsland.org blog and posting to the AllianceSecondLife Google group. Projects such as the Genealogy Library, the Medical Library and Peace Park, which showcases major religions, involve many librarians working across countries and time zones

Network about real-life library topics

Second Life libraries have programs for librarians to network about general library topics, not just Second Life related projects. There are official programs about topics like MySpace, book discussion groups and author visits. Regular 'Library Buzz' sessions discuss topics like social networking sites, Twitter, Library 3.0, changes to the Medline database and higher education outreach.

Find expert professional support

In the Information Archipelago, it is easy to meet experts with useful real-life library skills. The reference desk is staffed 80 hours per week, forming a hub where people can meet to exchange ideas. The map navigation in Second Life, which shows other avatars as green dots, makes it easy to find other people on the islands within the Information Archipelago. I have discussed podcasting, single person libraries and library instruction with experts in these fields. One avatar asked me about the scholarly standing of a new Australian law journal, and I was able to do some research and provide an answer.

Free, accessible with a high population

Second Life is free, we can access it now. It has first mover advantage – the competitive edge gained by being the first in a new market or using a new technology. Second Life interface is primitive compared to current sophisticated gaming interfaces. There are more advanced online virtual worlds. Second Life does have critical mass and is where you'll find the most librarians experimenting.

Tom Peters points out in his report on the first year of operation of the Information Archipelago that, if Second Life were to crash irreparably tomorrow, or some other much better MUVE were to lure away all the residents

> …thus resulting in a tremendous loss of…countless person-hours spent building and designing in Second Life, most librarians…seem to agree that the experiential

and theoretical knowledge gained during this first collective exploration of virtual worlds would be a sufficiently valuable thing to take away to make the project a worthwhile effort. (Peters 2007)

Flexibility of thought

The tools of librarianship, like AACR and LCSH, were once standardised, and could be taught in library school. Our toolkit is now rapidly evolving to include blogs, wikis, multimedia and social software tools. These tools themselves are also evolving to become easier to use and able to perform more sophisticated functions. We need people with nimble, exercised minds who are able to adapt to a new environment. There are a hundred different ways to join people with information within Second Life. To successfully create the tools to do this, librarians need to decide what they need to know, work out how they are going to learn it and find the resources available - including other people. The ability to assess and assimilate new tools is a transferable, valuable skill that applies beyond the PC.

Considerations for libraries offering services in Second Life

Second Life has definite advantages for librarians, but this does not mean that all libraries should set up branches there. Like any potential new service, there are costs, equity issues, and demand from users that should be assessed. There are degrees of library involvement between staff never having heard of a MUVE at one extreme, to managing an island within Second Life on the other.

To develop a change-orientated, nimble workplace able to cope with the current rapid social redefinition of library content and library services, in my opinion, every library should have at least one staff member whose duties include staying aware of new web tools and interfaces like Second Life, and who is able to give input about potential services and new directions for the library. Each library's user base is different, so there needs to be someone on staff able to evaluate new tools and match them to the user base – and to be aware of tools like Second Life which with development may have future use.

It would be extremely useful for this person to have at least created an avatar and experimented with the Second Life interface. Even more useful would be collaboration on one of the library projects within the Information Archipelago like the Science Fiction Portal, the Medical Library on Healthinfo Island or on the reference desk. The learning and networking opportunities would enrich the library to which she belongs.

Some libraries, like Yarra Plenty in Melbourne and Murdoch University Library where I work, offer training sessions for their communities on creating an avatar. At Murdoch Library, our motivation is to provide exposure and access to Second Life to allow our academic community to assess online virtual worlds as teaching and learning tools.

It is possible to have a Second Life presence without setting up a branch. Parts of buildings or small plots of land are available free or for rent. An Australian library could, for example, use the upstairs meeting space in the Australian Libraries Building or build a display about their library on the lower floor.

Murdoch University Library leased a plot of land on Cybrary City II in March 2007. This is used for workshops open to the university community. Several objects around the plot help workshop participants learn to navigate the Second Life environment: for example, a dance floor, a radio that gave out Murdoch University T-shirts when touched, a starting pack of useful landmarks and objects, a library desk that gave out instructions for the workshop and a set of large granite steps that shows students the 'steps to research'.

Library bodies such as the Library and Archives of Canada, the Michigan Library Consortium and the State Library of Kansas have their own library buildings within Second Life. Michigan and Kansas have used these buildings as meeting places for real life staff in dispersed locations. They also have displays and information about the services their real life libraries offer. Given that part of a state library's function is to promote information about their state, the State Library of Kansas has been particularly successful, with access to maps, statistics and even a life sized tornado in the front yard.

The most time intensive step is owning and managing an entire island. Within the Information Archipelago, this approach has been taken by Stanford University Library, Info Island Denmark, Cleveland Public Library and the San Jose School of Information and Library Studies. San Jose uses the island to teach future librarians. The Danish island is a project of the Danish Library Agency, six municipalities and two other agencies. These are both examples of uses where a larger scale project makes sense.

There are a few considerations when deciding the degree to which (or whether) a library (as opposed to individual librarians) should be involved in Second Life. These are the types of questions I suggest asking:

1. Are my users likely to be in Second Life? Ever?
2. Are my library services ever likely to be delivered using a MUVE interface?
3. Does a significant proportion of my users spend time gaming on their PCs?

4. Do we have the money, time and staffing to run a virtual branch?

5. Is the brief of my parent organisation to be innovative or experimental or to conduct research?

6. Will there be significant marketing advantages from having a branch in Second Life?

7. Is the library able to offer access to Second Life for users from PCs within our building?

8. Is the library able to offer training for users to access Second Life?

9. Are any services planned in Second Life also available using another medium?

10. Are staff willing to accept that this is both an experimental and a production environment, and to accept that some things may not work, while simultaneously striving to create a professional environment?

Adaptation of library services in an immersive online environment

Over the last year of experimentation, there have been changes in how librarians work within Second Life. Buildings and services have evolved as librarians have become more skilled in extending the possibilities of the interface. In conclusion, I'm going to outline some changes I have observed within Second Life librarianship.

Evolution of built environment

I see two conflicting factors influencing the evolution of the built environment for library services in Second Life that require careful balancing. The first factor is the immersive nature of a MUVE. The second factor is the set of features that make an online virtual world different from real life.

The immersive nature of MUVEs is what makes them such an attractive, engaging and effective way of sharing information. The 'willing suspension of disbelief' (Coleridge, cited in Jackson 1985 p.314) – is required for people to feel that their avatar represents them. Representing users as people in a physical world gives a much richer emotional and social experience than representing them as a single headshot in an Instant Messaging interface, even though both are methods of online communication.

The second factor, the set of features that make an online world different from real life, is being further explored as the Second Life libraries mature. People from all over the world can meet, media can be streamed in, avatars can fly and

teleport. The interface allows combinations of landscapes and objects that would never happen in real life – penguins instead of PCs on a library desk, for example.

Initially, librarians tried to replicate a real-life library environment, complete with Carnegie style library buildings, reference desks, and links to collections represented by books and PCs. This is similar to the way libraries handled the first library OPACs: merely replicating the card catalogue. When we began moving outside this model – offering spelling suggestions and allowing users to rate items – it became a better tool. A similar evolution is happening with Second Life libraries.

In October 2006, when library service began in Second Life, buildings looked like libraries and objects were in roughly the right places. Except – something was wrong. Attempts to replicate real life actually jarred people out of the immersive experience. Stairs, which real life bodies can climb easily, were hard for avatars to navigate when built to real life scale. Corners and walls too close together were hard to navigate without bumping into them. Real-life scale doors were almost impossible to walk through – and most users didn't work out they needed to click on the door to open it anyhow, so just walked past the beautiful buildings with their useful resources.

Users who had discovered that flying was a fast, fun way to navigate the new world were frustrated because it was impossible to enter the building without landing on the ground and walking toward a small door. It was also hard to identify buildings from the air.

Some of the skills learned in the first year of the Second Life Library 2.0 project illustrate this evolution:

> … during Year One we quickly learned that reference and welcome centers should be located near teleportation stations. Organizations with buildings in SL quickly learned that having a sign or identifying logo or object located on the roof of the building helps flying avatars spot their destination. (Peters 2007)

When I experimented with removing all the walls in the Australian Libraries Building, it felt like a set of disconnected objects. I immediately put back most of the walls, but kept the front walls off to allow easy access by flying or walking avatars.

In April 2008, the built environment of Info Island looks very different from the original, formal buildings. The reference desk, once a small desk that was extremely difficult for an avatar to sit behind, is now a series of circular platforms. In January 2008, it was redesigned to separate the 'social' and 'informational' functions. It had become a gathering place and a lively social hub, so it became necessary to make a separate space for avatars to ask a

librarian reference questions. There is still a social space at the reference desk, but it is slightly separate from the space for asking questions.

The Second Life Library 2.0 Building, originally a palatial marble building, is now a series of open-air platforms with holes in the ceiling for avatars to fly through. Instead of being hidden behind walls, collections like 'serials', 'reader's advisory', 'romance' and 'poetry' are clearly visible from most positions near the building.

Reference desk on Info Island 1. July 2007.

The Readers' Garden, in the centre of Info Island, designed by avatars Alphonsus Peck and Princess Ivory, is an example of an evolved library that harmonises with the Second Life interface. At the same time, it maintains an immersive environment and the user's willing suspension of disbelief. It bills itself as 'literary events in a non-traditional setting'.

Some features of the Reader's Garden illustrate this balance. Three storeys above the plot is a large cube announcing 'The reader's garden: home of the book discussion circle. Visitors always welcome', intended for flying avatars. The outdoor environment resembles a gazebo in a formal garden with no walls for avatars to walk into. Around a large glass table are seats, but these don't look like chairs; instead, they are large books hovering about knee height.

In the original design of the Readers' Garden, there was a garden bed with a series of flower bushes in it, next to a wooden control panel that asked: 'Want to talk about a book? Click here to plant a book flower'. Avatars clicking on this could select a flowering bush, which was planted out in the garden bed. They then clicked on it, and were prompted for the title, author and description of the book they'd like to discuss. Subsequent visitors saw the flower and clicked on it to register their interest in discussing the book. The bush owner was emailed each time someone showed interest and then could arrange a discussion time when there were enough people. Unfortunately, the volunteers who designed the garden no longer have time to weed this garden bed.

Evolution of library services offered

As librarians have experimented with library services in Second Life, the focus has moved from collections of information resources to libraries as a social hub, places to meet and a location for events, exhibitions and training - in a similar way to the metamorphosis of our real life libraries in the last 20 years. This is reflected in the evolution of the Australian Libraries Building. While we worked together to set up the objects, there was a great amount of social interaction and avatars were constantly popping in and out of the building. Once the objects were set up, avatars who had previously been involved drifted off into other pursuits in Second Life or real life. This does not happen to all library projects within Second Life; where there is time and funding to continue projects with events and to develop services, library projects continue to thrive with a social hub of avatars around them.

As Tom Peters observed (2007)

> It is entirely possible that libraries in Second Life will be more about exhibits, events, and services than about collections, metadata, and archiving initiatives.

Conclusion

The game-like interface and capabilities of Multi User Virtual Environments are something that librarians should understand. The Information Archipelago in Second Life, including the Australian Libraries Building, is an excellent starting point for this understanding. The MUVE environment lets us hone our skills and create engaging, immersive environments to display our information. It offers a chance to network with professional colleagues from around the world, and at this experimental stage, to evaluate the benefits and costs of setting up a library branch in a MUVE.

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A Web 2.0 vision, Web 2.0 project management and real-world student learning in a website redevelopment project

Kelly McKeon and Ellen Thompson

The Arts Libraries Society of Australia and New Zealand (Arlis/ANZ) recently implemented a new web presence. More than just a website, it was envisaged as a web 'identity', a virtual clubhouse where the Society could conduct its 'virtual business' and where members could 'meet' and contribute to the activities of their Society, free from physical and technical barriers.

This paper concentrates on the initial stage in the project: the real-world learning collaboration with three student design teams; the Web 2.0 technologies and approach which enabled us to manage the project effectively; and how the project modeled the vision for the Web 2.0 look, feel and attitude of the final site.

The site is newly implemented, and is still in its infancy. Evaluation of the success of the Web 2.0 approach will be the focus of the next stages of the project. So while this paper does not provide an evaluation *per se*, we reflect upon the next phase of actively engaging members, and measuring the success of the site against our vision of an 'Arlis/ANZ 2.0'.

Who we are: The Arts Libraries Society of Australia and New Zealand (Arlis/ANZ)

The Arts Libraries Society of Australia and New Zealand (Arlis/ANZ) is an organisation for information professionals working with an arts specialisation. We have been around since 1975, promoting arts librarianship and working with other national and international organisations in the field. We currently have

around 150 members; some are institutional members while the majority are individuals. They include architecture, design, film, fine arts and performing arts librarians; visual resources professionals; artists, curators, educators, publishers, booksellers – essentially anyone with a professional interest in arts information management. We have a history of collaboration and knowledge-sharing within our community, and have represented the Arts Information Sector in State and National fora.

The Society is Australasian in coverage, and our members are widely distributed – from Auckland to Perth, Darwin to Hobart. Some state chapters are made up of only one or two people. Many members have never met colleagues outside their own states and this physical disconnection takes its toll on the Society's ability to manage itself effectively, and provide a meaningful service to its members. Geographic separation affects our ability to realise the goals of collaboration and knowledge sharing that we claim as our strength.

While we consider ourselves a 'dynamic' organisation, much of that dynamism happens in isolation within the Chapter groups, or at events which facilitate face-to-face contact such as the biennial conference. Online, we have been anything but dynamic. And this does not help us engage existing members in Society business, nor make the Society attractive to the next generation of potential members. We predict that our members of the future will want a stronger sense of activity and community from Arlis/ANZ if it is to be worth their time to engage with the Society. Web 2.0 technologies will help us respond to that desire (Beatty 2007, p. 2).

Arlis/ANZ 1.0

The first generation Arlis/ANZ website was very Web 1.0. Developed and launched in 2004, before the critical mass of Web 2.0, the original website did not provide the level of collaborative functionality now common in an everyday internet experience. The site focused on providing information, and recording and publicising some of the Society's activities. Amid the recent fast pace of change in online tools, the site that had been an achievement worth celebrating in 2004 no longer effectively represented the activity that was going on, and gave the impression of a still and inactive Society.

Arlis/ANZ did not own a domain name nor manage its own site hosting. A series of hosting arrangements managed by the parent institutions of members provided free and secure web space, but like the site itself, these hosting arrangements were also very static and did not allow for redevelopment or re-visioning. While the site's focus was merely to serve static information,

the limitations of the hosting arrangements were manageable. However, the Arlis/ANZ Web Team felt that these arrangements were limiting the Society's ability to respond to change in the online environment.

For instance, site maintenance was a lengthy and clumsy process, complicated by inflexible web-authoring mechanisms: the Arlis/ANZ Web Manager was in Sydney and had to email content changes through to the Web Editor who was in Brisbane, where there were only two computers configured to edit the Arlis/ANZ site. Management of the site was therefore technically restricted to simple content changes. This had been the history of the site since its inception, despite hosting changes. Updates in previous years had been sporadic and much content was out of date.

On another level, the 'locked-down' state of the site only served to isolate members from opportunities to communicate, collaborate and participate, virtually, in their Society's activities. The general feeling was that the site was quickly ageing and losing relevance to activities and members. In a perfect Web 2.0 world, the Arlis/ANZ website ought to have been enabling interaction between members, but as it was, this was technically impossible.

Because the Arlis/ANZ website couldn't provide the functionality, individual Arlis/ANZ members had begun to look elsewhere, so that much of the interesting activity was happening away from the Society's official web presence. Some members were experimenting with free tools such as wikis, collaborative documents, blogs and image sharing sites. Wikis were being used to collaborate on conference planning, to organise chapter meetings and quickly publish meeting minutes and to advertise events to the membership. Arlis/ANZ Executive members used Google Docs to collaboratively prepare formal documents such as policies and external correspondence and the Society's President began blogging to keep in touch with members, communicate Society activities and to promote the Society online in a more dynamic manner. Sometimes these extra-curricular activities were linked from the official site, but mostly not. This organic change in member behaviour provoked a rethink of the purpose and possibilities for the Society's website.

While using free, open source Web 2.0 tools was convenient and easy, the Arlis/ANZ Web Team felt that the official website should remain central to the Society's online activity.

In order to move our Society into what we now termed 'Arlis/ANZ 2.0' (McKeon, Rossitto and Thompson 2007) we needed a site that: enabled member participation; enhanced communication; supported flexible and collaborative web authoring; stood as a repository of Society knowledge

and collective memory; offered a consistent look and logic; eliminated multiple logins; did away with third-party advertising; reinvigorated our virtual presence and freed us from the need to comply with the IT governance mechanisms of our host institutions. The diffusion of our activity into other virtual spaces was fracturing our vision for a stronger sense of online community. We were convinced that we needed Web 2.0, but in our space, not scattered all over cyberspace.

This was the flashpoint, and the Society ratified a project to redevelop the website with a Web 2.0 vision.

Authentic learning

The three member Arlis/ANZ Web Team began the task of redeveloping the website in early 2007. We did not have the professional web design skills or the level of access to the hosting server to effect major, strategic change. While we could update website content, we knew we could not transform it. We needed professional, knowledgeable help if we were to achieve the 'utopia' (Lankes 2007, para 1) that was our vision of 'Arlis/ANZ 2.0'. After exploring several options, including professional design companies, freelance web designers and recent web design graduates, we decided to enter into a learning arrangement with the Creative Industries Faculty at QUT.

Working with students at QUT was appealing for several reasons:

- The students would work on our brief for no cost
- They would be professionally supervised by experienced lecturing staff
- They were in close proximity to two of the Arlis/ANZ Web Team Members
- The Arlis/ANZ website was at that time hosted by QUT.

The Communication Design Discipline of the Faculty was actively seeking authentic projects for students to work on in a number of units. We were happy with the opportunity to be part of a real-world learning experience, and felt that we had little to lose and everything to gain from the relationship. As we saw it, there was really only one risk: that the students might not come up with anything we could implement. If this were the case, the only real loss to Arlis/ANZ would be time. We felt that the advantages well outweighed the risks. The Arlis/ANZ Website Redevelopment Project became an authentic learning opportunity, and we became real-world clients with the possibility of a new student-created website on the horizon.

Three separate student teams chose to work on the project. Feedback from students and lecturers indicated that ours was an attractive assignment because

it was complex and large-scale and challenging - requiring an integrated solution. Not only had the students to solve a variety of technical and design problems to meet our brief, but the project management, communication and teamwork aspects of the process stretched their skills, and ours.

Throughout the project, both the Arlis/ANZ Web Team and the student teams used web-based tools to manage collaboration and communication, submit designs, give and gather feedback and test and deliver prototype sites. Central to the success of the project was using Web 2.0 tools and approaches in the management and documentation of the process. We lived our philosophy, using a Web 2.0 approach to design and implement a Web 2.0 solution.

Web 2.0 as process

The management of the project was complex, and there were some specific hurdles to overcome. For example:

- Workload: the Arlis/ANZ Web Team, as volunteers, were absorbing the workload on top of their existing work commitments
- Geographic location: one member was based in Sydney, two in Brisbane
- Timelines: the project was driven by the 'external' deadlines set by the unit assessment requirements
- Communication: there was an added requirement to regularly engage key Society stakeholders
- Documentation and reporting: formal decision making procedures and financial decision making needed to be managed at the National level.

The three student teams also had specific needs, such as:

- They required significant access to us, their client – both physically and virtually
- They needed to clarify their interpretation of our needs, submit prototype designs, get our feedback and engage us in usability testing
- They needed feedback and direction from us according to deadlines set by the unit requirements – we stood between them and their ability to meet assessment criteria.

It quickly became clear that for the project to remain manageable for all concerned, we needed efficient and simple mechanisms to manage communication and documentation. These mechanisms also needed to enable the Arlis/ANZ Web Manager to direct the project strategically from a distance.

In the Web 2.0 world, where activity is no longer tied to the desktop, this was all possible.

Several significant tasks were completed using a Web 2.0 approach.

Collaborative content creation

New authoring applications that run in a web browser, rather than on local software, streamlined our ability to collaborate on creating and managing project documentation. We used wikis and Google's collaborative web-based word processing application Google Docs to manage version control and enable each stakeholder to easily view or contribute to the current documents at any time. We used Google Docs to collaboratively write the vision for the new site, which was then released to the unit coordinator and made available to all of the students via QUT's learning management system, Blackboard. In response to this document, the student teams compiled and submitted a series of detailed questions, which we loaded into Google Docs, answered collaboratively and released back to them.

Collaborative documentation

The three student teams worked simultaneously. Each team had similar but not identical requirements of us as their 'clients'; they asked similar, but not identical questions, for which we had to keep track of our answers; they submitted unique design options, to which we responded with feedback and changes unique to each team; and they required follow-up actions from us which varied depending on the progress of their site prototypes. To manage this documentation we used a wiki. The wiki enabled the two Brisbane-based Arlis/ANZ members to organise the paraphernalia of each student team's submissions, including site-structure maps, user guides, graphics, logos and prototype sites, which was then easily accessible by the Sydney-based Web Manager. We could all 'see' the same thing, in real time, reducing the risk of information 'lost' in translation.

At various points in the project, the National Secretary, the National Treasurer, and the Arlis/ANZ Journal Editor were invited to participate. Their input to the design brief and their feedback on design proposals was crucial. Through the wiki, they were able to access the student team submissions as the project evolved and the designs matured, contributing feedback and details of functionality relevant to their roles in the Society. In this way the 'virtual' project management team could expand and contract as needed.

The student teams themselves used similar tools to manage their own internal process, often extending access to these tools and spaces to us, the client, as needed, for example: prototypes were loaded to third-party hosting servers, with access enabled for the Arlis/ANZ Web Team for testing purposes. Client and providers mirrored each other in their use of collaborative technologies, closing the loop of this particular example of Web 2.0-based project management.

Collaborative communication

Alongside the management of the project itself was a real need to involve the wider Arlis/ANZ membership in the process. The success of the 'Arlis/ANZ 2.0' vision is ultimately dependent upon membership engagement and participation; we could build it, but we needed our membership to come if the website was indeed to play a central and dynamic role in the Society's business. So, communication with the entire membership was critical, and a combination of blogging and an email list provided the means of dissemination. At certain milestones in the project, links to design options were posted to the President's Blog, hosted on a free blog tool. The blog link was also posted to the email list. Members from as far afield as Canberra, Perth and Darwin were able to comment back to the blog, providing feedback on specific design options.

Open source solutions and web-based access to content

All three student teams ultimately chose Drupal as the Content Management System (CMS). Drupal is open-source, customisable, scaleable and user-driven. A Drupal website allows site administrators to edit content and manage functionality and user access independently of specialised web-authoring software, from any web browser, from any locality.

All three teams built working prototypes of their website solutions, complete with a unique graphic skin, which the Arlis/ANZ Web Team tested for usability, look and feel, intuitiveness and for 'fit' against our original vision.

One student team, after building their prototype, used it to communicate with us, leaving instructions on the site which directed us to the specific functionality they wished us to test. They released increasing levels of access to us, controlling the testing phase and easing us into the experience of user-driven content creation possible with Drupal. We posted feedback and comments to the site itself – the action of experiencing the site and its functionality simultaneously becoming the action of project management and communication.

In this way the proposed web solution was also the communication channel between client and provider, embodying the vision for a Web 2.0 Arlis/ANZ site very effectively. It became a dynamic, interactive and collaborative space where the client's activity on the site was integral to its evolution. This was a rich experience of what a Web 2.0 approach could do for us: client and provider and solution were complicit in a truly collaborative design process, enabled by the very functionality we would go on to implement.

This student team was exceptional, and it was their solution we chose to implement. Throughout our website development process, we were modelling the type of collaboration, knowledge creation and functionality which we envisioned the redevelopment project would deliver for the new Arlis/ANZ website.

An open systems result

At the close of the project, the three student teams presented their solutions in a formal seminar, attended by their peers and the Brisbane-based Arlis/ANZ Web Team members. Arlis/ANZ was presented with three submissions (one from each student team) from which to choose. We were impressed with how the students interpreted who we were as a Society, and how we wanted to present ourselves to the world through our website.

Two of the prototype sites were extremely well structured. One in particular had successfully integrated all of the functionality we were seeking. It met our vision for a transformed Arlis/ANZ website which could then be the catalyst for a transformed Society.

The collaborative web authoring functionality of the new Drupal-based Arlis/ANZ website would make it easier for the Web Team to work together on the management and maintenance of the site, regardless of physical location and differing levels of technical expertise. Importantly, it would also make it easier for the voluntary web editing positions to rotate through changes of personnel and to work on the site from anywhere they chose. It also meant that Arlis/ANZ members could be granted varying levels of access to the site which would enable them to add content and contribute to the Society's online presence.

The site was implemented in late January 2008. It is now able to blend the traditional role of serving static information, whilst also incorporating collaborative and social networking functionality. In practical terms, this means that Arlis/ANZ will no longer need to hang freeware off the main site in order to take advantage of current Web 2.0 technologies. Collaborative, social, communicative, participatory technologies have been integrated into the site itself.

The functionality of the site supports discussion fora, collaborative wiki-like document creation tools, additional member interaction through profiles and login access, financial management tools, support for video and image uploading, blogging tools, multiple levels of user-defined access, and the ability to add and modify content independent of site hosting arrangements, web authoring software and specialist knowledge of code or programming languages.

What now?

At time of writing, the website is five months old. It is a vast improvement over the previous site, but there is still much work to be done before we can determine whether the vision has become a successful reality.

Two issues are most pressing: engaging members in using the site; and evaluating the success of the site against our original vision.

Engaging the membership

We are still in the post-implementation phase. The 'virtual clubhouse' has been built, but we are still furnishing it, and the bulk of our 150 plus membership is yet to register for the site, build their profile and use the functionality available. So, growth in participation and interaction with the site is our most pressing goal. We are yet to fully test the notion that *if you build it, they will come.*

We are mindful of Lankes' warning that functionality does not equal use. Interaction with the Society must contribute meaningfully to our members' professional lives for them to be willing to invest in participating (2007, para 5). This questions the Society's activities in a holistic way, not just those that centre on the web presence. However, putting this thought aside for the moment, if the new site is to fulfil its potential (and our original vision) we need to attract a critical mass of participating members. The value of a (Web 2.0) network grows in proportion to the number of its members who are online and adding value (Gammel 2006, p. 30). So, we need to get more members online.

During the next twelve months we will work on personalising the member experience, opening up opportunities for members to contribute to the processes of the Society, and support and build our growing online user community by aligning virtual interactions with existing face-to-face activities. For instance, it is important that we greet new online members of the site, and encourage them to build their profiles. While the site is still new, these personalised interactions invite members to contribute to developing the site with us and stand in for the self-generating activity which will happen more

naturally when our virtual members reach critical mass. Through creating and viewing profiles, members get the opportunity to showcase themselves to each other (Steggles 2007, p. 10) and get a stronger sense that they have joined a community (Bowman 2007, p. 9). While our site is not Facebook, it does provide most 'Directory 2.0' features that enable members to find each other (Steggles 2007, p. 10).

Evaluating success against the vision

At the same time as we work on growing participation we must measure: that our version of the Web 2.0 approach is the right fit; which elements are working best; and how our members are interacting with the site and with each other. However, to continue to develop a site which enhances the professional lives of our members (Lankes 2007, para 5) we absolutely need to be able to measure it, and in straightforward and meaningful ways. We can't just rely on page-hits. We have moved from a static, one-way style of website into the Web 2.0 world of user-generated content and participatory conversations.

While we can harvest some simple figures, such as percentage of members with profiles on the site, we need to use a variety of techniques to truly determine if the website has been a success. Gammel (2007, p. 18) notes that although there is ambiguity around social media measurement, there are some simple ways Arlis/ANZ could get started. And it may be as straightforward as starting with clear performance indicators related to the new functionality of the site. For instance, we could expect that:

- New members will join online
- Existing members will renew online
- A majority of members will have profiles on the site
- Attendees will register for events online
- Members will start or contribute to discussions online (in proportion to previous trends in email list usage)
- Society business processes will be conducted and documented online.

The process of gathering the qualitative and quantitative data surrounding these activities will be complex, and will take some time, especially for a society run with volunteers. How well and how quickly we grow participation on the site is a metric in itself, but much of the other data we are looking at gathering will only be meaningful once we have critical mass. Feedback directly from our members and site users will be key, as will an analysis of which parts of the site are being used or edited, by whom, and how often.

Conclusion

The Arlis/ANZ website redevelopment project was motivated by a need to reinvigorate the Society's online presence and to harness the power of Web 2.0 tools to break down geographic and technical barriers to member-to-member communication and collaboration.

The Arlis/ANZ Web Team entered into an authentic learning relationship with Creative Industries Faculty students, who developed solutions based on Web 2.0 principles and technologies. Management of the project featured the use of a variety of Web 2.0 technologies which streamlined communication, collaboration and documentation, and embodied the vision for the site itself.

The web design chosen for implementation was based on open source software, and incorporated functionality which will enable Arlis/ANZ to enact, in its virtual space, those ideologies of collaboration, interaction and knowledge-sharing which it claims as its strength.

The project was a strong learning experience for both the members of the Arlis/ANZ Web Team and the students who worked on the website design as part of their formal education.

Arlis/ANZ has now entered the next phase of its virtual presence. During this phase we will focus on engaging the Society's members with the site and encouraging them to interact via its interfaces. We will also grapple with the issue of tracking members' interaction, gathering feedback and data which will enable us to effectively evaluate the success of the implementation against the original vision for 'Arlis/ANZ 2.0'

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Guidelines for the development of a blog-based current awareness news service

Nicky Hayward-Wright

Blogging software has gained popularity as a vehicle to promote library resources, services and events, and as a distribution tool for current awareness services. The paper outlines the process that was undertaken to redevelop a Word based current awareness newsletter to two blog-based news services. Although the focus is on a health information news service, the key tasks undertaken: environment and user analysis, development of blog design and news content selection guidelines, news service accreditation, marketing initiatives, and site evaluation and improvement, can be adapted to guide the best practice development and management of any blog-based current awareness news service.

Introduction

Mary Ann Kajewski (2007, p.421) identifies 'four major ways blogs can be used in libraries: as an information service, as a library service, as a feedback tool, and as a professional awareness service.'

Alzheimer's Australia NSW Library & Information Service has created and maintains two blogs: *Alzheimer's News* <http://alznews.blogspot.com>, which is a research-based current awareness news service and *Library News* <http://alzheimersnswlibrary.blogspot.com> which is an alerting service focusing on library resources; both of which according to Kajewski, could be classed as an information service and a professional awareness service.

Additionally, these services act as a marketing tool for the Library & Information Service and have the potential to foster participation in service development.

This paper provides an overview of the move from a traditional current awareness newsletter to a blog-based news service, the target audience and how their interaction with the online environment (ecosystem) can influence the development of a new blog-based news service, blog design guidelines based on 'new web' principles, accreditation which assists to provide a quality assured health information blog, marketing to promote the new service, metrics to measure the value of the service, and lessons learnt. The references made in this paper are drawn mainly from the development of the *Alzheimer's News* blog, however where appropriate, relevant lessons learnt from both blogs are included.

Background

At Alzheimer's Australia NSW, the Library & Information Service has provided an internal current awareness newsletter since 2003. This service has gone through various iterations (Appendix 1) in order to meet staff needs; from a word document sent out monthly via email, to small packets of information sent out via email on a regular basis, which were also made available on the Library intranet and via the Library catalogue. Two consistent themes from surveys conducted on this service were the value of the service to staff, and the request from staff to make the service available externally.

To ensure the continued growth and viability of the news service, a new project was initiated in early 2007. In considering alternative delivery formats, two major challenges were identified. Firstly, how to move the existing format, which is labour intensive in its development and delivery, to a format which is easy to produce and deliver; and for the consumer, is accessible and easy to navigate. Secondly, the Alzheimer's Australia website could not host, or integrate new applications.

Taking into consideration key features of the existing news service and identified delivery challenges, a list of critical requirements was developed to assist in application selection. Requirements included:

- Minimal or no cost for software and its hosting
- Option of external hosting
- Option to migrate all content to an internally (user) hosted server at a later date
- No programming skill required by the site developer/administrator

- Templates which would allow a site theme or brand to be quickly developed or changed
- WYSIWYG (What You See Is What You Get) editing, which would mean an author would require no, or minimal HTML knowledge
- Option to invite authors and editors to collaborate on the site
- Interactive features such as commenting (with moderation)
- Off-site content integration, such as slideshows and embedded video players
- Syndication options, such as RSS feeds and email alerts
- Ability to provide statistical information on site usage
- Automatic archiving
- In-built search function
- Ability to list (post) items in reverse chronological order

Blogging software[1] with optional add on features, offers the above functionality.

While this paper does not cover the selection of blogging software, it is recommended that prior to selection, an analysis of software requirements and comparison of features and functions of blogging software is undertaken. This process will ensure the selection of the most appropriate software to suit identified project goals and target audience requirements. Appendix 2 provides a short list of websites and articles on this subject.

Target audience and the online ecosystem

To ensure a new product is viable, it is important to define and understand the target audience. Market segmentation is a tool which can be used to provide a profile, or portrait of the target audience. It identifies geographic, psychographic (attitudinal) and demographic characteristics (Kotler & Armstrong 2006).

The development of the two blog-based news services by Alzheimer's Australia considered the primary and secondary audiences, and stakeholders. The findings of this segmentation process were used to help guide the initial development phase of the online news services.

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[1]   The term 'blogging software' is used in this paper. Alternative terminology includes weblog software, blog software, blogging platforms, and blogging tools. The later may also refer to add-on features.

The primary audience for *Alzheimer's News* is Alzheimer's Australia NSW staff, other Alzheimer's Australia staff, health care workers, and health care organisations in the aged care and dementia sector. Their profile indicates an age range between 25 and 70, with the mean age range 35 to 65. Their information technology skills range from poor to advanced and they are time poor in their work environment.

The secondary audience is diverse. It includes carers and family members of people with dementia, people with dementia (early stage), secondary students undertaking HSC related curriculum, tertiary students specialising in aged care and dementia, the general public who are interested in the issues surrounding dementia, people who are worried about their cognitive capacity, and libraries.

This was the initial user profile; however since the establishment of the news service, the lines between these audiences have become blurred.

Stakeholders, especially those who are critical to the ongoing development of the news service, were considered. These influential people, such as executive and senior managers, research officers, media and communications staff, needed to be kept in the communication loop throughout the development of the news service. In the case of *Alzheimer's News*, if it was to be considered a 'national' news service, endorsed by Alzheimer's Australia, it was critical for consultation to occur with the national office, in particular the President and the Research Officer. Ongoing relationship development also needs to be considered, in particular when a new staff member takes on an existing stakeholder role.

Ecosystem

In the context of the development of *Alzheimer's News* the ecosystem includes, but is not limited to, the Internet, online health searching, and the blogosphere, each of which was analysed in relation to the target audiences and their profiles. Following is a snapshot from the analysis process, which highlights implications for the design and development of the blog-based news services.

Internet usage

In Australia, household Internet access has more than doubled since 2000 to some 64% of the population (ABS 2007b). An increase in usage has occurred across all age ranges, with the most significant in the 65 to 74 years age group (ABS 2008b) – even though Internet usage is low in comparison to other age groups (Figure 1).

While the majority (98%) of home Internet access is for personal or private purposes, over half (53%) also access the Internet for work related purposes (ABS 2007a). Of the total Internet subscribers (business, government and household), the majority (73%) use a non-dial-up connection (ABS 2008a).

The statistics indicated that the development of a web-based product would have reasonable penetration, and add-on features, which require a higher bandwidth, could be used.

Additionally, while the age range of news service users is more than likely under 65 years, the older age group of 65 plus needs to be considered, as they are a primary audience. The implication is that a different, or supplementary format, may be more appropriate for the older age group.

Figure 1. Use of Internet at any location by age group, 2004–05 to 2006–07
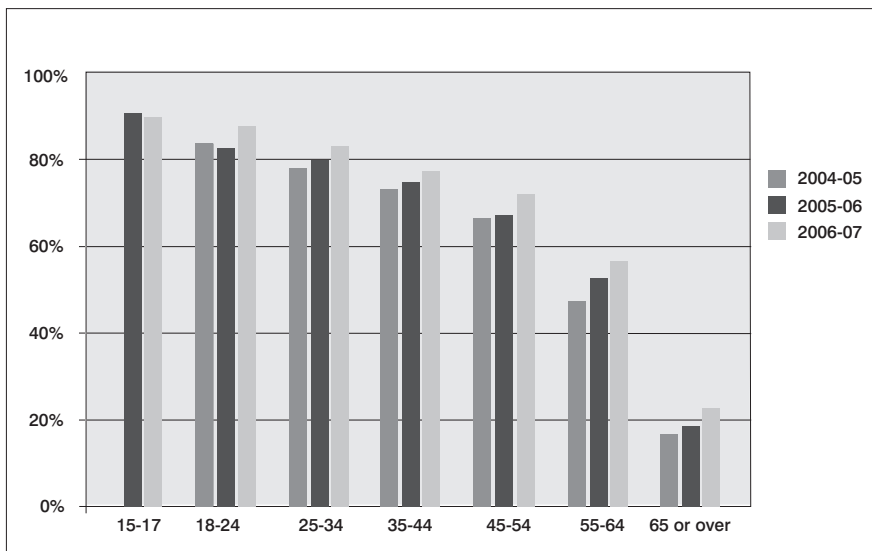
Source: Australian Bureau of Statistics. 2007. *Household Use of Information Technology, Australia, 2006–07.* ABS Cat. no. 8146.0

Secondary audience statistics, particularly those relating to the 16–25 year old age group, or the 'networked generation', indicate that 70% use social networking tools, with 58% accessing online networks at least once a week (Edgecliffe-Johnson and Parker 2006; OFCOM 2006) (Figure 2).

Figure 2. Social Networking Usage by 16–25 yrs
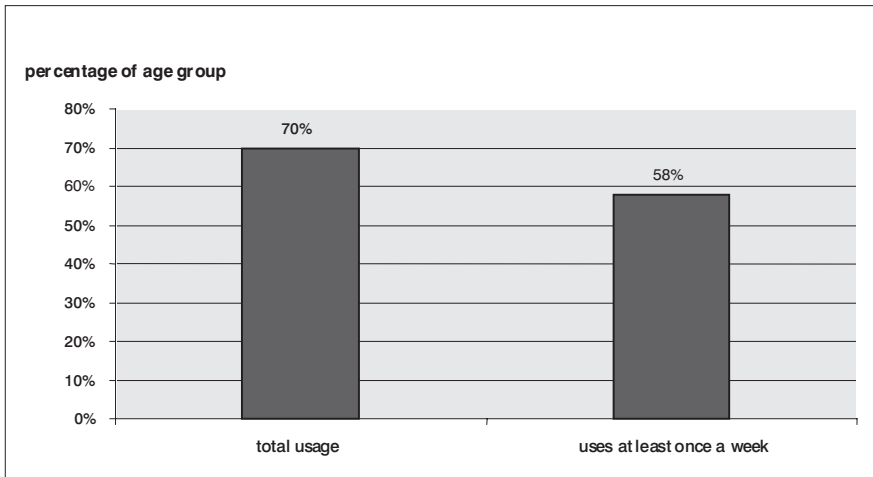
While this younger age group is not the primary audience, it includes possible users such as high school and university students. In the future, potential primary users will come from this group. Therefore, the software chosen will need to be adaptable, to integrate add-on features that allow for a more social experience.

Even though it is important to consider the use of dynamic features to entice a younger age group, these features should not compromise site usability for the target audience.

Online health searching

Currently, Australian statistics describing online health searching are not available; however statistics provided by the Pew Internet & American Life Project illustrate growth in this area. The Pew research by Fox (2006), Madden (2006), and Madden and Fox (2006) indicates that 80% of American Internet users have searched the Internet for health information, with 20% stating that the Internet has greatly improved the way they get information about health care, and for e-carers, the Internet is becoming a crucial health information resource.

It is important to note, that even though most health seekers have a positive outcome from their online health searching, some are overwhelmed by the amount of online information or frustrated by the inability to find what they need (Fox 2006) (Figure 3).

Figure 3. Feelings about last health search
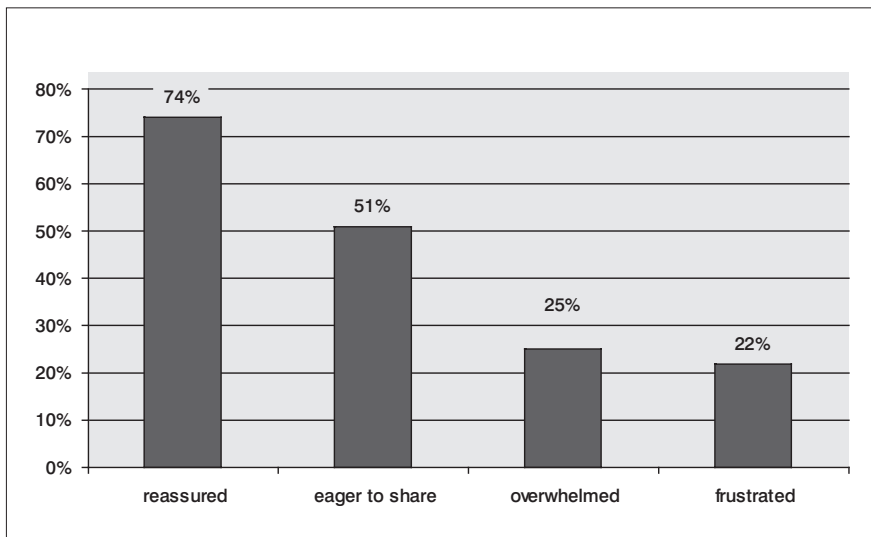
With regard to people with disability or chronic disease, Fox (2007) indicates that they are 20% less likely to go online for health information than Internet users with no chronic condition; however once they are online, they have a higher usage rate by nearly 10%, even though they experience frustration with finding information. A 2005 Cochrane Review also found that for this group of people, the use of interactive health communication applications can have a positive impact, 'in that users tend to become more knowledgeable, feel better socially supported, and may have improved behavioural and clinical outcomes compared to non-users' (Murray et al. 2005, p.1).

While positive social outcomes may result from online health searching, many health seekers do not consistently check the sources and date of the information they find (Crespo 2004; Fox 2006; Fox 2007). This can have an impact on their ability to make an 'informed' health decision, especially as many tend to search for information which they immediately require to make a health decision (Eysenbach 2005).

The statistics show that seekers of health information are turning to the Internet to source health information. Clearly, any new health news service should provide quality, targeted and unbiased information that assists rather than swamps the health seeker.

To help online health information seekers critically appraise featured and hyperlinked information in a post, evaluation guidelines should be included on the current awareness blog.

To provide a more 'social experience', features that allow interaction with online health information and other online health seekers should also be included.

To ensure that people with disability can easily access the site and read news stories online, incorporation of web accessibility standards is recommended. Accessibility guidelines can be found at Web Accessibility Initiative (W3C) <www.w3.org/WAI>, and Accessibility Information Solutions (Vision Australia) <www.visionaustralia.org.au/info.aspx?page=577>.

Although research indicates that health seekers are using the online environment, it does not reveal the technology skill level of Internet users. Internet usage should therefore not be considered synonymous with information technology skill and health information literacy skill.

Implications for site development include assisting those with low technology skills by means of simplified navigation and clean site design.

While the current awareness news service is not targeting readers with low literacy levels, or whose first language is other than English, attention should still be paid to the readability of news items (Alpi and Bibel 2004; Sandstrom 2004). This can be achieved through the appropriate selection of news, and the inclusion of plain language explanations.

The blogosphere

State of the Blogosphere (Sifry 2006) reports that 3 million blogs are created monthly, with more than half actively maintained. Blog readership on the other hand, is not increasing at the same rate as blog creation. In 2004, blog readership was 27% of the American population, which was an increase of 58% from the previous year (Rainie 2005). A 2006 Gallup Poll Briefing (Saad 2006) however, indicated there was no growth in blog readership for 2005.

While awareness of the term 'blog' has increased (Rainie 2005; Beaubien 2007), only 12% of blog readers use a blog's interactive features, such as posting comments (Rainie 2005). Additionally, for the not-so-frequent blogger, commenting and using RSS feeds can be confusing; the navigation may not be clear, in particular the relationship between archives, current posts and related posts; and the language used on a blog can be unfamiliar (e.g. blog, posts, blog rolls, tags, permalink) (Catalyst Group Design 2005).

Johnson and Barbara (2003) looked at the credibility of blogs compared to traditional media and other online sources, and found that nearly 75% of survey respondents rated blogs as moderately to very credible, with less than 40% judging them to be objective.

With blog readership relatively low in comparison to the number of blogs in the blogosphere, the following strategies may encourage Internet users to visit a blog, and assist them to more easily navigate the site: the use of common language labelling, and blog design which includes similar features to those that exist on a website.

Tools that will improve credibility and decrease author bias need to be considered. These include clear identification of blog authors, provision of author's profiles, guidelines for the selection of content, and user guidelines on how to evaluate online information.

Guidelines for site design and features

Nielson (2005), Attwood (2006), Bustos (2007), and Kroski (2007) indicate that the 'new web' design should not throw away traditional website design principles, but

1. Focus more on simplicity of design, which presents a clean and simple interface for users and draws attention to what is important, and

2. Provide options for users to connect and interact with each other, and with the site.

This can be accomplished by aiming for:

*   A focused aim or message. If required, create a separate blog to cater for different content or purposes, and cross link (Bustos 2007). An example would be the creation of *Alzheimer's News*, which is a research based current awareness tool with a focus on national services and information, in comparison to *Library News*, which focuses on Alzheimer's Australia NSW library resources and services. Both of these services are linked through banners

*   Tailored and targeted information that will draw in the audience

*   Small chunks of text which may use bullets, numbered lists, quotes, or paragraph breaks to avoid density and improve readability

- Centred orientation, which is more compatible with various screen sizes and resolutions

- San serif and lower case fonts to provide a casual feel, which can be adapted to comply with corporate style guides

- Large fonts to point out key messages

- Strong colours to emphasise key concepts, or create distinction between page areas; however take into consideration web content accessibility guidelines

- Use of white space to provide a clean and open feeling, and improve readability

- Use of images that contribute to the content and meaning of the article

- Use of terms and labels that are meaningful to the audience

- Simple navigation which is persistent on each page. In the case of a blog, selective use of navigation categories, such as subject (tag) and archive lists

- Use of widgets and add-on features to give users more site interaction, or socialisation, such as providing an option to comment, share a story through email, or save through social bookmarking.

It is worthwhile noting that widgets and add-on features, such as calendars and tag clouds, can create clutter, produce site noise, are unusable by the sight impaired, and for the not-so-frequent blogger, can be confusing and misunderstood (Catalyst Group Design 2005). Therefore, these features should be used selectively, and only if they are considered integral to the effective use of the site by visitors.

To improve user experience consider the following:

- Limit advertising and linking banners; however note that linking banners can be useful to promote other library services

- If a comment feature is added to the site, ensure that it is moderated. Moderation ensures that comments posted are relevant and provide value, rather than unwanted noise

- To improve visibility of the comment feature and confidence in its usage, place the comment icon in a prominent position, separate comment posting and viewing options, or have a comment box displayed rather than a word or icon link

- Make it easier for the user to subscribe by offering syndication via email and RSS. Also, place subscription options in an easy to find location.

Content selection guidelines

A main disadvantage of blogs, in particular health based blogs, is that they are 'vulnerable because of lack of authoritative control over content' (Mclean, Richards & Wardman 2007, p. 175). To ensure quality health information is presented on *Alzheimer's News*, and to provide conformity in content selected by more than one author, the following content selection guidelines have been established. They apply to the selection of news stories, which comprise most of the content on *Alzheimer's News*.

- **Currency**

  News stories should be current within the last month.

- **Accuracy of content**

  Sources cited within the content (e.g. journal articles, reports, organisations, universities, etc.) should be verified, and where possible hyperlinked.

  If the news story is taken from a primary source, use the primary source if accessible.

  If there is bias in the news article, provide an additional source which balances the bias.

- **Language**

  News stories should be easy to understand with limited use of complex medical language.

  For news stories which highlight new research and are complex, provide an explanation or analysis by a clinician, or scientific advisor, such as the Alzheimer's Australia Research Officer.

- **Authority of author**

  Use reputable news services; develop a list of preferred news services whose authority has been verified.

  For online articles which are giving advice, verify author qualifications to ensure that they have the authority to give advice.

- **Access and navigation**

    Open access sites should be used. Limit sites that require user registration, even if they are free, as most people will not register.

    Avoid sites that have pop-ups, or too many rolling advertisements. These sites can cause frustration as they may take a long time to load, can leave tracking cookies on visitors' PCs, and are sometimes viewed as untrustworthy sites, which can reflect badly on the originating site.

    Take into consideration the readability of posted content.

    Ensure that hyperlinked content will load quickly, in particular multimedia items. If online audio or video content is listed as being available on an external site, ensure that it can easily be found on that site and will load quickly.

- **Copyright**

    Ensure that material can be reproduced and check any linking policies.

- **Images**

    Library News will be image-rich in order to promote new resources.

    Alzheimer's News will focus on content.

- **Value adding content** (Figure 4)

    Comments from Alzheimer's Australia Research Officer will be added to relevant post, with date of comment added if different from post date.

    Other credible commenting sources such as clinicians, researchers, policy officers, or reliable websites which provide commentary will be sourced, verified and used.

    Where appropriate, include links to reading lists or the library catalogue bibliographic record.

    Include links to sources cited within a news story such as a report, journal article (abstract or full text), books, institution or organisation, drug information, etc.

Figure 4. Value adding content on a post

New cognitive training study

Study demonstrates mindful approach to aging
Medical News Today: 19 October 2007

Primary source verified — Posit Science Corporation announced that enrollment has completed in a clinical trial of an innovative computerized training program designed to enhance memory. The IMPACT ("Improvement in Memory with Plasticity-based Adaptive Cognitive Training") study has now enrolled more than five hundred adults aged 65+ seeking to improve their cognitive health and contribute to scientific research.... > full story

Value added content — Useful related website

PositScience Corporation includes further information about the science behind the Brain Fitness Program as well as links to scientific articles and presentations
Brain Fitness Channel (sponsored by PositScience) includes information about how the brain works, brain fitness, simple brain tests and useful resources.

Alternative source — Also read a review in Nursing Homes, August 2007 on four brain training programs and other posts on Alzheimer's News about brain fitness games.

Author profiles available on site — Posted by Nicky Hayward-Wright at 1:25 PM | PERMALINK

Common language label — Subjects: brain fitness, games and puzzles

Source: http://alznews.blogspot.com/2007/10/new-cognitive-training-study.html

Accreditation

The content selection guidelines provide a valuable tool for the content selector, however for the content viewer it is necessary to know that the information they are viewing is accurate and from a trustworthy source. An accredited 'trust mark' is a visual, quality assurance tool that can assist the health seeker when filtering Internet sites.

Accreditation for medical and health Internet sites can be obtained through Health On the Net (HON) <http://www.hon.ch>. To receive the HON trust mark (Figure 5), a site must comply with eight HON Code of Conduct (HONcode) principles, which are:

1. Authoritative – qualifications of authors are indicated.
2. Complementarity – information supports, not replaces, doctor-patient relationship.
3. Privacy – privacy policy is stated.
4. Attribution – sources are cited, date of creation and modification are indicated.
5. Justifiability – site must back up any medical claims.
6. Transparency – contact details are clearly displayed.
7. Financial disclosure – funding sources are indicated.
8. Advertising policy – advertising and linking policy are stated.

Figure 5. HON trust mark

Both *Alzheimer's News* and *Library News* received HONcode accreditation on 11 September 2007, after the initial application just over one week prior. In order to meet compliance, the following updates occurred on each blog:

• 'About this site' post <alznews.blogspot.com/2007/03/about-alzheimers-news.html> was modified. Full contents of this post include: about the purpose of the site; how information is selected for inclusion on the site; information about authors; disclaimer privacy policy; advertising and linking policy; and contact details.

• The disclaimer on the bottom of each page was updated to include a link back to 'About this site' post.

• A new post was added to provide more information about authors who contribute to the site <alznews.blogspot.com/2007/09/author-profiles.html>.

The compliance process was not difficult, and was useful as a review mechanism to deliver a quality assured product to the consumer.

Benefits of HONcode accreditation include:

- Formal recognition by your organisation of a quality service.

- Formal acceptance by your organisation of a 'non mainstream' service.

- More willingness by users to recommend your site.

- An easy way for users to verify your site as providing quality health information.

- The HONcode trust mark provides a visual marketing tool.

Marketing

During the development phase, a marketing plan should be created which will ensure take up of the new service once it goes 'live'. A quick marketing approach might focus on 'getting out there and just doing it', and relying on the social networking of the web to market the service. Another approach might look at establishing a client base, as well as focusing on obtaining buy-in from organisational stakeholders. A more holistic approach might take elements from the traditional marketing process: SWOT analysis, stakeholder analysis, market segmentation, the marketing mix (Product, Price, Place, and Promotion), and creating a marketing plan that can be deployed quickly. Three marketing initiatives were undertaken as part of the *Alzheimer's News* and *Library News* marketing plans.

The first marketing initiative is to know the functional and emotional value of the product (service):

- Functional value relates to ease of use and convenience; for example *Alzheimer's News* provides convenience by linking to reports, articles and websites.

- Emotional value relates to fulfilling stakeholders' expectations and gaining their trust, so that they will want to come back to your site (Barnes 2003). Being a HON accredited site is one strategy to obtain stakeholder trust.

The second marketing initiative is to develop promotional material that 'projects value messages and influences value perceptions' (Olson 2003).

The third marketing initiative is to identify potential collaborative partners for the dissemination of promotional material and product branding, such as other library services and staff who conduct training or education sessions.

Figure 6 provides a snapshot of the marketing initiatives undertaken for *Alzheimer's News*.

Figure 6. Marketing Initiatives for News Service

1. **Value:**

   (a) Functional value of *Alzheimer's News* identified:

   Posts delivered to desktop via email

   Posts are archived

   Site is fully searchable

   Convenience is added within each post by linking to reports, articles or websites

   Filtered information.

   (b) Emotional value of *Alzheimer's News* identified:

   Regularly updated

   HONcode accreditation

   Feedback and comments available

   Provides recommendations to additional resources.

2. **Promotional material:**

   News Services' web page under Library & Information Service

   Link back to News Services on other parts of Alzheimer's Australia website; e.g. Research

   A4 flyer on how to use service and benefits of service

   DL flyer promoting site and HONcode Accreditation

   Reference and direct link to news services on Alzheimer's Australia Research News email

   Inclusion on new library member's email

   Self talk promotion.

3. **Collaborative marketing partners:**

   Staff who have contact with public; training sessions, community awareness, memory van, facility tours, etc

   Other Alzheimer's Australia librarians

   Library advocates

   Use of existing mailing lists (within privacy guidelines); e.g., Dementia Advisory Network, Library members (existing and new).

Measuring service value

To gauge the effectiveness of marketing initiatives, site usage needs to be monitored. This can be achieved through analysis of site statistics. Basic statistics should include site and feed traffic, such as number of email registered users, number of site visitors, and page/item visits (views, clicks and downloads). The latter provides information about what topics people are interested in, which can be used to inform collection development.

Unfortunately, site analysis tools are not always integrated into blog software. In this case, subscription to an external statistics service, such as Feedburner <www.feedburner.com>, should be considered during the implementation process.

In analysing statistics obtained from a service such as Feedburner, it is important to note that many of the registered email subscribers do not click back to the site; they read from the email and click out from the email. Site statistics may not capture this traffic.

Online surveys and polls are also useful tools to measure a service's value. Depending on the blog software chosen, polls are an inbuilt feature which can be added to the blog template, as required. Online surveys, however, are externally hosted services.

An onsite poll was undertaken on *Alzheimer's News* three months after its launch. While the sample size was low (N=32), the poll indicated that the site was visited and more importantly, posts were read. The majority (94%) of site visitors who voted found the service very useful. No users indicated that the service was not useful. As more detailed analysis of users and site usage cannot be obtained through site polls, the use of an online survey is recommended, when requiring more comprehensive data.

Qualitative feedback, such as quotes taken from emails can provide additional proof of usefulness and quality of the service. These are some of the emails received:

> '*Love the site and find it so good to browse.*' (Staff, other state)

> '*Thanks for this great information and resource.*' (Health professional)

> '*I just hooked into the bog [blog] for the first time tonight and I am greatly enjoying exploring the site. You have constructed an impressive and very useful source of information. I am particularly enjoying the podcasts. Well done - terrific piece of work.*'(Senior executive, Alzheimer's Australia)

Figure 7. Site Visitor Map
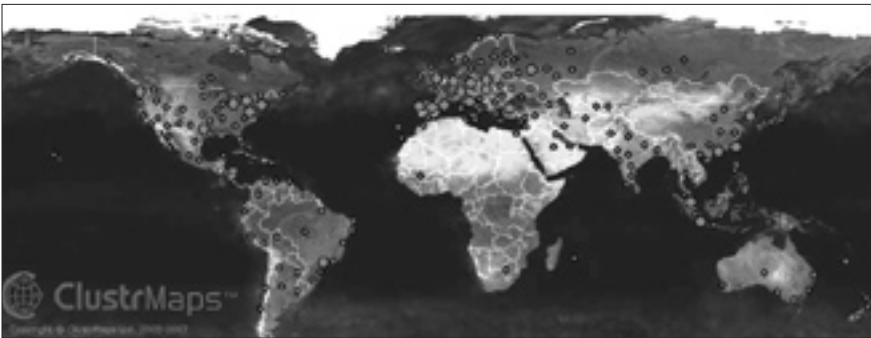
Another metric can be obtained by using a visitor map, such as one provided by ClusterMaps <www.clustrmaps.com> (Figure 7), which can show the reach of the blog. For example, *Alzheimer's News* is being read not only in Australia, but also in America, Great Britain, across Europe and in parts of South America, India and Asia.

The value of the news service as a marketing tool can be gauged by service requests (email, face-to-face or telephone) generated from the news service. Requests can be the result of a requester viewing an email alert, RSS feed or the blog.

Not all readership statistics can be captured, specifically the forwarding of email alerts. For example, one email recipient of *Alzheimer's News* forwards each email alert to a network of more than 100. It is conjectured that a proportion of the secondary recipients will also forward emails on to their networks (professional or personal). This unknown audience can account for a significant number of news readers. If the number of direct readers is an important statistic, then strategies to encourage secondary recipients to set up their own email alerts should be developed and implemented.

While it may be time consuming to analyse site statics and undertake surveys or polls, these measurements are an important documentation of usage which provides evidence of the value and quality of the service which in turn can be used to improve service performance and features.

Lessons learnt

While surveys and feedback have been very positive about the delivery of the news service and the value of information to the reader, there have been hurdles

to overcome in the development of the blog. These relate predominantly to technology, technology skill and support.

Technology

If you are a new blogger, setting up a blog requires time to learn the software, identify and learn add-on features. Be prepared for the unexpected; a site being corrupted by adding a new widget is not uncommon. It should be standard procedure to regularly create a template back up.

Understand what your clients are saying and translate it into site improvement. For example, when a consumer indicated that they did not know which site they were in (*Alzheimer's News* or *Library News*), the two sites were given definition by changing *Library News'* site template colour scheme from blue to green; however, by not changing layout or the overall template, branding was maintained.

Blocking of a URL, or email being diverted to the spam or junk email folder is a frequent occurrence. A URL work-around can be achieved by setting up an alternate URL through DigBig <www.digbig.com>. While there is no permanent solution for emails being blocked or diverted, providing instructions on how to manually unblock an email and adjust spam filtering is a useful support tool for the user.

Audio feeds provided through Talkr were initially available on both news services; however, with Talkr upgrading to Talkr beta <http://new.talkr.com> this feature has become unavailable. Providing voice accessibility options on the blog needs further investigation.

While a site is externally hosted, there is no control over the quality of service provided by the hosting service (Nielson 2005), and there is the risk of loss of data. Even though user hosting was not an option at the time of development of *Alzheimer's News*, the opportunity may present itself in the future. Therefore, being aware of what a parent organisation is doing with its website, and being proactive to promote the use of Web 2.0 technologies, with the intention of having a blog site within the organisation's domain, is recommended.

Technology skill

It is important to remember that the technology skill level of many users may not be as advanced as you would anticipate; therefore, be prepared to provide telephone support, particularly at the launch of a blog service, and when signing up new subscribers. The development of appropriate email, web and paper based support material is also recommended.

Even though support material is provided in various formats users do not always read it. An example is the blog email sign up process. In order to receive an email alert of new material posted, subscribers need to complete a subscription process. Despite clear instructions being provided, in over 40% of users signed up by library staff, the final subscription verification step is not completed. Reasons for clients not completing this step could include: clients do not wish to receive an email alert as they prefer to visit the blog when they have time; or the notification email may be viewed as spam (either by them or their system). To increase the number of active email subscriptions, it is suggested to only sign up those clients who have requested this service. Support material should include information about the sign up verification process, and possible issues of email blocking.

A non technical issue, but linked to technology, is the use of jargon, specifically the word 'blog'. Many users of *Alzheimer's News* and *Library News* could not relate to the word 'blog'. As a consequence all references to blog have been removed from promotional material and correspondence, and replaced with the term 'site' or 'online service'. The same technique of referring to a blog as an online service is used in conversation with consumers.

Support

A risk to news being posted regularly is only having one author who has the skill to select and add content. Providing 'Content Selection Guidelines' and a 'Blog and Post Style Guide', along with staff training in these areas, will ensure that a news service can be regularly maintained. The same requirement for back up support by staff with appropriate knowledge and skill applies to blog development and add-on feature administration such as statistics and email syndication.

Do not be misled by the notion that creating a blog is quick or not time consuming. Apart from time spent in developing a blog, there needs to be a commitment to continually add content, provide user support, investigate and incorporate new features and functions, analyse statistics, provide reports, and promote the blog.

What's next?

Alzheimer's News continues to grow in readership, however in order to improve the service and to ensure its longevity, the following actions will need to occur: training of additional content selectors and authors; engagement of more specialists to provide commentary on news stories, migration of the blog to the

alzheimers.org.au domain; improvement of the site to comply with accessibility guidelines; development of strategies to encourage more interaction with the site through the comments feature; and execution of an online survey which will identify user demographics and site usage, inform site improvements and indicate the value of the service.

Conclusion

The redevelopment of Alzheimer's Australia Library & Information Service Word based current awareness news service to two blog-based services, *Alzheimer's News* and *Library News*, has been successfully achieved by blending traditional website practices with Web 2.0 principles. This has included understanding the target audience and how its interaction with the online environment (ecosystem) can influence the development of a new blog-based news service, blending design and useability guidelines, marketing initiatives to promote the service, and the use of metrics to measure the value of the service.

To ensure quality information is presented on a current awareness news service, and to provide conformity in content selection and posting style, it is recommended to establish content selection guidelines, and blog design and posting guidelines. The guidelines outlined in this article can be adapted to suit other topic/themed current awareness news services, and can form the basis for best practice guidelines for the development of a blog-based current awareness news service.

The result of a 'blended approach' in the development of the two Alzheimer's Australia NSW news services has been the development of 'quality assured' and accredited web-based health information current awareness news services. These services have Australia-wide and international readership, are considered a useful and valued service, are easy to navigate and search, and provide timely information to a reader's desktop via email alerts. While the primary intention of these services is as a current awareness tool, both services are now used as reference tools by Library and Helpline staff.

Even with careful planning, obstacles will arise in the development and management of blog-based projects. The majority of challenges relate to technology, technology skills and support. However, from lessons learnt in the development and management of these services, the identified obstacles can be overcome by applying standard system procedures, internally hosting, having more than one trained author and administrator, providing user support in a variety of formats, reframing terminology for the user, and being prepared for the unexpected .

No matter what technology platform is used to develop a site, the development process should be based on a combination of evidence-based and 'new web' principles (Maness 2006; Cervone 2007, p.10; Kroski 2007; Saw 2007):

- Be informed by practice and evidence
- Involve all stakeholders and be communally innovative
- Be nimble when responding to changes in consumer needs
- Evolve by constant revision and adaption
- Try something new or different
- Use imagination.

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Appendix 1. Development phases of current awareness newsletters prior to moving to a blog format.

1. Word document sent out monthly via email to staff, which included journal alerts and news alerts. An additional word document sent out with full table of contents and abstracts of journals that we held.

2. Over a year the word document became more sophisticated in its presentation and content, and included: journal scanning, news stories, websites, online full text documents, conferences, and events. The current awareness newsletter was still sent out via email, but also was available through a folder accessible on the internal network.

3. A review was undertaken of the service, with the main feedback indicating that whilst the service was excellent, there was a lot of information to absorb at one time. Also the question was raised of why the service was only available internally, i.e. to staff and not to members, or other interested parties.

4. One of the main outcomes of the review was to repackage the news into smaller parcels: news items, new resources, journal articles, website of the week, and what's new. Individual emails were sent, as well as a Word documents being stored on the network.

5. With the development of a Library Intranet in 2006, the latest news was posted on the Intranet, with a Word document still being developed and stored on both the internal network and the library catalogue with staff only access. Alerts or reminders were also sent out to staff, notifying them of new content.

Appendix 2. Blogging software selection

A list of blogging software can be found at 'Directory of Learning Tools: Blogging Tools' http://www.c4lpt.co.uk/Directory/Tools/blogging.html and 'Weblog Software' http://en.wikipedia.org/wiki/Weblog_software (accessed 6 July 2008).

The following articles / comparison charts are suggested as a starting point to compare blogging software:

'Seven blogging tools reviewed' (June 28, 2006) http://www.techsoup.org/learningcenter/webbuilding/page5516.cfm (accessed 6 July 2008)

'Blog software comparison chart' (updated May 18, 2006) http://www.ojr.org/ojr/images/blog_software_comparison.cfm (accessed 6 July 2008)

'Hosted blog comparison: Wordpress vs. Blogger' (April 1, 2006 – updated March 2008) http://blog.awakenedvoice.com/2006/04/01/hosted-blog-comparison-wordpress-vs-blogger (accessed 6 July 2008)

Virtual Services on the edge: innovative use of Web tools in public libraries

Michelle McLean

Public library services, particularly in the USA, have successfully and imaginatively implemented Web 2.0 tools in a variety of ways. These include improving access to content for library users, opening up dialogue with them, and showing them more about what their library can do for them. This article describes how some of these libraries have used the tools for their virtual services, a discovery made during a study tour in 2007, and how they have progressed into 2008 with the same services.

Introduction

In 2006 I was awarded a Ramsay Reid Scholarship (State Library of Victoria, 2008) from the State Library of Victoria. My proposal was to conduct 'a study tour of public library services in the US who are providing first class, cutting edge service to their virtual clients'.

My choice of libraries to visit was based on two key points:

- Library services that were recommended in the library science media and blogs for innovative virtual services.
- Library services that were geographically close to each other – at least relatively so.

After study and consultation with US library bloggers, I approached seven public library services and two library organisations about a visit. I was enthusiastically received by all of them. These services are all located on the east coast and in the mid-west states of the US, which made the program challenging, but viable. The tour went from 9th April to 3rd May 2007.

This article will revisit, in snapshot form, what I discovered on that study tour, how those libraries are working towards being Library 2.0 and will also present some brief updates on what is happening now.

Literature review

Web 2.0 was coined by Tim O'Reilly of O'Reilly and Associates in 2004, to describe the change in the Internet since the dot com bubble burst in 2001. He later went on to define Web 2.0 as having seven characteristics (O'Reilly, 2005):

1. Web as platform
2. Harnessing collective intelligence
3. Data is the next Intel Inside
4. End of the software release cycle – or perpetual beta as it has become known
5. Lightweight programming models
6. Software above the level of a single device
7. Rich user experiences

The types of tools that met the criteria for Web 2.0 included blogs, wikis, photo sharing, podcasting, vodcasting, video sharing, tagging, RSS, social bookmarking, audio sharing, online applications and more.

Web 2.0 tools and techniques have been experiencing major growth since O'Reilly provided the name. One reason for this growth includes the exponential growth of home Internet access, which according to the 2006 census, at least 65% of households in Australia had. Of those homes, at least 64% had broadband access (Australian Bureau of Statistics, 2008). Add to that the people who had access to the Internet at work, school or through other sources such as their local public library and you have the majority of the population with access to the Internet.

The popularity of Web 2.0 itself is demonstrated in web traffic. Hitwise Australia reports show that Facebook, My Space, YouTube, Wikipedia and Blogger, all Web 2.0 tools, are regularly in the top most visited websites by Australians (Hitwise, 2008).

The expression 'Library 2.0' was coined by Michael Casey in his blog *Library Crunch* in 2005 (Casey, 2008). Library 2.0 took mainly from the philosophy of Web 2.0, as well as potentially using its tools, and was defined more fully as 'a model for service that encourages constant and purposeful change, inviting user participation in the creation of both the physical and virtual services

they want, supported by consistently evaluating services. It also attempts to reach new users and better serve current ones through improved customer-driven offerings.' (Casey, 2006).

There has been much debate about Library 2.0, mainly around whether it is just about using Web 2.0 tools in libraries, or even if it is anything different from what libraries have always (or should have) been doing. Although my study tour focused on libraries using Web 2.0 tools, these same libraries are working towards the very thing that Michael Casey outlined as Library 2.0.

So besides their popularity and the prevalence of our communities online, why should libraries be looking at Web 2.0 tools? Marylaine Block sums it up nicely: 'There was a time when librarians were technological pioneers who actually led their communities onto the World Wide Web . . . But since those early days of the Net, many library users have leapfrogged ahead of us.' (Block, 2007). The times are long gone when users came to us for all their information needs – with search engines, anyone can find almost anything on the Internet and as a Pew/Internet study showed, libraries are way down the list for where to turn for such needs (Pew/Internet, 2007).

So to remain viable in this Information Age, libraries need to be doing something more and/or something different that appeals to users and potential users. Web 2.0 tools can help provide some options. Sarah Houghton-Jan on her blog *Librarian in Black* sums up the possibilities of Library 2.0 with this: 'Library 2.0 simply means making your library's space (virtual and physical) more interactive, collaborative and driven by community needs . . . The basic drive is to get people back into the library by making the library relevant to what they want and need in their daily lives... to make the library a destination and not an afterthought.' (Houghton-Jan, 2005).

Meredith Farkas in *Social software in libraries* points out that ' . . . our patrons are using these tools. . . It's important to be aware of the tools your patrons use to see if you can provide services using the same tools.' She also sees them as a way of improving communication with users and internally with library staff, as well as being a great outreach tool (Farkas, 2007b).

Although our communities value their libraries and for many libraries usage is higher than ever, if we are to remain relevant in the 21st century, we need to be providing services where our users are, which is becoming more virtual, on an almost daily basis. We are not all techno geeks and this can be a daunting area for library staff to explore, but there are libraries out there blazing a trail for others to learn from and follow, if it is appropriate for their users. As Walt Crawford points out in *Balanced Libraries*: 'If nothing else,

the L2 discussion has prompted countless librarians to look at what they do and think, 'hey, we could do that!' (Crawford, 2007).

Hopefully this review of the literature and exploration of just some of the library Web 2.0 projects outlined below will bring you to the same point – always remembering of course, that it's about serving your users – in all types of library and for all types of communities.

Princeton Public Library then

Princeton Library's innovative use of a wiki in the US summer of 2006 brought widespread attention from library circles and additional fame with its inclusion in the widespread Learning 2.0 program as a good example of a library wiki (Blowers, 2007).

Each year, Princeton Library runs a summer reading program for adults. Leading up to the 2006 Program, they decided to try a different approach, by using a wiki to manage it. The aim was to use the inherent feature of wikis, which allows anyone to add content to the website. This enabled people to register themselves and add their own book reviews, rather than submitting them via staff, who would then upload them to the website, as had been the case in previous years.

They opted to use the free online PBWiki (PBWiki, 2008) for the 2006 program. They ran training sessions for staff and interested patrons, to show them how to code reviews into the *Booklovers* Wiki, so they could do it themselves. A limited number of patrons took the opportunity.

Unfortunately, at that time, PBWiki did not have a WYSIWYG interface as it does now, so most reviews were emailed to the library, where they were coded and uploaded by volunteers. The library also experienced an issue with PBWiki's lack of relational linking, which meant that reviews could only be posted under one heading i.e. author, title, category, etc, which meant a lot of manual cross-linking was required. However, they still considered it a 'huge success' (Princeton Public Library, 2006).

A review of the project, in light of the fact that it didn't continue in the same format, was posted on the *Library Garden* blog, highlighting the positives and negatives with the hope that it would be reinstated at a later date (Hermann, 2007a).

Princeton also used podcasting to great effect. Both their *Teen Book Bash* and their annual *National Poetry Month* event podcasts attracted a lot of attention,

both from library users and from staff from other library services. A post on *Library Garden* described how the Poetry Podcast came about and why (Hermann, 2007b).

Princeton Public Library now

For the 2007 Summer Reading programs, Princeton Library made use of a new module on their ILS, which allowed users to contribute their own reviews, which were then displayed through the catalogue. The process was relatively straightforward, especially in contrast to the difficulty of using the early wiki. To encourage participation users earned points for each review, which went towards entries in the end of program raffle draw. However, they found that most reviews were submitted by a small group of users, so in the 2008 program they opted to post reviews to their blog, rather than through the catalogue or wiki as in previous years (Princeton Public Library, 2008b).

Although it is disappointing that they didn't continue either with the wiki or the ILS module, Princeton has chosen to follow their users' preferences, which at this stage is still mostly paper-based logs. However, the wiki was a great example of trying something new and although it didn't work the way they hoped, it is still commendable that they tried. It's not to say that they won't revisit it in future. In the meantime, the *Booklovers* wiki has inspired many other libraries to try similar projects, such as *Yarra Plenty Books* (Yarra Plenty Regional Library, 2008) – it will be interesting to see if they work out.

The *Poetry Podcast* blog has continued in 2008 (Princeton Library, 2008a), with some changes to the makeup of the program, but with just as much enthusiasm. The podcasts have been picked up by poetry organisations, linked to by the poets themselves and applauded by librarians and others with an interest in podcasting as a good example of the use of this tool (Poetry Scene, 2008).

Princeton Library has chosen a good vehicle for podcasting. Many libraries have seen good potential in podcasting library events and by doing this with poetry, Princeton has picked a niche that very few others seem to working in. This has enabled them to tap into a specialised audience, but on a wider scale than just their local community – a commendable move.

Darien Library then

Darien Library was widely recognised for its range of innovative blogs (Casey, 2007). Darien had ten blogs, which were all linked from the homepage of their website. They also had a combined page, with a one-line summary of each

of the latest posts. Darien's blogs covered the topics of *Books, Music and Movies, From the Director, Children's, Teens, Technology, Front Desk, New Building, Events and Community Matters*. Each blog had a librarian responsible, including their director Louise Berry, who is one of a small number of library directors publicly blogging (Darien Library, 2008b).

Entries were usually posted to the blog on a weekly basis, to keep the content dynamic without putting too much pressure on staff to contribute. Library staff had been surprised and pleased with their success as measured in hits on the blogs, with all their blogs usually being in their top 20 web page hits for their website. The *Music and Movies* blog was consistently the most visited.

Comments were rare, excepting on the *Events* blog where they polled their users about which of three movies they would show in the next fortnight (they have a weekly film showing at the library after hours on Friday nights). A post from each blog was included in *Connections* (Darien Library, 2008a), their email newsletter. The live links in the newsletter enticed people to go back to the blogs, thus enhancing their readership. Their blogs tapped into a wide range of librarian expertise and knowledge whilst enhancing the librarians' skills and sharing the load of blogging.

Darien Library was also one of the first library services to offer reference service using the *Meebo* widget (Darien Library, 2008e). This instant messaging widget (Meebo, 2008), allowed users to contact the library with questions, without them needing an instant messaging account. This also garnered a lot of attention from librarians, including recognition in *Information Tomorrow* (Gordon, 2007).

Darien Library now

Darien Library is coming to the end of a major new building project, which will include many technological and procedural enhancements, designed to improve their already excellent service to users. However, even in the midst of this, they continue to provide regular blog content through the other nine continuing blogs.

Their *New Building* blog has additional supporting material in the form of a web cam at the site, with time lapsed videos loaded to *YouTube* so interested parties may monitor progress (Darien Library, 2008f and 2008g). They are also using their *Flickr* account to great effect. Sample images from both these sources are highlighted and linked from the library's homepage.

They continue to offer the *Meebo* widget as a key contact point for their users – one that is finding growing use.

Darien's journey into blogs has met with success not only in recognition from the library field but also from their users. This is supported by the high statistics they obtain from blog visits, which continue to show that their blogs dominate the top 10 web pages visited on the Library's website. Darien's savvy use of blog, web cam and photos to keep their community up-to-date on the new building progress helps them to retain recognition as the local source for technology use and innovation as well as traditional library services, helping them to further secure their high standing in their community.

Public Library of Charlotte & Mecklenburg County (PLCMC) then

PLCMC in North Carolina was the birthplace of the Learning 2.0 program created by Helene Blowers (Blowers, 2007) and also home to the Alliance Library system presence in *Teen Second Life* (Alliance, 2008). Learning 2.0 is an online staff training program utilising blogs, podcasts and other tools, to inform and give staff practice using the latest Web 2.0 tools. Learning 2.0 started as Tech Bytes, a training program where they introduced RSS and blogging to staff. It was conducted as a half-hour workshop, but after three months, the training team had only reached 65 out of 540 staff. As the information was constantly changing, they had to find another way to get this content out to staff in a more timely manner.

Inspired by Stephen Abrams *43 things* (Abrams, 2006), Blowers took the content from Abram's list, trimmed it back to *23 Things* and added matching content – and so Learning 2.0 was born.

The Learning 2.0 program exposed staff to Web 2.0 tools by playing with them. It ran for nine weeks, with an extra four weeks of exploration time. The only costs involved in creation of the program, besides staff costs, were for a microphone for podcasting and for the staff incentives for completing it. The content was provided using freely available Web 2.0 services.

It was all about exposing staff to new tools, encouraging play, empowering individuals, expanding the knowledge toolbox and eliminating fear. It encouraged staff to learn and have fun, with staff controlling their life-long learning, not having it all delivered to them.

Not long before my visit, Helene licensed the program for wider use under a *Creative Commons* licence (Creative Commons, 2008), after being approached by Yarra Plenty Regional Library Corporation for permission to use the program for their staff (Yarra Plenty Regional Library, 2006).

Blowers' paper on Learning 2.0 in *Computers in Libraries* (Blowers and Reed, 2007) and a subsequent conference paper helped spread the word. Libraries from around the world realised its potential and looked to borrow, adapt and draw inspiration from the program. Almost every library conference since has had some mention of Learning 2.0 in its program and it has had substantial write-ups in the library literature, not only by Helen herself, but by other respected authors such as Meredith Farkas (Farkas, 2007a) and Robin Hastings (Hastings, 2007).

PLCMC also ran the Alliance Library service in *Teen Second Life* (Linden Labs, 2008b) – the teen equivalent to the online virtual world *Second Life* (Linden Labs, 2008a). Called the *Eye4You Alliance*, their island in *Teen Second Life* had a robotics lab, where a teacher met with teens to create robots, a Teen Art Gallery where they displayed works created in real life and a radio station that played resident-created music. It also had a park with a memorial for Virginia Tech, which was created by a teen and had the facility for leaving messages. The area was still under development and included teaching space, performance space, meeting space and a coffee shop!

This innovative project also had good literature coverage, with write-ups in *School Library Journal* (Czarnecki and Gullett, 2007) as well as several conference presentations and podcasts (Czarnecki, 2007).

Public Library of Charlotte & Mecklenburg County now

The Learning 2.0 program has been undertaken by over 200 libraries worldwide, including the Victorian public library network (Yarra Plenty Regional Library, 2007) and has been adapted for use by many more. This has all been possible due to Helene Blowers' generosity and foresight in making the program available for libraries to use under a *Creative Commons* licence.

Although limited to 13 weeks, the program has a successor with Learning 2.1 (PLCMC, 2007) – a follow up training tool, using the same format as the original, to enable staff to explore more online tools. More than 40 additional things have been explored through Learning 2.1, with content provided by various PLCMC staff. The program again extended internationally, with staff from Boroondara Library (City of Boroondara Library Service, 2008) providing content in March this year.

The success of this program has surprised even Blowers herself, who noted in a post on her blog that it has become more about 'The transformational aptitude that happens when whole groups of staff become more confident in their skills and take control of their own learning is far more powerful than just gaining

exposure to wikis, blogs and RSS feeds... it's a full frontal embrace of lifelong learning that shifts the entire organization.'

Having gone through the program on my own and then helped two groups of staff navigate through it at my library, I can testify to its success. Not everyone who completed it has jumped on the Web 2.0 bandwagon, but all have come away satisfied with their learning. Others have embraced the possibilities and my library is offering new options for our virtual users, using Web 2.0 tools (Casey-Cardinia, 2008).

Learning 2.0 has opened the door for library staff to learn about and be involved in opening their libraries to the possibilities of using Web 2.0 tools for more or better services. Is anyone else bemused by the irony that the most successful use of Web 2.0 tools in libraries worldwide is a program that uses the tools to teach them?

Eye4You Alliance services within *Teen Second Life* continue to grow, with a constant stream of activities and a growing audience of teens spending time in the virtual world. They are also complementing the in-world service with a blog (Eye4You Alliance, 2008a), highlighting forthcoming events, news, statistics and more, including embedded videos of events, photos on *Flickr* (Eye4You Alliance, 2008b) and a *Meebo* chat widget in the sidebar, so that teens can talk to the team out of world.

Gartner Consulting, an IT research company, predicts that 'By the end of 2011, 80 percent of active Internet users (and Fortune 500 enterprises) will have a "second life", but not necessarily in Second Life' (Gartner Consulting, 2007). If this is the way of the future, as Gartner predicts, then libraries must be inhabiting these spaces, learning how to use them, meeting users and their needs in the virtual space, leveraging them and more, in anticipation of this time. PLCMC and the Alliance Library System are laying the groundwork for other libraries to do the same.

Ohio Public Library Information Network (OPLIN) then

OPLIN was a consortium providing all Ohio residents with fast, free public Internet access through Ohio's public libraries, plus access to high-quality research databases. OPLIN (Ohio Public Library Network, 2008) also provided supportive content on their website, including help guides, an FAQ and a weekly newsletter *4Cast* (Ohio Public Library Network, 2008b). They provided value added content on their website, including a link directory of Ohio related content (about 25,000 links) and three specialist sources: '*What snake is that*',

'*What tree is that*' and '*What's the point*' - which was on flint artefacts. There were also links to useful resources for kids, teens and teachers, and they provided podcasts and screencasts relevant to their services, using free Web 2.0 tools.

They created a web page for mobile devices, which was in test phase. It enabled a user to search for and get the contact details for any library in the state. They hoped to expand this service to include searching the databases from mobile devices, but this was dependent on whether the vendors could deliver the content in the appropriate format.

Ohio Public Library Information Network now

The OPLIN mobile service has been launched (Ohio Public Library Information Network (2008d). When a user accesses the OPLIN website from a mobile device, it automatically redirects them to OPLIN mobile, a modified version of the website, which offers searching for an Ohio Library or their *Discover Ohio* links. Unfortunately, it has not yet been able to expand the service to include searching their database content.

In the US, mobile phone plans are much cheaper than in Australia, resulting in more widespread use of the Internet from such devices. OPLIN has been very forward looking to get this service up and running early, leading the way for many others to do the same, so that their libraries and their content are available online, regardless of the device being used.

Their web links have been repackaged into a new website – the *Ohio Web Library*, separating the content side of OPLIN from the services (OPLIN, 2008c). Their local specialist resources fill a need that libraries everywhere should be providing – local content. Being local is one of the greatest advantages libraries have and we should be taking advantage of this in as many ways as possible.

Web Junction then

Web Junction (OCLC, 2008) was an online service provided by OCLC, whose mission was to be a cooperative of library staff sharing and using online resources that enabled them to identify and embrace appropriate technologies and apply them to their daily work. *Web Junction* offered forums, a wealth of free resources, training and partnerships. Forums covered a wide range of topics under the categories of Hardware, Software, Emerging Technologies and the Web, Networking & Security, Library Management, Staff Training & Professional Development, Patron Services, Rural Library Sustainability Project and Spanish

Language Outreach Program. Membership was required to access most of the content, but registration was easy and free.

Their training programs were free for partner organisations, which included 13 US State Library Associations who provided the programs for librarians in their states. The programs were also available to any *Web Junction* members at a greatly reduced price. All content was delivered online and could be accessed at the user's pace.

Web Junction now

Responding to user feedback and with user testing, the *Web Junction* website was overhauled, giving it a more user-friendly interface. The Forums remain and continue to be well used, as are the growing range of courses available through membership.

As a central repository for library related information and a place where librarians can seek assistance, Web Junction has no peer. However, marketing is a continuing issue for them, getting people to realise there is a great source available and then getting them to use it.

St Joseph County Public Library then

I visited St Joseph County Public Library (SJCPL) in Indiana for a range of services, including their web links wiki and blogs (St Joseph County Public Library, 2008b). SJCPL used Word Press (Automattic, 2008) loaded on their local server for their blogs, and they used Feed2JS (Levine, 2008) to generate feed summaries for their homepage. They had a public SJCPL blog, which had contributors from all branches and departments. Their teen page was blog-based and teens were able to submit book reviews. They also had two blogs for their building projects - one for staff and one for the public, keeping everyone updated on progress (Anderson, 2005).

Their most popular blog was the *Game Blog* (St Joseph County Public Library, 2008a), which was used to promote gaming events in the library and other gaming news. They built their gaming community through this blog, with approximately 60-70 kids regularly attending their gaming events. They had 138 posts with 658 comments from kids. They also had a forum for discussing gaming related topics, which was moderated by staff. This was hugely popular with teens, who started their own discussions.

They moved their website links from static web pages to a wiki format, using *MediaWiki* (MediaWiki, 2008). This enabled them to introduce catalogue and

database content, including cover images. The wiki introduced users to library resources in ten broad subject areas and many more sub-categories. Content could only be edited by library staff, however users were able to suggest additions, report broken links and much more via the wiki's comments facility.

St Joseph County Public Library now

The SJCPL blog, teen blog and gaming blog are now well established in their community, with continued regular commenting on the popular gaming blog. The subject guides on the wikis have expanded in both categories and content, with explanations of library terminology, information on where to find print content in the library and on community events. One of their gamers made a great commercial which has been shown on local TV.

It would be interesting to see how the wiki would work if it was open to the public and if doing so would solicit any edits or additions. For flexibility with content and ease of administration, the wiki has been a wise choice for library staff. They have customised it well and have added interesting and relevant additional content to each subject within the wiki, making it even more appealing to users.

Their teen and gaming blogs and the forum are a key part of their young community. Along with their library gaming tournaments, they have built a strong following of young people of a variety of ages and as a result are seeing those same teens using other library resources and attending other library events. This is a great example of how building an online library related community is, in turn, increasing interest in and use of the physical library.

Ann Arbor District Library then

Ann Arbor District Library (AADL) (Ann Arbor District Library, 2008a) in Michigan was the subject of much discussion in the library literature when their website revamp resulted in their entire online presence being blog-based. This included coverage in *Library Journal* (Kenney, 2005) and *School Library Journal* (Schmidt, 2005) as well as in numerous books.

AADL's website revamp used the services of a graphic design company and all programming and other technical requirements were undertaken by AADL staff. Various models of the proposed new site were user-tested for appropriate terminology and transparency.

Drupal was selected as their content management system (Drupal, 2008), and it functioned as a web interface to their library system, logged their users in and returned search results.

Any staff member could blog on the website, with the approval of their manager, and after they completed a 1/2 hour training session. They adapted the Drupal wiki to allow them to easily link to images, catalogue searches and individual items. Their blogs had over 10,000 comments, but over 9,000 of those were on the gaming blog.

Drupal's wiki capability enabled them to introduce *Picture Ann Arbor* (Ann Arbor District Library, 2008d), where users contributed to a growing virtual local history collection of scanned documents and images.

Ann Arbor District Library now

AADL took service to their users by launching a 'Branch Library' in MySpace (Ann Arbor District Library, 2008c). Their MySpace page includes a catalogue search box and RSS feeds from their relevant blogs.

They have introduced a Twitter feed (Ann Arbor District Library, 2008e), which was launched to promote events 30 minutes before they began, although it is used for more than that. Amazingly, within the first few days they had over a dozen followers and now have over 70. Events are also available via RSS feeds.

A new *Developer* blog has been launched, to help users keep up-to-date with new features as they are developed and launched. They have also worked in partnership with several local organisations to produce *Ann Arbor Cooks* – 'an online collection of digitized cookbooks published by Ann Arbor churches and organizations' (Ann Arbor District Library, 2008b).

AADL hasn't stopped development of its website, they have looked to the needs of their community and filled service gaps, whilst also establishing valuable partnerships. Building their virtual community helps them to strengthen their ties to their physical community.

Hennepin County Public Library then

Hennepin County Library, Minnesota (Hennepin County Public Library, 2008c) came to attention initially due to patron comments on their catalogue. They created a program which enabled users to write comments which were then added to the appropriate catalogue records (Farkas, 2007b). However, not long before my visit, they also launched an innovative new adult reading area on their website entitled *Bookspace* (Hennepin County Public Library, 2008a), which received rave reviews (Dempsey, 2007).

Library users were able to place comments on Hennepin's catalogue records, using a form on the website. A script gathered them in batches several times a

day and forwarded them in an email to a librarian for approval. Once approved, the comments were attached to the appropriate catalogue records, including the different formats and editions of the same title, i.e. audio, large print, etc. Comments had a name link that took you to other comments left by that person – a form of reader recommendation, which added a social networking/building community capacity to the space.

Bookspace comprised book lists, forthcoming books, new materials, book club information and find a good book advisories. It had been hugely successful in the short time it had been live, both with Hennepin patrons and as an excellent example of reader services to other libraries.

Their web pages were mostly dynamic and database driven. Hennepin librarians wrote programs in-house to simplify adding content to their website, whilst also taking advantage of content they already had, e.g. a librarian entered a book review and before it was displayed on the website, the program pulled in the catalogue link, cover image, similar titles and then presented it, beautifully formatted, in the appropriate location on their website. Library users were able to generate book lists on the Hennepin website, which they could make either public or private. Library staff chose appropriate user generated book lists to be rotated through the *BookSpace* homepage as a highlighted list.

Hennepin County Public Library now

Hennepin's kids and teens pages have been revamped and now have similar functionality to the *Bookspace* site (Hennepin County Public Library, 2008d and 2008e). They include blogs, polls, reader's lists, podcasts and customisable interface colours, enabling users to change the site colour to suit their preference. Besides those generated internally, poll questions also come from those suggested by library users and relevant community groups.

Bookspace continues to grow, with users contributing regular content, developing their own book lists, both private and public (Peterson and McGlinn, 2008).

The catalogue comments (Hennepin County Public Library, 2008b) were revolutionary on their own when first released, especially when the creator Glenn Peterson made the code available for other libraries to adapt for their own use (McKiernan, 2007). It's great to see a library offering this service to users and having users take it up and run with it. Ideally, all libraries should have such a service.

However, for many libraries this has not been an option, due to lack of programming skills or staff. However, something similar is available in the form of *Library Thing* for libraries (Library Thing, 2008). This service adds user generated

tags and related titles to existing catalogue records, taken from the *Library Thing* database – much more achievable for those with resource constraints.

A *Bookspace*-type service is almost obligatory for at least public, if not all libraries, if readers are to be engaged virtually. Readers, particularly fiction readers, make up the majority of regular users and services such as this relate to what users consider our core branding - books. Something similar is achievable, but will require resources, which each library has to decide whether they wish to commit.

Thomas Ford Memorial Library then

Thomas Ford Memorial Library (TFML) in Illinois created a website which became renowned for its user friendly interface (Rhode Island Office of Library and Information Services, 2005). It offered the user the ability to access content via user group (i.e. adult, children) or by intended use (join, renew items, search, etc.). It used Movable Type blogging software (Six Apart 2007), hosted remotely to run the website, with a public blog and fixed template content, as well as a staff blog where they share notes, news and more. Blog entries fed to different pages on the website. They were about to redesign the website, keeping Movable Type for blogs but looking to use another format for the rest of their content. They wanted the website to do more to promote the services and collections of the library; they felt that content was down too deep in the site and as a result was rarely accessed.

Their local history website used Word Press software and was initially established with grant money that was used to pay for the setup, digitisation and metadata of the content. The result was the *Western Springs History* website which had over 100 photos of local houses with accompanying information (Roche, 2006). Users were able to add further information about each house, by using the comments capability of the blog, which made for a rich local history information source. Thomas Ford Library staff were going to meet with the Western Springs Historical Society to investigate further collaborative efforts which would hopefully result in expansion of the project.

Thomas Ford Memorial Library now

The website has been revamped and looks much more professional that its predecessor, whilst retaining the simplicity and user-centredness that first brought it to the attention of the broader library community (Thomas Ford Memorial Library, 2008). Content has also been expanded to include more recommended titles and easier to find information on the Library itself.

The Western Springs Historical Society website has undergone a major revamp, with a more professional look and much more content than just the history of local houses (Western Springs Historical Society, 2008). One interesting new feature is the facility for website visitors to read personal stories of the local area and to share their own stories. The local house information is still accessible, but no longer at the forefront of the website.

The new website has managed to retain the appeal of its predecessor, whilst giving it more flexibility from a staff point of view. It is still user-centric and retains the blogs, but is easier for staff to administer and change. This is a great example of how a library, small or large, can produce a good website using Web 2.0 tools, with minimal technical knowledge.

The Western Springs houses project has disappeared into the depths of the Historical Society website and it took me some time to find it. This is disappointing, but understandable as this volunteer-driven organisation tries to market itself beyond this project. The new stories project is inspiring and a great way of gathering stories, both past and present, to give a bigger picture of the area.

Such projects could easily be undertaken by other library/historical society partnerships, to encourage participation and increase the knowledge of local history in any given area, with minimal investment.

Conclusion

Virtual services are becoming a core part of services that public libraries offer. In many instances, virtual visits can eclipse personal visits to a physical library. If for no other reason than this, we need to be considering the best ways to serve those who visit us virtually, whether they do so physically or not.

Web 2.0 tools provide a range of options for opening up our websites to collaboration with our users, enabling them to communicate with us in ways that were never possible before. Making them even more appealing is their general availability as free or relatively inexpensive and easy to use.

As more of our users and potential users go online, libraries need to ensure that they are there, with the services users want and in the spaces that users and potential users inhabit.

The libraries discussed here have taken chances, putting staff and resources into untested tools, which ultimately resulted in relevant and popular services. It is an ongoing process however, which means that whatever investment

is made, also needs to be ongoing – a library never reaches the Library 2.0 pinnacle, it is a description of the journey, not the destination.

This article is focused on success stories, where libraries tried things that worked. There will be many more stories about things that didn't work. We can learn from them too. Many new endeavours will involve risk. When using Web 2.0 tools however, as they are mostly free, the loss will be mainly in staff time.

There is much more that can be done with these tools. They are able to assist us in providing services we have not been able to offer before. They can also help us to repackage current services into formats that may make them more appealing to a wider audience. The most important question, as always, remains: How do we best serve our users? For some things, these tools will not be appropriate, but for others, I believe they will. It's time to consider starting to use them and in doing so, open up new avenues for our users to access all that libraries can make available to them.

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Book reviews

Specialised search tool for scientists and engineers

Literature Search Strategies for Interdisciplinary Research: A Sourcebook for Scientists and Engineers. Ed. by Linda G. Ackerson. Lanham, MD: Scarecrow Press, 2007. 132 pp. US$35.00 soft cover ISBN 13: 9780810852419

This book was written to help scientists and engineers plan successful search strategies and achieve thorough literature searches. Although described in the introduction as most useful for beginning scientists and for researchers who are moving from a broad disciplinary research area to a more specialised field, this small, readable volume would also be very useful to library staff working in the disciplines discussed.

'Interdisciplinary', 'multidisciplinary' and 'cross-disciplinary' are adjectives that are often used interchangeably. This book distinguishes between them:

> Interdisciplinary …is an integrative process in which knowledge from two or more distinct disciplines is synthesised to form a new field. Multidisciplinary research is an additive process in which information from multiple disciplines is used. Cross-disciplinary research is the sharing of information across disciplines.

Ten interdisciplinary fields are covered in this book: palaeontology, crystallography, quaternary research, human factors engineering, nanotechnology, atmospheric chemistry, bioethics, computational biology, engineering entrepreneurship, and machine learning. Each chapter is written by a librarian expert in the field; many also have qualifications and teaching expertise in the relevant subject discipline.

Typically, each chapter outlines the history and development of the field, discusses the characteristics of the literature and outlines strategies for finding information. Different types of information sources (examples include introductory texts, guides to the literature, journals, reports, databases, data sets, conferences, field notebooks, standards, web pages) – historical and current, print and online – are described and discussed. Most chapters include search tips, advice about search terms and controlled vocabularies, and comments about the strengths of different information sources.

The thorough index includes topics, names and titles of works; it is well set out and easy to use.

This is an interesting book and a most useful guide, recommended for the collection of any library providing information services in these interdisciplinary fields, as well as to individuals working in these research disciplines.

Sherrey Quinn
Libraries Alive! Pty Ltd

Selling libraries

Crash Course in Marketing for Libraries. **By Susan W. Alman. Crash Course Series. Westport, CT: Libraries Unlimited, 2007. 177 pp. US$30.00 soft cover ISBN 9781591584308 (available from DA Information Services)**

Alman states that in order 'to effectively market your library, you must determine what your community wants, create services that meet their needs, and then educate the community about those services'. In the first two chapters she very clearly and concisely takes us through the steps involved in planning for and then developing a marketing plan. The section on gathering data on the community and its needs has been approached particularly well and focuses on which techniques will work best for the clients, depending on the level of time and money available.

The 'communicating to the community to market the library' chapter is well written and gives valuable tips on how to use the media, including cultivating media relationships in the first place. The section on developing a newsletter is also worth consulting, as it focuses on the key issues to be considered when undertaking such an endeavour. The fund-raising chapter has some useful sections, including: providing some ideas about developing relationships, including Friends of the Library groups; the 'elevator speech' approach (providing a snapshot of how the library helped its community in the time in would take for an elevator to arrive) to help aid local funding; ideas in developing corporate funding and also private donors. However, it is otherwise US-centred and of less use to Australian and New Zealand library staff, as it concentrates on and provides links to federal, state and foundation funding in the US only. This is where this otherwise excellent guide to marketing fails, because its parochialism cuts off a large portion of its potential audience - the rest of the developed world.

The appendices are an eclectic grouping of good to excellent examples of issues raised in the text, as well as further exploration of some of the techniques, including: marketing plans, winners of US marketing awards, newsletters, posters and annual reports. It is also provides an excellent bibliography based on the chapters, which will allow the reader to further explore the issues discussed, as this guide is very concise and addresses only the basics of marketing.

Crash Course in Marketing for Libraries is an easy-to-approach, concise guide to marketing ideas for those seeking to brush up skills in this area or for others seeking an introduction to the topic, though in some sections it caters only to the US market.

Emma Datson
Department of Agriculture, Fisheries and Forestry, Canberra

Invaluable guide to information commons

It is 20 years since the 'information commons' concept was introduced to academic libraries. During the past two decades diverse institutions throughout the world have effectively moved towards implementing the system, with the aim of better helping their students in the pursuit of learning. The commons is a model of information service delivery physically located within an academic library. It offers integrated access to print, multimedia and electronic resources, together with support staff from both library and IT backgrounds. Students are able to conduct their research and write their papers at a single workstation. A recent development is the transformation of the information commons to a learning commons, which reflects a shift in learning theory from primarily transmission of knowledge towards an emphasis on the creation of knowledge and self-directed learning. The learning commons encourages a collaborative approach by library and teaching staff to course management and learning support, within the high technology environment. It is also more clearly and explicitly aligned strategically with the institution's vision and mission.

There is no single configuration which guarantees the success of a proposed commons – there is, in fact, a huge variety of flourishing facilities in universities, vocational colleges and polytechnics throughout the world. This book of case studies is the next best thing to a study tour of the USA and Canada for anyone involved in the planning and implementation of a commons or similar resource centre. The studies are from 20 libraries at both large and small universities and colleges. Each consists of a summary data chart, including budgets, services and user statistics; a physical description; governance and staffing details; and finally an assessment and evaluation of lessons learned during the installation. These lessons have been summarised in the final chapter under separate headings: design, equipment, partners, policies and so on. There are also several pages of photographs and appendices detailing sample brand graphics and a sample information commons user survey.

The book is well indexed and contains a glossary of terms and a bibliography of print and electronic resources for further detail. Readers will learn the historical context for information commons and the factors which must be considered in planning for their installation. Planning for resources, staff training, access, marketing and evaluation are discussed, along with planning for the challenges ahead and planning to make best use of the physical space available. Any professional involved at any level with the implementation of an information commons would find this book invaluable.

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Helen Dunford
TAFE Tasmania

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Recordkeeping information technology

Understanding Data and Information Systems for Recordkeeping.
**By Phillip C. Bantin. London: Facet Publishing, 2008. 331 pp. £44.95 soft cover
ISBN 9781856046275**

The aim of this book is admirable. The author attempts to provide a bridge between two disciplines (recordkeeping and information technology) that are very closely linked; but despite that there often seems to be a yawning gulf between the two. As Bantin points out, records management and archival literature is rich with discussion of recordkeeping requirements for information systems, whereas the IT literature rarely takes these into account.

The recordkeeping literature, however, rarely describes or analyses information systems in any detail, so this is the gap that this book attempts to fill.

Relational databases, document management and content management systems, decision support systems, data warehouses and email applications are all discussed. Functionality of each is identified and the basic architecture described. Each system type is analysed and its functionality compared with recordkeeping requirements and metadata specifications. Strategies to enhance recordkeeping functionality are described and evaluated; this includes consideration of the advantages and disadvantages of possible options. All information is very clearly set out, and authoritative sources are used, although the international standard on recordkeeping metadata (ISO 23081 Information and documentation - records management processes - metadata for records) does not appear to be mentioned.

These chapters on individual types of systems are preceded by a discussion of the impact of change on the management of electronic records and an overview of recordkeeping systems. The book concludes with a chapter devoted to laws, regulations and best practices (mostly North American) and a brief summary of progress and challenges.

This is a worthwhile addition to the recordkeeping literature. It will function well as a reference guide for records managers grappling with recordkeeping implications of business information systems and will also serve well as a resource for students. It succeeds in its bridging aim and should really enhance communication and understanding between recordkeeping and IT professionals.

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Gillian Oliver
Victoria University of Wellington

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Primer on technology and behaviour

Cyber Sins and Digital Good Deeds: A Book about Technology and Ethics.
By Mary Ann Bell, Bobby Ezell and James L. Van Roekel. Binghamton, NY: Haworth Information Press, 2007. 187 pp. US$22.95 soft cover ISBN 13: 9780789029546

Cybersins and digital good deeds is a very short, popular encyclopaedia defining prominent examples of information and communications technology (ICT) and some human ethical implications of its uptake. Bell, Ezell and

Van Roekel have written entries that range from a paragraph to a couple of pages, supplemented with brief bibliographies and enlivened with occasional black-and-white illustrations. This content has been written at somewhere between basic and intermediate levels, although it inclines towards the former. The authors hope to 'demystify some of the terms often heard in threatening tones but perhaps not understood by the layperson'. They target 'high school and academic libraries, public libraries' and those general readers seeking more information about 'good and bad behaviour involving technology'. They also nominate the selection criteria of 'historical importance, present relevance, and the likelihood of future impact'.

The book does present many key phenomena using concise and effective laypersons' terms. Within the format of a 'short guide' or contemporary reference source, its primary focus is, however, on describing the potential or documented human ethical implications of the pervasive global adoption of ICT. Some of the issues are quite serious.

Cybersins has been written from a North American perspective. This is demonstrated by references to 'cell phones' and entries about implications of the PROTECT Act (under 'typosquatting') and the Patriot Act that followed the 11 September 2001 terrorist attacks. Nonetheless, most issues have an obviously international scope. Some are ostensibly ethically neutral, being simple factual explanations of current technological phenomena – for example, encryption, file swapping, firewall, podcasting, RFID and spam. The neutrality of technology *per se* is asserted by the authors in their introduction and legitimately contrasted with 'the means by which new devices and methods are used' and the resultant value or threat. Even so, given that this is 'a book about technology and ethics', the reader may be predisposed to apply the lens of ethical scrutiny to all of these elements. The potential is certainly there.

The prevalence of technology and 'technospeak' in our cultures, lifestyles and language is sobering. Most of it has only emerged within the last 25 years. More significant than the language are the complex socio-economic ramifications of ICT. These continue to influence (and be shaped by) interpersonal dynamics in most of their forms. The sheer proliferation, convenience and benefits of technology can arguably dilute any inclination towards ethical reflection on its implications. However, as Bell, Ezell and Van Roekel have shown in this compilation – 'cyberbullying', 'disinhibition', 'hoaxes', 'identity theft' and 'keystroke logging' being just a select sample - the interplay between technology and persons includes destructive social outcomes, the scale of

which are potentially globalised instantly via the Web. Human psychology ('computer addiction'), esteem and social needs ('creating an identity in a chat room'), interpersonal dynamics ('absent presence'), aggression ('viruses and virus protection'), sexuality ('Internet pornography') and fraud ('phishing') are juxtaposed with instant communications ('technology and knowledge management'), education ('distance learning content sharing'), social change ('online protests'), visionary philanthropy (the '$100.00 MIT laptop') and international commerce ('eBay'). One cannot legitimately adopt the stance of doomsayer or Luddite without also acknowledging the concurrent and multifaceted benefits of analogous applications.

This type of book is an important introductory-level contribution to ongoing debates about the human and ethical implications correlated with the use of technology. It is also an informative 'ready reference' for readers pursuing quick access to topical definitions. That it is a concise compilation may not appease 'purists' seeking far more rigorous explorations of demonstrated and potential ethical issues. There is certainly scope to deal far more closely with such implications than *Cybersins* permits. The spectrum of human consequences flowing from new technology surely warrants serious attention in both popular and scholarly forums. However, these authors had different aspirations and have arguably achieved their purposes. The modern engagement with myriad technologies has definitely surpassed a 'dalliance' – these are entrenched behaviours and *modus operandi*. As the information and communication revolutions are extrapolated beyond the present moment, so too should be the ongoing appraisal of their impacts on our human family.

Michael Cullen
The University of Notre Dame Australia

Designing and blending to maximise users' experiences

Academic Librarianship by Design: A Blended Librarian's Guide to the Tools and Techniques. **By Steven J. Bell and John D. Shank. Chicago: American Library Association, 2007. 208 pp. US$50.00 (ALA members US$45.00) soft cover ISBN 13: 9780838909393**

We know we are being overwhelmed by an accelerating flood of information, more advanced tools for manipulating information, increased capacities for storing and for retrieving information. So how are these trends affecting academic libraries as they prepare for the future? Will their future be one of increasing marginalisation and early obsolescence? Or will it mean – as Bell and Shank propose – that librarians, whose expertise is increasingly being needed to make sense of the information deluge, will develop new ways of collaborating with colleagues within the academic environment and adopt a new role?

This book explores ways in which academic librarians can metamorphose into performing a new function, which the authors refer to as 'blended librarianship'. They describe the blended librarian as a person who combines the traditional aspects of librarianship with the technology skills of an information technologist and adds the instructional or educational technologist's skill in curriculum design. This blended librarian can innovate, discover and implement new services and is prepared to integrate new skills into their own work. This is done by incorporating 'design thinking' into the planning of library services: that is, being able to put oneself in the place of the user in order to understand how the user can receive maximum benefit from the experience. It also means a willingness to evaluate continuously and make changes that improve the user's experience.

Topics covered in *Academic librarianship by Design* include developing and extending campus collaboration, information literacy instruction and course management systems, digital learning materials, the online learning community and the future of new roles for academic librarians. Each chapter is headed by a relevant quote and a set of learning objectives. The information is set out well and logically arranged. Chapters conclude with a list of topics for further discussion and a list of additional resources (including online resources). There is a comprehensive index as well as scenarios, case studies and profiles which are used to illustrate the practical application of concepts.

The future of academic librarianship does not depend on the librarian's ability to perform rapid and accurate database searches. It depends on the librarian's ability to integrate library services and practices into the teaching and learning processes of the institution. This depends in turn on improving collaboration and becoming an instructional partner with faculty members, researchers and students. This practical book is packed with ideas and possibilities and would be a valuable resource for library managers and library planners concerned with information literacy training. It would also be useful for library students and their teachers in library and information courses.

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Helen Dunford
TAFE Tasmania

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Reading teens

***Serving Teens through Readers' Advisory*. By Heather Booth. ALA Readers' Advisory Series. Chicago: American Library Association, 2007. 159 pp. US$36.00 (ALA members US$32.40) soft cover ISBN 13: 9780838909300**

This book is intended for librarians and others who work with teens – to assist them in making 'book connections that teenage patrons will remember many years from now'. Its focus is as much on promoting the pleasure of reading as on other educational or life benefits. 'Teens' are defined as 'adolescents between twelve and eighteen years of age', acknowledging that in libraries, 'teen services' or 'young adult services' may extend to patrons in their early twenties.

The book is well-structured, easy to read and easy to use. Part 1 is a brief history of teens and reading in libraries in the US, followed by a very interesting section on what motivates teenagers to read and why reading is important for them – for their educational prospects, personal enrichment and enjoyment. It has a refreshing, non-judgemental approach to reading matter, quoting recent research that suggests that 'just one positive book-reading experience can lead to life long enjoyment of reading and, by extension, all of its inherent benefits'. Many parents can identify with this statement after seeing teenagers launched into reading after just one John Marsden or Harry Potter experience. Booth acknowledges the importance of graphic novels, comics, magazines, 'fluff' or 'trashy' novels and the Internet in teen reading. This 'light' reading, sometimes dismissed as not 'real' reading, is actually beneficial because it is

effortless reading, which improves fluency, increases confidence and in turn leads to more advanced reading choices. She also discusses research on the benefits of teen self-selection of reading material – autonomy and imaginative risk-taking allow teenagers to explore ideas, scenarios and attitudes which are unfamiliar.

There is a lengthy section (Parts 2 and 3) on readers' advisory (RA) work for teens. Basic RA concepts, the RA encounter and appeal characteristics are covered in general, with tips for adapting adult RA tactics to improve teen RA services. There's a useful chapter for adults on what to do if you have not read teen fiction since you were a teenager. Then, in more detail, Booth explores elements that make for a successful RA encounter with teens. Part 4 deals with RA for homework assignments, and covers RA by proxy, that is, how to handle parent requests for reading matter for teens, in ways that both satisfy the parent and interest the teenager.

Part 5 describes many resources, print and electronic, that help match books to teenagers' interests. It includes guidance on creating resource lists, annotated book lists, displays and how to promote services for teens. The appendices present popular authors listed in broad genres/sub-genres, 'sure bets' (books to turn to when you are stumped), and a list of book awards voted on by teenagers in the USA.

Practical tips and suggested questions are identifiable at a glance, being set out clearly in 'figures' throughout the book. There is a glossary of terms and an up-to-date bibliography. The thorough index includes authors, titles, subjects and series, and its readability is enhanced by the use of different typography for different types of entries.

I highly recommend this practical book to librarians planning or delivering young adult services in any type of library. Read it, too, if you are a parent wishing to encourage your teenager to read.

Sherrey Quinn
Libraries Alive! Pty Ltd

Major contribution: seminal work on freedom of information

The Politics of Promoting Freedom of Information and Expression in International Librarianship: The IFLA/FAIFE Project. **By Alex Byrne. Libraries and Librarianship: An International Perspective. Lanham, MD: Scarecrow Press, 2007. 226 pp. US$38.00 soft cover ISBN 9780810860179**

When the PhD degree was introduced by German universities in the 19th century, it was expected that the doctoral theses would be published in order that the arguments could be more widely discussed, as well as to disseminate new knowledge. Many of these now gather dust in library collections, unused except by historians of human endeavours. Here we have a book based on the PhD thesis which the author (Librarian of the University of Technology, Sydney) submitted to the University of Sydney in 2003, and now adapted as a major contribution to our professional literature. Revised for a wider readership than the original thesis would attract, Byrne has made available the first wide-ranging overview of how our major international professional association has responded to the conflict between freedom and governance. Byrne was in a particularly favourable position to tackle his topic, having chaired IFLA's Committee on Free Access to Information and Freedom of Expression (FAIFE) since its inception in 1997.

As indicated by the subtitle, much of this work deals specifically with the development of IFLA's involvement in this controversial area. There is no country-by-country survey of freedom of information in action, although countries are named in the index. Rather, Byrne has provided a discussion of philosophical and ethical considerations informed by examples drawn from around the world, as well as the practical problems of international bodies. Included in the latter are a few non-bibliothecal organisations such as the Red Cross (pp. 138-140 but not indexed), particularly in Chapter 8 (International Organizations in Transformation). However, the focus is firmly on the FAIFE Committee, and the earlier Committee on Access to Information and Freedom of Expression (CAIFE).

Two chapters in particular go outside the work of the committees and examine what happens in the real world. Chapter 6 (IFLA/FAIFE and the Politics of Action: From Cuba to Zimbabwe), is necessarily a somewhat superficial overview, but at the same time does indicate events in various countries. Both the Cuban and Zimbabwean governments are named (though Guantanamo

is not), and countries such as Australia, Sweden, the UK and the USA are major sources for the author. Chapter 7 (Defending the Right to Information: The Touchstone of All the Freedoms) is an equally readable but even shorter look at various aspects of censorship, such as pornography and politics. These contribute to explaining the work of FAIFE, but are not sufficiently deep to stand by themselves.

This is not a student textbook on freedom of information, but a seminal work for the professional. Turn off your television for a few evenings and read this book, then act with your colleagues to further the professional philosophy and actions which it highlights. Be warned, though – each generation will have to continue this never-ending struggle.

Edward Reid-Smith
Charles Sturt University

Top text for teaching

Librarianship: An Introduction. **By G. G. Chowdhury et al. London: Facet Publishing, 2008. 329 pp. £39.95 soft cover ISBN 9781856046176**

This comprehensive text would be an excellent handbook for any librarian wanting a concise, authoritative and up-to-date introduction to the many facets of our profession in a technology-driven society. It would serve as a refresher course, or as a foundational text for any course teaching information professionals. The authors span the broad field in highly accessible language, using a consistent format throughout. Each of the 26 chapters, in seven sections, includes thinking points, summaries and review questions. Web and other resources are recommended for each of the seven sections. An index and glossary are included.

Part 1, Libraries and Information Services, contains four chapters focusing on the history of libraries, types of library services and library design, and the future of libraries. Part 2, Library and Information Resources and Services, also contains four chapters examining content and delivery, types of library services, collection management and development and preservation and digitisation. Part 3, Information Organisation and Access, has four chapters reviewing classification, cataloguing and metadata, vocabulary control and information retrieval. Part 4 explores information users and society in three chapters, including a section on legislation and policy. Part 5, Library Technologies, has four chapters focusing on information technology,

standards, management systems and digital libraries. Part 6, Management and Marketing in Libraries, contains four chapters and includes sections on financial planning, change management, performance measurement and strategic planning. Part 7, the last section, reviews education for librarianship and library-oriented research.

In reading the volume I was reacquainted with many fundamentals, including Ranganathan's thinking, and challenged to consider the relevance of his principles to the contemporary context. The chapters on technology were the most accessible I have read, explaining many aspects of our environment in relevant ways. This volume splendidly achieves its aim of being a useful supporting text for any course teaching librarians and other information professionals.

Christine Bruce
Queensland University of Technology

Introduction to media literacy

Teaching Media Literacy: A How-to-Do-it Manual and CD-ROM. **By Belinda De Abreu. How-to-Do-It Manuals for Librarians, 156. New York: Neal-Schuman Publishers, 2007. 217 pp. US$59.95 soft cover ISBN 13: 9781555705961 (available from DA Information Services)**

With the dominance of media messages from both print and electronic origins, it is imperative that students of the 21st century are provided with the tools to access, organise and evaluate the wide variety of contributions made by the media to the information-rich world in which we live. *Teaching Media Literacy* aims to provide educators with the scaffolding to confidently integrate media literacy into their subject areas, using real-world topics in the classroom. 'If we teach media literacy well, students will become independent and thoughtful media consumers.'

De Abrue's book is well planned and easy to follow. The contents page directs readers to three distinct sections focusing on media literacy and the classroom, lesson plans, and resources. Within each of these sections numerous subsections indicate specific topics, providing quick reference to areas of particular interest. I did not find the resource section particularly valuable due mainly to its heavy American content. The other sections did contain useful ideas, and the inclusion of a CD-ROM with this publication makes it easy to print

the student worksheets, although these were not numerous. Lesson plans make up the majority of the CD-ROM, and, as these are found in the main body of the text, there would be little need to print them again.

The subject matter explored in the lesson plans is contemporary and would engage students. However, many experienced teachers would already be using similar ideas in their literacy teaching, and I would therefore recommend this book to be more suitable for those teachers who are beginning their journey into educating students in media literacy.

Helen Nitschke
Unity College

Readers' advisory: give 'em what they need

Readers' Advisory Service in North American Public Libraries, 1870–2005: A History and Critical Analysis. By Juris Dilevko and Candice F.C. Magowan. Jefferson NC: McFarland and Company, 2007. 252 pp. US$40.00 soft cover

This book is a 'critical history of readers' advisory philosophy based on interpretation and analysis of published sources'. The authors, from the University of Toronto, divide the history of North American readers' advisory into three phases: 1870–1916 ('the formative years'); 1917–1962 ('the commitment to systematic adult education'); and 1963–2005 ('the devolution into entertainment'). They examine in detail the debates and philosophies of readers' advisory work, within the context of North American library programs and wider historical events.

Some writers consider that readers' advisory was 'lost in adult services' in the period from 1940 to 1984 and has experienced a renaissance, delivering an improved service model in the period since 1984. In the 1980s the first editions of now-standard works were published: *Genreflecting: A Guide to Reading Interests in Genre Fiction* (Betty Rosenberg, later editions by Diana Tixier Herald), and *Readers Advisory Service in the Public Library* (Joyce Saricks). The Adult Reading Round Table, launched in the Chicago area in 1984, sponsored readers' advisory workshops, seminars and genre studies, and stimulated many librarians to greater interest in readers' advisory services.

Dilevko and Magowan disagree that recent decades have witnessed improved service. They argue instead that post-1980 readers' advisory has 'lost its way' and

> …focused less on the meaningful educational and cultural rationale with which it was associated in its earlier phases than on a mindset in which the reading of books, no matter what their intrinsic quality, is construed as good and where discretionary reading becomes commodified and disposable entertainment, as manifested principally in genre fiction and genre nonfiction …, bestsellers, celebrity-authored books, and prize-winning titles.

They see this philosophy as an outgrowth of the 1960s 'Give 'Em What They Want' movement, which 'entrenched demand-driven collection development …' and opened up public libraries to popular culture.

They argue that if readers' advisory in North American public libraries is to be a real force in community life in the 2000s and beyond, it should return to the role it played between 1917 and 1962 – striving to provide meaningful educational opportunities based on serious, sustained and purposeful reading of enduring books, rather than focusing on short-term entertainment or 'edutainment'.

The book presents two case studies which illustrate the authors' attitudes to some current readers' advisory practices. The first uses data from 69 student assignments from a major Canadian university. In the first assignment each student examined the *NoveList* record for a favourite novel to assess whether the subject headings, descriptions and accompanying reviews gave a 'good sense of that novel'. (*NoveList* is a commercial product from EBSCO: http://www.ebscohost.com/thisTopic.php?topicID=16&marketID=6.) A second assignment asked students to use the 'Find similar books' feature to identify a novel similar to their favourite novel, read that novel and comment on *NoveList's* suggested choice. In this way the assignment intended to gauge overall satisfaction levels with *NoveList's* reading suggestions. The authors' regard the recommendations as 'leaving much to be desired' (nearly 60 per cent of the students 'would not suggest to patrons the *NoveList*-recommended novel') and dismiss such databases as 'mechanical profiling', 'poor substitutes for "active critical intervention" on the part of readers' advisors'.

The second case study, on Nancy Pearl's *Book Lust* and *More Book Lust* examines some of her booklists (Winston Churchill, Founding Fathers, American Indian Literature, Asian American Experiences, Vietnam, The 60s in Fact and Fiction, The Middle East, The Islamic World) to determine whether they provide alternative viewpoints and lead readers to comprehensive understanding of the topics. Dilevko and Magowan are critical of these lists, accusing Pearl of faults such as 'lack of intellectual rigour', 'overemphasis of

a particular facet or theory within a field' and 'missing voices'. The authors are perhaps not comfortable with Pearl's celebrity status or her involvement with major vendors, and express concern that her recommendations 'contributed to the formation of a homogenized reading landscape consisting of best-sellers consecrated by mainstream media'. They refer to a 'deskilled and superficial approach' to readers' advisory work that relies on 'mechanical profiling' and reading suggestions based on bestseller lists and celebrity recommendations.

In Australia public libraries strive to provide both what the public wants to read, and material of enduring value, in addition to services centred around the 'library as place', outreach services and initiatives which connect their users with the digital worlds of commerce, education and imagination. Recreational reading remains a core service of public libraries. Readers' advisory/reader development work has received increased emphasis in recent years in Australia, after many years of little or no attention in library science education or library promotion. Training courses are now available, there are active special interest groups of readers' advisers, commercial readers' advisory databases are provided for use by staff and patrons, and collaborative initiatives are producing reading lists with local relevance. (I do declare an interest here as I am co-author/co-presenter of a readers' advisors' training course.) A well-attended conference on the topic took place in Melbourne in April 2008 (*Reading critical: developing readers in Australia and New Zealand, Melbourne 11–12 April 2008; conference proceedings*, Auslib Press, 2008). Nancy Pearl's recent visits and seminars in Australia were attended with interest and enjoyment by scores of librarians.

We might not share the bleak view of Dilevko and Magowan. Instead, we are more likely to identify with the mission statement on the British '*Branching Out*' reader development website (www.branching-out.net) – 'the best book in the world is quite simply the one you like best and that is something you can discover for yourself, but we are here to help you find it.' This statement acknowledges that it is possible to have a 'satisfying reading experience with a book that is generally considered quite light' and that it is also possible to have

> …a poor reading experience with a book that has been accepted as brilliant.
> …Reader development will always seek to encourage people to try something
> different or new to them - it's about stretching boundaries and opening up
> possibilities – but the final judgment on whether it was worth it is down to the
> individual reader.

Dilevko and Magowan's argument is closely reasoned and comprehensively referenced. Quite apart from its interesting analysis of the history of readers' advisory in North America, the book is a thought-provoking addition to the literature on the role of public libraries in our 21st century communities, even if one disagrees with the authors' views.

Sherrey Quinn
Libraries Alive! Pty Ltd

Measuring up

Using Benchmarking, Needs Assessment, Quality Improvement, Outcome Measurement and Library Standards: A How-to-Do-It-Manual with CD-ROM. **By Rosalind F. Dudden. How-to-Do-It Manuals For Librarians, 159. A Medical Library Association Guide. New York: Neal-Schuman Publishers, 2007. 464 pp. US$85.00 soft cover ISBN 13: 9781555706043 (available from DA Information Services)**

This work aims to make evaluation in any library setting, from a single person library to a much larger organisation, easy to approach and to implement, even in today's time-poor world. It is written in a clear, easy-to-understand manner. It clarifies the importance of evaluating: for planning, for improvement, for decision making, for accountability and to show value and worth. Skills in evaluation will also help information professionals become more capable of proactively managing the constantly changing environment in which today's library exists.

The book consists of three parts. Part 1 covers the literature on evaluation and the culture of assessment. Part 2 covers five major methods of evaluation: needs assessment, quality improvement, benchmarking, library performance standards and outcome measurement. Part 3 covers various tools used in evaluation projects, including sampling and questionnaires, as well as presenting a comprehensive section on how to communicate the results of evaluation projects. The accompanying CD-ROM contains a rich variety of material, including workbooks from the text, standards and examples from real-life situations – an excellent complementary resource.

Dudden explains often-complicated processes in a step-by-step manner, with accompanying workbooks to aid understanding. The author's easy manner makes it possible for the reader to understand how these may be applied to

any size library. There are excellent references to other major works that will help librarians perform different types of evaluation. What may be of particular interest to many of us is the outcomes measurement section of the book, which looks at how a library actually affects the people who use the library's service. No longer should a library be seen just as a place to store books; it is a place that can and does add value to the community it serves, and this section shows how to measure the value. This is a field which has become more prominent since the 1990s, and this section covers all types of libraries – well worth consulting.

Using Benchmarking is an excellent, easy-to-understand introduction to a complicated subject. Definitely recommended.

Emma Datson
Department of Agriculture, Fisheries and Forestry, Canberra

Students 2.0

The Academic Library and the Net Gen Student: Making the Connections.
By Susan Gibbons. Chicago: American Library Association, 2007. 160 pp.
US$45.00 (ALA members US$40.50) soft cover ISBN 13: 9780838909461

In *The Academic Library and the Net Gen Student* Gibbons begins by differentiating 'disruptive' from 'sustaining' technologies. What starts as a disruptive technology can begin as an 'inferior substitute', while also being 'easier and more convenient' to use – hence the defensive reaction of some academic libraries to 'library competitors' like *Google Answers* on quality grounds. This is locally topical, correlated with legitimate library and faculty concerns about timely access to high-quality and reliable scholarly information. Traditional modes of access and quality assurance are being diversified.

The second chapter is an evaluation of the Net Generation. The phenomenon of online gaming is an interesting inclusion in the third chapter, two of Gibbons' motivations being their broad appeal and potential educational benefits. Such virtual environments are further described as 'intellectually challenging but still socially welcoming'.

The author's rationale for including commercial gaming in such a book is its alleged educational potential. As 'powerful learning tools', she claims they may

require the application of scientific method or Piaget's learning theories, educating as well as entertaining. Gibbons then discusses convincing practical examples, citing some games with historical themes, virtual campuses for navigational assistance and simulated casualty incidents for training emergency staff.

She formally juxtaposes academic libraries with online gaming, nominating two three-dimensional virtual worlds – *Second Life* (SL) and *Active Worlds* (AW) – in this context. Embedded within SL is 'Info World', 'where information and knowledge are at the heart of all activities'. This includes a virtual library with reference desk, collections, book discussions, podcasts and lectures. AW contains a 'Virtual Bibliographic Instruction' library with analogous features. Gibbons highlights the adoption of SL by various US faculty in their courses, promoting the importance of librarians accompanying them in exploring the 'pedagogical potential' of virtual worlds.

Chapter 4 introduces 'Web 2.0' philosophies. Gibbons credits Tim O'Reilly with coining the term in 2004. The 'web as platform' is the first of these principles, a supportive foundation for 'myriad dynamic services'. The second is the 'harnessing of collective intelligence', the user's engagement with a website serving to drive it. O'Reilly's third Web 2.0 concept is 'the primacy of data and the databases that house it'; the fourth is the 'end of the software release cycle'. The continuous improvement of software based on user feedback and real-time monitoring of user behaviour supplants predetermined software releases. The fifth concept is reliance on simple programming models, and the sixth recognises the Web's application to a range of digital audiovisual devices other than personal computers. The Web becomes 'an interactive, context-rich, and highly personalized experience'.

Some leading Web 2.0 technologies – RSS feeds, weblogs (blogs) and wikis – are then discussed. Examples of vendors, websites and contexts are also included to good effect. Their uptake by North American academic libraries is demonstrated via new book lists, subject guide updates and impending charge alerts distributed as RSS feeds. Various library-hosted blogs exist, and many others can be created to 'invite comment from your user community'; similarly, a wiki can be used for 'a true, collaborative partnership with your academic community'. These are all familiar library and web-based devices. I would expect a high recognition factor from most readers.

Chapter 5 deals with social bookmarking and tagging for customising and personalising the Web. Tagging, described as a type of metadata and

cataloguing, involves assigning keywords to an object for reasons of its significance, identification and ownership. The author endorses it as one means of taming 'the chaos' of the Web and bringing 'some personalized order to it'. However, the controversial nature of tagging - its alleged messiness, imprecision, lack of quality control ('folksonomy', rather than formal taxonomy) and incursion into the 'territory' of professional library cataloguers is later acknowledged.

'Social bookmarking' involves saving bookmarks to websites and tagging them with keywords, later combined with those created by others. The free service, *del.icio.us*, is highlighted. Given her focus on academic libraries, Gibbons' citation of academic services such as *CiteULike*, *Connotea* and *Library Thing* is more than appropriate. The ubiquitous *YouTube*, described as 'a sharing and social tagging site for videos', is also mentioned. Its current uptake by youth is evident even to casual observers, and the scale of its content is remarkable. The universe of information is mapped and navigated in collaborative ways which should appeal to both information professionals and academic educators. The 'tag cloud' is another inclusion and worth mentioning here – a simple yet effective 'visual representation of a tag's frequency of use'. Gibbons advocates their promotion and support, citing initiatives by the University of Pennsylvania Libraries (*PennTags*), among others.

The 'Net Generation as communicators' is considered in Chapter 6, alongside mobile telephones, instant messaging (*Yahoo! Messenger*, *MSN Messenger*) and social networking services (*Facebook*, *MySpace*). Telephones are used for new purposes such as SMS, email, taking and sending pictures or listening to MP3 audio files. Instant messaging is often more used than email. Academic libraries tap into this popularity by introducing chat and virtual reference services. Gibbons sensibly encourages communication with phone-toting students by plastering reference desk telephone numbers all over campus. She also cites Penn State's use of SMS to 'get information pushed out to students'.

In her concluding chapter Gibbons suggests what academic libraries can do to fulfil their mission and keep in step with their students. Research libraries and their university hosts tend to have a conservative culture, yet they must not only keep abreast of changing technology but also be attuned to 'new information seeking and user behaviours of students and faculty alike'. She notes the irony – although 'the academy' is slow to change, its young students are 'one of the most adaptive, flexible segments of the…population'. This is another important contender for 'library issue of the moment'.

This final chapter has several foci, the first of which is the need for a research and development culture in academic libraries based on 'continually evaluating, examining and assessing your services, resources, and staffing to ensure that they meet the teaching, learning, and research needs of your academic institution'. Gibbons argues for flexibility and an integrated organisational commitment to innovation. The evidence base associated with total quality management and continuous improvement is aligned with such thinking.

The traditional concept of library as (either physical or virtual) 'place' needs rethinking. Students, their activities and technology are flexible and no longer tied to individual locations. Libraries become both academic and social hubs. Gibbons notes that 'a library's web presence' is unlikely to become the 'destination of choice of our Net Generation students'. Further, many students remain unfamiliar with online scholarly resources. She aspires to the 'academic library as travelling companion on the Web rather than … discrete virtual location'.

In conclusion, *The Academic Library and the Net Gen Student* is a useful excursion through many current issues, strategies and technologies. It is a thoughtful work, written by an insightful practitioner and supported by selected contemporary evidence. The reach of the Web is obviously international, and the missions of academic libraries are redolent with common themes, despite the nuances of local context. We need to continue facilitating strategic teaching and superior research, but must also combine our expertise in 'information storage, access, retrieval, and systems' with 'anthropological' knowledge of our Net Gen (and other) user communities.

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Digital segue

Print vs. Digital: The Future of Coexistence. Ed. by Sul H. Lee. Binghamton, NY: Haworth Information Press, 2007. 138 pp. US$45.00 soft cover ISBN 13: 9780789035769 (also published as *Journal of Library Administration* 46, 2)

In the world of academic and research libraries the single biggest topic of current concern is undoubtedly the proliferation of digital publications and resources, and what this means for library collections, services and spaces.

The papers in this volume cover a range of different aspects of this 'big question'. While the overall result falls short of being a comprehensive account of the issues, there is certainly much of importance and interest to consider here. The contributors are all senior professionals from North America, and their views are well worth pondering.

Journals are an obvious area of focus. Karen Hunter has long been one of Elsevier's key executives, articulating the publishing giant's strategies for digital publication, going back to the Tulip Project in the mid-1990s. Here she provides a very interesting assessment of the obstacles, from the publisher's viewpoint, to a complete transition to electronic-only journal publishing. Michael Spinella from JSTOR discusses the changing cost and value of electronic backsets of journals and also speculates on the transition to electronic-only. He makes the point that as many as 15 per cent of the JSTOR journals do not have their current issues available online. Some ideas for new digital forms of other types of publication are offered by Joan Lippincott, Bernard Reilly (newspapers), and Michael Buckland, whose suggestions for re-engineering reference works are particularly profound and thoughtful.

Another key topic is the effect of digital publications on the ways in which academic libraries use their physical space. Joseph Branin gives a fascinating account of Ohio State University's plans to re-design its library spaces, while Fred Heath talks about the reasons which led the University of Texas to reabsorb its undergraduate library into the main library and reuse the space as a learning centre – a decision which caused considerable controversy at the time.

In many ways the most challenging contribution comes from Dan Hazen of Harvard University. Starting from the proposition that existing cooperative structures and systems have their roots in the era of print, he urges a re-thinking of models for cooperation and collaboration – with an eye to the predominantly digital future and an awareness of the huge cost of managing parallel print and digital systems in this transitional era. His contribution exemplifies both the magnitude of the issues involved and the interest and value of this collection of essays.

Toby Burrows
University of Western Australia

Examining information

Fundamentals of Information Studies: Understanding Information and Its Environment. 2nd Ed. By June Lester and Wallace C. Koehler, Jr. New York: Neal-Schuman Publishers, 2007. 444 pp. US$65.00 soft cover ISBN 13: 9781555705947

The study of information has, in various contexts, been confused with data, facts and documents. Over recent decades editors and publishers have produced a range of books on the concepts of information and knowledge to support students and academics in information studies. This book is a new edition of a standard text on the theory and applications of information concepts to explain the history and current environment of information use and information technology.

The 14 chapters have been organised around the foundations of solid information science research, covering five categories: society, fundamental concepts, technology, professions, and policies. By following this arrangement the authors are able to combine concepts and knowledge with everyday examples in order to provide a broadly-based introduction to information studies.

In terms of the society category, the information environment surrounds us, and is considered as ubiquitous as the air we breathe. The reasons humans need information and the assimilation of information are explored in Chapter 3 through both theoretical and practical implications. The editors confirm that information has many impacts on culture, society and daily activities, and that information equates with power in society. The human needs, information and its power are defined in various ways (Chapters 1, 8 and 10). Additionally, information is considered a commodity in economic development, with features that are distinguished from other goods. Many organisations and enterprises use information as an essential resource in making decisions; as well, information has been a success factor in business development (Chapter 9).

Moving to the next category, fundamental concepts, Chapter 2 provides answers to and discussions of the key question, 'How is information defined?' This chapter focuses primarily on information as associated with humans and human behaviour. It describes a hierarchical level of related terms: knowledge - information - data - symbols. Throughout the discussions, fundamental concepts, levels and forms, characteristics, perceptions and theory, and the process of information, are represented comprehensively.

In association with technology (Category 3), Chapters 4-6 attempt to answer the question, 'How can we use information efficiently?' Technology has played an essential role in the creation, transmission, storage, retrieval and management of information. Chapter 4 is concerned with the history and concepts of information technology (IT). It discusses the development of communications systems, telecommunications and the Web in relation to the uses and applications of information, and processing and accessing information. Moving on from the historical development of IT, Chapters 5 and 6 describe in detail the evolution of current information technologies, the innovation those technologies bring and the societal institutions for creating, distributing and managing information.

In terms of the information professions, Chapter 7 provides a range of discussions, concepts and definitions about information professions (librarians, information scientists, information managers, etc.). To define what constitutes an information professional, this chapter analyses the information components of the position. Additionally, it describes various categories of the information professions and their changes over time.

The final four chapters address information policy. They examine the regulations and politics of information based on the regulatory bodies, including key governmental and non-governmental players; discuss some related issues such as information ethics and culture, law, and morals and values; and provide an overview of the information future.

Both editors are closely associated with information studies, with many years of teaching and related experience in higher education. Throughout this book the various authors support students in improving their understanding of the fundamentals of communication and information systems. The work also supports others who wish to increase their understanding of a field that has become increasingly prominent.

This book can be used as textbook or a learning tool for introductory courses in information studies.

Lan Anh Tran
Victoria University of Wellington

A flat-out good read . . .

Judging a Book by Its Cover: Fans, Publishers, Designers, and Marketing of Fiction. Ed. by Nicole Matthews and Nickianne Moody. Guildford: Ashgate Publishing Company, 2007. 191 pp. £50.00 hard cover ISBN 9780754657316

What attracts us to a particular novel – first glance, first impression, the cover, the size of the print, the font type, the font colour, the blurb, the author as brand, whether it has won a prestigious prize? Judging a book by its cover, by its looks, happens all the time, and this book on popular fiction tells us why and how this snap opinion matters.

Many of the articles cite Gérard Genette's *Paratext*, because paratext is all that surrounds the text and adds to it, such as the front cover, title cover, back cover, spine imprint, biographical author notes, snippets of reviews and so on.

The book is divided into four sections. Section 1 is a broad look at book marketing. Section 2 asks and shows what makes a book popular, and has an in-depth look at the impact winning a literary prize has on book sales. Section 3 looks at the value of the book and its enhanced value by its relationship with the media, and in particular with the press. Section 4 examines how to market to almost niche audiences, and questions which audience is in fact addressed. Lesbian pulp fiction, young adult novels by Francesca Lia Block and subcultures, and Algerian women writers are examined here.

Judging a Book by Its Cover is eminently readable, even for the lay person unschooled in media and cultural studies. A flat-out good read, the book achieves what it sets out to do, which is to let readers know that there is so much more to a novel than just the text. The index is comprehensive. This work is highly recommended for academic libraries at institutions that have media and communication, publishing, literature or cultural studies programmes.

As for the cover of this book, it has two different pulp fiction covers for Philip K. Dick's *Eye in the Sky*, side by side, so that the two can be easily compared. And the background colour for the dust jacket is the beige of faded parchment, complete with yellow-aged edges. Perfect.

Doreen Sullivan
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Marketing mixed bag

Library Management and Marketing in a Multicultural World. Ed. by James L.
Mullins. IFLA Publications, 125. Munich, K.G. Saur, 2007. 366 pp. €78.00
(€58.00 IFLA members) hard cover ISBN 9783598220326

Marketing the Best Deal in Town: ***Your Library. Where Is Your Purple Owl***?
By Nancy Rossiter. Chandos Information Professional Series. Oxford: Chandos
Publishing, 2008. 218 pp. price not reported soft cover ISBN 9781843343059

A Short-cut to Marketing the Library. By Zuzana Helinsky. Chandos Information
Professional Series. Oxford: Chandos Publishing, 2008. 98 pp. price not reported
soft cover ISBN 9781843344250

Three different books on marketing, published at about the same time
– how do they compare? The papers from the IFLA Section on Management
and Marketing conference are published under five headings, the choice of
which shows the variety in the presentations: Marketing Library Services to
Students, How to Organize and Promote Library Services, Marketing Library
Services to the General Public, Changing Libraries in a Multicultural World and
Information Technology and Library Management and Marketing. Two additional
plenary papers open the collection, one covering managing libraries in a
multicultural world, and the second covering the development in approaches
to marketing over time, with more recent strategies taking into account
'customer relationships' and 'benefit to the organization and its stakeholders'.
Yet few of the papers that follow seem to describe these newer approaches
to marketing, preferring to stick to the well-known 'P' approach in marketing.
Interestingly, once there were four: product, price, place, and promotion.
And now there are more, including product, price, promotion (where there
are still issues with the conflation of 'promotion' with marketing), persuasion,
placement, people – the list is becoming endless.

Regardless of whether the marketing approach is to encourage students or
adults to use libraries, many authors note the impact of Google and how their
programmes encourage former users and non-users to enter the library.

Sen describes a research project undertaken in India that elicited information
on why students were not availing themselves of the services of the library.
The initial challenge was to locate students who would admit to not using the
library. '[A] focus group of about ten students became the source of model
building of non-user characteristics.' While the findings may not translate for all

countries, they would apply to some, particularly those where students come from struggling backgrounds, travel long hours, and are pleased with their academic standard with no real wish to improve.

Devi's paper describes best practice management approaches and the application of technology to rejuvenate a large special library service in India. This is not the information commons approach offered by some other papers to attract students to libraries. A paper from Singapore concentrates on active libraries, multi-tiered library programmes and providing 'visitors with an enriching experience', since visiting libraries in the past had only been for borrowing books and finding information. The aim is to change the population from 'readers' to 'audience', where the library is a place to explore, not just to visit. The Singapore approach is very modern, often youthful, rich and intriguing and driven by 'the fact that libraries today need to face up to reality. We are now competing for time together with so many other options [offered to] people'.

Other papers, particularly those from Australia, describe experiences in marketing to offshore students enrolled at Australian universities. This is not only for those studying in the online environment. There is also a description of a programme to attract librarians from nearby Asian countries to take internships, as was the case at the University of Queensland Library. The multicultural theme of the conference drew interesting contributions on marketing to new multicultural communities now living in their countries either by choice or as refugees, from Spain, Greece and Portugal. Holding the conference in China brought forth a number of papers on management practice in China's libraries, particularly as it pertains to the advent of technology.

I had thought that the papers in the IFLA would mesh nicely with the two other marketing books - but they don't.

Both Helinsky and Rossiter convey more a promotional than marketing buzz in their books, each of which is published under the banner of the Chandos Information Professional Series: books aimed at the busy information professional and published to convey current thinking. These are not textbooks, though each author refers to marketing thinking and strategy in conveying their ideas. Helinsky's approach is based on courses she has held in marketing for libraries since 2001. She emphasises the need to market all the time; her evangelism is reflected in the first part of the book, where she encourages librarians to take risks with themselves, seeing problems as opportunities and other such suggestions, as many of us have heard in marketing and

promotional workshops. The suggested marketing tools can be found in any marketing text, but here they are condensed for us and presented in readable language. The art of negotiation, relationship and owner marketing are discussed, as is the topic of being each other's customers, i.e. remembering that any reflection of bad internal library politics on customer service will result in a poor image for the service. The book concludes with some useful suggestions for action.

Is Rossiter's title different? Rossiter bases her book on teaching experiences and feedback and admits that 'the language, style and tone of this book are very different'. Indeed they are. You have to admit that chapter subheadings like Cocooning; Clanning; 99 Lives; Don't Have a Cow, Man, Have a Purple Cow; Let Them Pee On Your Idea arouse one's curiosity. Lest you think that such headings are attention seeking, I can assure you that some are. But when a book starts with 'Did you see that great Super Bowl ad for your local library during the big game?' I knew I was onto something. I have never seen a library advertisement at national AFL matches – what a great idea! Rossiter acknowledges that it would cost a lot to advertise at the Super Bowl and states 'that's a lot of late fees'. Is this marketing or promotion, I asked myself. I had to read on.

The book contains many case study vignettes; it might be personal choice, but I preferred the text. Rossiter refers to Philip Kotler's thinking in *Strategic Marketing for Nonprofit Organizations*, along with other titles. In an easy-to-read style Rossiter makes us aware of how to navigate the many obstacles that confront the librarian when marketing is to be undertaken. Unlike Helinsky, Rossiter interweaves relevant marketing approaches with the situations she is describing. The flow is not always logical, but it does make sense. Some of the techniques discussed are fundamental: linking marketing with the library's mission, while others are possibly peripheral – a discussion of the reasons for failure to innovate ('lack of resources, failure to recognize opportunities and resistance to change'). Sound familiar?

So where does the purple cow come into the picture? This is on page 101: the concept that something remarkable is worth talking about and, again, based on the idea of another where something exceptional is not a brown cow, but a purple cow. It's all a bit American, I know, but it does convey the message. This book contains many good ideas.

I found Rossiter's book by far the more entertaining, but as an educator I asked whether this might be set as a text. Probably not, but I would recommend that any librarian wanting some new ideas on marketing and promotional strategies

read it. And the others? Helinksy's title has a more textbook approach, and the IFLA proceedings contain a useful collection of successful programmes designed to promote libraries, as well as a current run-down on some library management practices, particularly from China.

Kerry Smith
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Information effects

Information and Emotion: The Emergent Affective Paradigm in Information Behavior Research and Theory. Ed. by Diane Nahl and Dania Bilal. ASIST Monograph Series. Medford, NJ: Information Today, 2007. 392 pp. US$59.50 (ASIS&T members US$47.60) hard cover ISBN 13: 9781573873109

How do information users see and experience the world of information? How can we interpret and influence the emotional aspects of information use? *Information and Emotion* is a deeply interesting read for anyone who would like to put aside the view that information is objective and measurable, collectible and 'arrangeable', and consider its influence on people and on our affective responses. The two editors are well-known researchers. Diane Nahl is Professor in the Information and Computer Sciences Department, University of Hawaii; Dania Bilal is Professor in the School of Information Science, University of Tennessee. Nahl and Bilal have brought together a large team of 20 researchers, including two Australians, to construct what will surely become a seminal work.

The book has four parts, drawing together research developments and findings from 'information science…cognitive science, psychology, business, education, ethnomethodology, communication, neuroscience and computer science'. The first part examines alternative theoretical frameworks, including child development theories and sense-making. The second part explores the macro-emotional information environment. The third part explores the micro-emotional environment; and the fourth part, special information environments. Contributions come from a wide range of contexts, including community information research, health informatics and information literacy research, all through the lens of affect. For example, Fisher and Landry in Chapter 12 explore the information behaviour of stay-at-home mothers; Jeong in Chapter 16 focuses on blind people, and McKnight in Chapter 6 explores critical

care nurses' informative interactions. Farmer in Chapter 5 examines emotional behaviour and information literacy. Parker and Berryman in Chapter 4 explore how students judge 'what is enough?'; and Julien in Chapter 14 examines experiencing information literacy affectively.

If you are interested in people using information, and are looking for one book to read this year that is likely to challenge and stimulate your thinking, and perhaps even influence what you do, read *Information and Emotion*.

Christine Bruce
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UK workplace harmony

Managing Stress and Conflict in Libraries. **By Sheila Pantry. London: Facet Publishing, 2007. 140 pp. price not reported soft cover ISBN 9781856046138**

Pantry will be known to many in the field as the author of practical, readily accessible works on a range of library management and related topics. This new title is no exception. In her introduction she emphasises the importance for managers of taking a proactive stance in their efforts to manage stress and conflict in the workplace in order to meet the demands of health and safety legislation and also to provide benefits to the organisation that arise from a harmonious work environment.

The first chapter looks at the big picture – issues of violence, bullying, stress and harassment in the workplace and the consequent impact on organisational effectiveness. A number of European reports are discussed and conclusions drawn as to the need for a zero-tolerance approach to be adopted and the need for an organisation-wide commitment to this stance. The focus then zooms on to libraries, although the incidents and issues of concern would be generally applicable for a wide range of work environments. The potential impact of these behaviours and their costs, together with a plan for assessing risk, are discussed with a view to making a business case for action. This is followed by a section on legislation and standards which, not surprisingly, focuses on the UK legislative environment. There then follow a couple of chapters providing practical advice on dealing with situations, recording incidents and seeking further support when necessary. Closing the book are a number of 'real-life' case studies, more-or-less aimed at making you feel better – you think you've

got problems? Just look at these guys! Appendices provide a comprehensive range of resources, including websites and the addresses of UK organisations that help in specific circumstances.

As with Pantry's other works, this is an easy-to-read, practical text that will readily engage any practitioner. The advice it supplies will fit any virtually any workplace, not just libraries, but it is very UK-focused, so many of the benefits related to, say, the resources appendix and the legislative discussion, will have limited relevance to the Australian workplace. There are many other available texts on the topic, and it is likely that, for library managers here, a basic Australian text would be more beneficial.

Bob Pymm
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Undergraduate research skills

The College Student's Research Companion. 4th ed. By Arlene R. Quaratiello. New York: Neal-Schuman Publishers, 2007. 168 pp. US$45.00 soft cover ISBN 13: 9781555705886

Although the Web has been widespread in our lives for some time and has changed the way we access and use information, it also has been growing into a more complex environment. This book addresses recent developments in, and uses of, information. It recommends that information be evaluated for what it conveys, not the way it is conveyed. In other words, users should focus on the content of information rather than its format. This fourth edition covers the same ground as previous editions, but with revised and updated discussions of technology.

All eight chapters guide the reader through the step-by-step process of a research project in parallel with exercises for hands-on learning at the end of the chapter. Starting with the first step, Mastering Research Basics, emphasis is on choosing a research destination and planning the research trip (Chapter 1). This also the most crucial step in the research process in that any researcher should define clearly the 'what' and 'how' of an investigation before starting. This is associated with several activities, such as defining a topic, determining information and materials, and planning the research process in general. The second step, Decoding Database Searches, explains the structure of

databases and basic methods of searching databases, periodical indexes, online catalogues, and the Internet (Chapter 2). Related to this, the next three chapters describe essential steps in searching and evaluating search results from various resources, including the following:

- Locating Books (Chapter 3) focuses on searching for books using online catalogues, and describes the classification systems that enable users to find books on library shelves.
- Finding Periodicals (Chapter 4) focuses on finding articles using indexes in both traditional and electronic formats, and evaluating them.
- Exploring Reference Sources (Chapter 5) provides an introduction to the basic types and purposes of reference sources, such as encyclopaedias, dictionaries, atlases, bibliographies and statistical sources. Additionally, this chapter also provides keynotes for searching such resources.

Moving to the most widespread use of information today, the next two chapters address major electronic resources: selecting databases relevant to research topics, such as *InfoTrac*, *ProQuest*, *WilsonWeb*, *FirstSearch*, *LexisNexis*, *Ovid*, etc. (Chapter 6); and searching the Web, finding and navigating through electronic information (Chapter 7). In addition Chapter 7 explains the concepts, structure and content of the Web.

The book concludes with 'Preparing a flawless bibliography' that provides guidelines for creating citations for books, periodical articles and websites. Furthermore, it reviews the research process, covering all the previous steps.

Given its highly accessible prose, this book is a useful source to support senior secondary students and perhaps first-year undergraduates who wish to improve their skills in conducting enquiries and in doing research based on both traditional materials and electronic resources, but it is not for academics or postgraduate researchers.

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DDC gem

The Theory and Practice of the Dewey Decimal Classification System. By M. P. Satija. Chandos Information Professionals Series. Oxford: Chandos Publishing, 2007. 206 pp. US$69.95 soft cover ISBN 9781843342342

Most people working in the information field associate libraries with the Dewey Decimal Classification. Although other classification systems exist, the arrangement designed by Melvil Dewey back in 1873 remains synonymous with libraries. This may change in the near future, given a greater dependence on web-based texts instead of physical books, but for now Dewey and libraries remain entwined.

Satija designed this book to introduce students and working librarians to the theory and practice of the Dewey Decimal Classification, based on the 22nd edition of DDC. The book is aimed at beginners, although practising librarians may find it a good refresher. Satija writes in a very clear style and provides easy-to-understand examples. Each chapter is built on the chapter that precedes it, and reflects a graded approach to the number-building process. Satija sees the book as a complete course, as a training manual, and includes a small tutorial with answers in the appendices. As well as the nuts-and-bolts aspect of the manual, the entire document is underpinned with DDC philosophy, so that the reader understands *why* a certain approach is used. Satija also acknowledges that at times there are sections of the DDC that may be illogical, but that is the way the system has evolved.

The book begins with a brief history of the classification system, including the governance and revision of Dewey. The focus is on the print version. Satija outlines the process of subject analysis and gives detailed instruction on number synthesis and how to build numbers. Each classification table has a chapter devoted to it, as does the Relative Index. Satija assumes no prior knowledge from the reader, and the book is very clear in its writing, its examples and its execution as Satija builds concepts from start to finish. There is a well-designed index that includes persons of note as well as subjects, a glossary of terms, a revision or refresher question-and-answer section – all components that make concepts so easy to find.

The Theory and Practice of the Dewey Decimal Classification System is highly recommended for anyone learning DDC. It would work particularly well in conjunction with a practical course on number synthesis and number building.

The exercises in the book emphasise the philosophical aspects of the theory. The text also works as a wonderful refresher for the practising cataloguer. Because Satija is so clear in his writing and because his book is designed to reinforce concepts as each chapter is read, it is a delight, both for the DDC novice and for practising cataloguer in search of a refresher course.

Doreen Sullivan
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OK for the UK; less useful for NZ and Oz

Planning and Implementing Electronic Records Management: A Practical Guide. **By Kelvin Smith. London: Facet Publishing, 2007. 218 pp. £39.95 hard cover ISBN 9781856046152**

Public Sector Records Management: A Practical Guide. **By Kelvin Smith. Aldershot: Ashgate Publishing, 2007. 272 pp. £45.00 hard cover ISBN 9780754649878**

Kelvin Smith is a 40-year employee of The National Archives, London, where he is Head of the Accessions Management Unit. These two books appear to be published concurrently, and the similarity between the two is that the emphasis is on the practical rather than theoretical. The main difference is in terms of scope, with the first title encompassing both public and private sector and focusing on electronic records rather than records management in general. Both books make it clear from the start that academic theory takes a back seat to practical planning and implementation. Indeed, there are no references at all in the electronic records text apart from a couple of websites. It is disconcerting not to have citations for the sources that are mentioned, such as international standards (of which ISO 23081 on metadata is conspicuous by its absence). The public sector volume does include a list of sources, but citations are incomplete, mostly just consisting of author, title and date. Practitioners do indeed find practical guides useful – but that utility is greatly enhanced if pointers can be included to further, more in-depth sources of information. Not surprisingly, given the origins of the books, the records life cycle provides the theoretical underpinning.

Planning and Implementing Electronic Records Management is divided into four parts: preparation, design, implementation and the future. The first part, preparation, includes superficial coverage of records management principles

– the inclusion of pointers to sources for more detailed information would have really strengthened this section. The second chapter, on context, surprisingly includes a glossary, which would be difficult to locate and consult when using the book. The most useful chapter in this part provides detailed guidance on making a business case. From this point onwards the book provides quite extensive coverage of the requirements and implementation of electronic records management systems (ERMS). Perhaps the most useful features are the sample tables of specific requirements relating to particular records management functions, such as retention and disposal, which are included at the end of each chapter.

The implementation part of the book, in addition to expected areas such as project management, change management and training, also includes a chapter on procurement. This would have been more appropriately placed in the first part and would have provided the context necessary to explain the sample tables of requirements that appear in the second part. The final part of the book consists of just two pages headed 'The Future of Information Management'. However, rather than considering the future of ERMS, this is more of a rallying cry to records managers to take up the challenges of the present. This title would be of most practical use to anyone who is preparing a business case and documenting requirements for an ERMS.

Smith acknowledges that much of the guidance provided in *Public Sector Records Management* reflects the milieu of the UK's National Archives, but also states that an international flavour has been included, particularly relevant to Commonwealth countries. Perhaps that is why a brief glimpse of the recordkeeping continuum (referred to as the 'record continuum') is provided, in addition to the lifecycle model. However, legislation and standards are, not surprisingly, wholly British, as are the organisations referred to. The strength of this book lies in its detailed coverage of the British context for public sector records management, and claiming a broader relevance distracts attention from this. The sample policies and guidelines provided are undoubtedly useful tools for records managers in British government agencies.

More careful editing (i.e. inclusion of full citations) would have enhanced the overall usefulness of this volume, and it is hoped that this will be remedied if subsequent editions are published. For public sector records managers in other jurisdictions, the value of this volume is limited.

Gillian Oliver
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Once more: give 'em what they need

Equity and Excellence in the Public Library: Why Ignorance Is Not Our Heritage.
By Bob Usherwood. Aldershot: Ashgate Publishing, 2007. 238 pp. £45.00 hard
cover ISBN 9780754648062

Bob Usherwood invites us to consider two very different types of public library service. The first has its roots firmly in the 19th century. It has a strong belief in the power of the written word to develop literacy, critical thinking, democratic participation, international understanding and tolerance. It respects its patrons' ability to learn, develop and grow. It is committed to identifying and providing 'the best', feels no obligation to provide lighter fare such as romantic fiction or the less informative kinds of non-fiction, and is suspicious of the disconnected morsels of 'information' easily discoverable online. In its most extreme form, it is the old-fashioned street-corner university.

The second type equates popularity with quality. Anti-intellectual and unashamedly populist, it invokes cultural relativism to dismiss anything long, complex or demanding as 'elitist'. It likes slickness, images and brands; adopts a 'customer-driven', semi-commercial attitude; and views its 'customers' as people of limited potential who need little more than facile entertainment. In its most extreme form, it is an 'amusement arcade with a few books attached'.

Usherwood, Emeritus Professor of Librarianship at the University of Sheffield, is clearly a follower of the first camp. In 2006 he surveyed the attitudes of library professionals to their libraries, their communities, and their commitment to traditional standards. He found a lack of confidence about the social value of libraries, doubts about the professionalism of staff, and (this is what bothers him most) an inability to form judgements about merit of library materials.

When I looked at the questionnaire, I had doubts about how I might have answered it. For example, Question 2 asks the respondent to strongly agree, agree, etc. with the statement, 'The proper business of the library is with the serious user'. So much depends on the definition of 'serious': does it mean those who use the library reasonably sensibly, without making too much of a nuisance of themselves, or does it mean only those with some lofty purpose in mind? Similarly, Question 5, asking for agreement level with 'The public library has an obligation to educate', will elicit uneven responses depending on the perceived meaning of 'educate'. And to me the results did not look too bad: there was strong agreement, for example, that 'Public libraries should

help people develop a critical capacity', and that 'The public library is where citizens should be able to find challenging material that may never make the bestseller lists'.

Surprisingly, there is no discussion of reference service and its role in making sure that the collection, whatever its composition or quality, serves the community to the full extent of its potential.

But there is much to applaud in this book. It touches on a subject that many librarians find too hard. We collect and use quantitative data to measure our success, often ignoring the much more demanding matter of quality. Usherwood forces the reader to confront the current fashion for ignorance and stupidity, ask hard questions about what excellence really means, and relates all of this to the demands of society and policymakers. His writing conveys the benefits of a lifetime's reading and reflection, and the extensive bibliography will prove an excellent resource for anyone seriously interested in raising the standards of thought and communication in a 'dumbed-down' world. Regardless of whether one agrees with Usherwood, he has written an important book that demands to be read, discussed and acted upon.

Barbara Frame
The Open Polytechnic of New Zealand

Entertaining and essential for selecting children's books

Children's Books: A Practical Guide to Selection. **By Phyllis Van Orden and Sunny Strong. New York: Neal Schuman Publishers, 2007. 239 pp. price not reported soft cover ISBN 9781555705848**

Children's Books: A Practical Guide to Selection is divided into three sections: selecting books for children, which lays out general criteria and guidelines, and addresses the importance of a diverse range of materials; special selection criteria for specific genres (picture books, fiction, folk literature, rhymes and poetry); and special selection criteria for specific subjects, including reference books. Newer types of materials, such as graphic novels are addressed, though the selection of audio and e-books for children is not. Various formats and genres are covered in depth. One learns about evaluating picture books and assessing their pictorial elements; evaluating wordless books,

judging classics; selecting series books, historical fiction, fantasy, mysteries, sports and animal stories and much more.

Chapter 4, Using Selection Tools Effectively, is a useful guide to these tools and how to evaluate and choose the correct ones. Here the authors thoughtfully address a topic often ignored in books on selection, which tend to focus on the selecting of materials, not how to locate and assess the tools that can inform decisions.

Each chapter concludes with cited references, a list of sources, and—in some cases—recommended books. Chapters are enriched by boxed 'spotlights' and 'stoplights' that offer practical advice. Most chapters have figures, consisting of key information points. For example, Figure 1.3 charts the characteristics of literary elements in various genres. These can easily serve as ready-reference or tips sheets for quick consultation.

Ten full-page colour plates from picture books demonstrate the criteria to be considered when selecting these materials. Four appendices supplement the text: a glossary or selection terms, a bibliography listing resources to aid selectors, a directory of organisations that support the creation and use of children's books, and a collection of selection policy statements and resources. This volume is further enhanced by four indexes: authors, illustrators, book titles that are referenced, and subjects. The font is clear with key words appearing in bold, and the pages are laid out in a way that is pleasing to the eye.

This is a wonderful book and a required purchase for all interested in selecting books for children. Phyllis Van Orden has impeccable credentials. She is past president of both the Association for Library Services to Children and the Association for Library and Information Science Education and has authored or co-authored nearly 30 books. Sunny Strong has collaborated with Van Orden on several of these. Together, they have written a practical, informative, attractive and entertaining book.

Peggy Johnson
University of Minnesota

IP explained by US expert

Intellectual Property: Everything the Digital-Age Librarian Needs to Know.
By Timothy L. Wherry. Chicago: American Library Association, 2007. 152 pp.
US$50.00 (ALA members US$45.00) soft cover ISBN 13: 9780838909485

Web 2.0 tools, as well as other aspects of the ever-changing face of the digital and online environments, are making it more difficult to remain up to date with developments in intellectual property. Librarians deal with this on a regular basis, so it is vital for them to know what it is and how to deal with the copyright issues involved.

Wherry has written three previous books on the topic and has many years' experience of working with patents, trademarks and copyright in libraries, which he shares in this work. He begins by outlining the differences between the three, with examples, before moving on to explore each topic more fully.

In the field of patents Wherry defines the different types, requirements, status, the growing legal issues, history and costs, and also answers some frequently asked questions. He then goes into detail on how to search for patents, going comprehensively through the seven steps of identification, the US patent classification index, patent definitions, manual of classification, listing the patents in each class, eliminating unrelated patents and the claims. In his treatment of copyright Wherry explores the six rights, fair use, copyright length, the US Digital Millenium Copyright Act, intellectual property court cases and answers a lengthy list of frequently asked questions.

He explores trademarks, covering registration, their importance, history, relevant US acts, trademark concepts, domain names and frequently asked questions. He also goes into detail on searching for trademarks. This includes an overview of the process, trademark classification, beginning the search, structured form search, searching designs and symbols and getting assistance. The book's appendices include US Intellectual Property Codes and Patent and Trademark Depository Libraries.

Despite the dryness of this topic, Wherry clearly and concisely conveys much useful information. His coverage of patents and trademarks, their legal ramifications and how librarians can work with them is especially thorough. The frequently asked questions sections help round out the picture Wherry

has created, making this book a thorough and up-to-date exploration of the practicalities of intellectual property in libraries.

Although very much based on the US intellectual property system, there is much here for Australian librarians who work with patents and trademarks – especially since the introduction of the Australia-United States Free Trade Agreement and the resulting changes in copyright law. Additionally, I would recommend this book as a vital addition to the reference section of any library that works with US patents/or trademarks.

Michelle McLean
Casey Cardinia Library Corporation

Where we came from (2). It's so good, we've reviewed it again

Uniting a Profession: The Australian Institute of Librarians, 1937-1949.
By Jean P. Whyte and David J. Jones. Kingston, ACT: Australian Library and Information Association, 2007. 279 pp. $42.50 soft cover ISBN 9780868045658

Unlike North American and British librarianship and library science education, it is rare in Australia for the profession to reflect on its past. Here, though, is a comprehensive, conversational, page-turning corporate biography of 12 formative years in the development of the Australian Library and Information Association.

Australian librarians were not required to hold a pre-employment, tertiary qualification until the late 1950s. Again, Australia differed from the US, the UK and even Africa in this regard. This volume leads us to the formalisation of the profession, but it contains much more than that. The reader is led to library services in the military during the Second World War and the first Book Week appeal, from the raw beginnings of the organisation in 1937. In fact, the need for ALIA was recognised from the early 1900s, where even when professionals existed in the same city, librarians were still isolated. Kenneth Binns spent 11 years in the Fisher Library at the University of Sydney, yet recalled he had almost no communication or interaction with other university libraries. This state of affairs is difficult to picture today.

This volume encompasses people, foundation, branches, education, committees, conferences and achievements, with suggestions for improvement.

Befitting a publication written by eminent librarians and published by the professional association, it is thorough. Its appendices include lists of office holders and committee members, dates of principal meetings and conferences, membership statistics and membership analysis.

Uniting a Profession is a good read. More than this, it provides an understanding of how the past has shaped the profession, of how we arrived here. Biographical sketches, industrial unrest and teething problems all add to the human interest intrigue of ALIA—and of course any organisation is as great or as poor as the sum of its members.

This is recommended for anyone interested in Australian library history. More specifically, it is recommended to academic and public libraries, because it provides a framework of how ALIA developed, and because library education is not just training in the latest digital widget. If you thought history, let alone library history, is as dry as dust, try this book—here library history is a rip-roaring read.

<div align="right">

Doreen Sullivan
RMIT University

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Glowing review for health sciences librarianship intro

Introduction to Health Sciences Librarianship. Ed. by M. Sandra Wood. Binghamton, NY: Haworth Information Press/Taylor and Francis Group, 2007. 494 pp. US$94.95 soft cover ISBN 9780789035967

What an absolute corker of an introduction to health sciences librarianship! Health sciences applies not only to medical libraries, but also to libraries in biomedical, dental, nursing, mental health, allied health, patient or consumer health, pharmacy, public health, and veterinary settings, among others.

Although health sciences librarianship has many core concepts in common with other library sectors, this manual explains the difference between those who work in health and those librarians who work elsewhere. In other chapters the authors also point out how and when health librarianship is distinctive, especially in the more advanced concepts of evidence-based practice and health informatics. Evidence-based practice encompasses both evidence-based

medicine and evidence-based librarianship and uses systematic research to reach informed decisions. Clinical librarians are also specific to health libraries. A clinical librarian is involved in clinical practice, and will sometimes participate in hospital ward rounds. Here the librarian will collect topics to be researched according to the needs of both patients and the clinicians.

The manual is divided into five parts. Section 1 is an introduction or overview; Section 2 discusses technical services. Section 3 looks at public services, including issues of access to the collection, marketing and public relations, and health informatics. Section 4 examines administration, and Section 5 looks at special topics, which includes rare book collections.

Although there is a strong American tone to the book – most of the contributing writers are from the US – this is relatively insignificant to the Australian reader, because so much of health librarianship originated in the US, in particular the MEDLINE database, the US National Library of Medicine and the Medical Library Association. The information is transferable, with the exception of US health legislation. The key concepts introduced and explained are used in Australian health libraries.

A very comprehensive volume that deals with conceptual frameworks, it will not date as soon as some. The clear and detailed explanations make this book ideal for the new health sciences librarian, or library student. The practising librarian will also find much of interest, in particular the more advanced topics and the trends. Often library staff in hospitals and similar organisations are sole practitioners, or have a small library staff, and therefore need to be skilled in all areas. This volume will help those staff too. It is highly recommended.

Doreen Sullivan
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Web 2.0, Library 2.0, Medical Librarian 2.0, Librarian 2.0

Medical Librarian 2.0: Use of Web 2.0 Technologies in Reference Services. **Ed. by M. Sandra Wood. Binghamton, NY: Haworth Press, 2007. 213 pp. US$60.00 soft cover ISBN 9780789036063 (***Medical Reference Services Quarterly* **26, Supplement 1)**

In her introduction Sandra Wood defines Web 2.0 as technologies that encourage interaction among users. These users can be almost anyone. Before Web 2.0, only authorised people could change the content on a web page. With Web 2.0 the vibe is more cooperative, and often input from users is encouraged. Wood adds that the rise of Web 2.0 has brought with it a whole new vocabulary: mashups, cloud tags, social software, wikis and so on. Although the authors in this volume define specific Web 2.0 terms examined in their individual papers, I would have appreciated a glossary of terms.

The volume opens with an overview of Library 2.0 with a focus on Web 2.0 technologies. The papers following then discuss virtual reference services; RSS (Really Simple Syndication) used to push information to users requesting selective dissemination of information; podcasting, and here the authors look at how to catalogue a podcast; streaming video; social networking; wikis; the use of *Drupal* as a content management tool; and the use of mashups.

Of interest in many of the papers is discussion about implementation that may not have worked as well as anticipated. For example, the chapter on streaming media acknowledges initial difficulties with provision of broadcast events at the Eccles Sciences Center, such as some rooms being unable to retain a connection for more than a few moments, or losing an entire programme archive during a keynote speech when the broadcast system was restarted. While libraries seek to emulate success, it is arguable that more can be learned from trial and error than from a sleek, finished product. The referrals of hiccups and technology gone awry suggest a very considered approach.

Medical Librarian: Use of Web 2.0 Technologies in Reference Services is recommended for any kind of library that has wondered how to integrate Web 2.0 into its service, and has wondered how to make and market the relevance of their services to the newer generation of users. Although designed for health libraries, the information contained within is not necessarily specific

to the medical sector. Many of these projects originated in the health sector, but can be applied across the board. Staff in health libraries in general, though, may not have as much access to the Web and other related technologies as some other sectors. As an overview of Web 2.0 technologies in libraries this volume hits the sweet spot.

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Guidelines for authors

The Australian Library Journal welcomes contributions documenting developments in research and professional practice as well as more general articles on issues relevant to librarians and libraries.

Most articles are peer reviewed. These include substantial pieces and articles whose authors request review.

Preferred length is 3500–5000 words, and the preferred format for submission is an MS Word (Arial, 12 point, double spaced, left justified) attachment to an email sent to the Editor at:

ian.mccallum@alianet.alia.org.au

Articles should be accompanied by an abstract of up to 150 words, plus brief biographical details of the author(s).

All submissions will be acknowledged, and when accepted will be the subject of a formal shared agreement on copyright with ALIA.

The Commonwealth's *Style manual for authors, editors and printers*, sixth edition 2002 (ISBN 0 7016 3648 3) should be used be used where choices need to be made.

Reference style should follow the *ALJ's* current practice.

A print quality black and white photograph of the author would also be appreciated.

Contributions are equally welcome from established and beginning authors.