BOBCATSSS 2018 RIGA

The Power of Reading

PROCEEDINGS

The Power of Reading
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Preface

It is a great pleasure for us to present the proceedings of the 26th BOBCATSSS symposium.

Bobcatsss conference is created for students, professors, employees and professionals of libraries and information field. This year symposium BOBCATSSS 2018 THE POWER OF READING was held in Riga, Latvia on January 24-26, and gathered more than 200 students and professionals from all over the world.

The Power of Reading is a strong, extensive and challenging concept, and we have chosen this as a theme of BOBCATSSS 2018. The Power of Reading – a metaphor that is more relevant today than ever. And we, students and professionals of library and information science, are the ones who can contribute to this concept by increasing this superpower in our society.

This collection contains full texts of paper presentations, workshops, poster and PechaKucha presentations in all BOBCATSSS 2018. THE POWER OF READING sub-themes: Reading Skills, Habits and Communication, Memory Institutions and Technological Solutions. It shows all diversity of our professional field, gives an opportunity to see all knowledge and experiences shared amongst our library and information science community.

The 26th BOBCATSSS was organized by teams from University of Latvia and Eötvös Loránd University of Hungary. Conference wouldn't have been possible without the authors, keynote speakers, participants and sponsors, so thank you all, we are the real POWER!

The organizing team of BOBCATSSS 2018

DISCLAIMER

The opinions in the papers do not necessarily reflect the opinions of the organizing team of BOBCATSSS 2018.

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PAPERS

Art Based Methods and Digital Storytelling – Public Libraries Against Social Exclusion

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Abstract

The main goal of the project Invisible Youth is to develop a service model for public libraries to outreach young adults aged between 16 and 30 who are at the danger of social exclusion. To succeed in this task libraries should more actively engage with those social actors who are involved with risk groups. Via new networks libraries are able to acknowledge indicators of social exclusion and outreach to a group otherwise absent from the libraries: invisible youth.

Although Finland is generally considered welfare state and doing well regarding educational studies there is a great concern as literacy results are declining. Illiteracy in our text-based society can increase the risk to be left behind. Finnish public libraries have long history of promoting democracy, they have high usage and customer satisfaction. Yet there is growing amount of young people at the risk of social exclusion whose information needs are unrecognized for libraries and who don't see library as place for them.

Project Invisible Youth encourages libraries to reach those withdraw from the community. Collaboration and art based methods offer great potential for inclusion in libraries. In Finland the new public library act highlights the active role of libraries to promote equality in the society and co-operate with other sectors. Invisible Youth has successfully developed and applied a service model based on art based methods and digital storytelling to start interaction between multi-professional networks to help young adults at the risk of social exclusion to come visible again.

Keywords: social exclusion, young adults, art based methods, digital storytelling, public libraries, literacy

Social exclusion

Social exclusion is one most extensive social problem in the Finnish society. For the variety of reasons, early adulthood is a phase when people confront difficulties of finding a direction for their lives. Uncertainty can lead to a situation where an individual starts to drift outside of the community (Hyttinen & Salmela, 2017). According to recent evaluations there are nearly 69 000 under 30-year-old young adults categorized to suffer from social exclusion in Finland (Pyykkönen, 2017). The economic cost for society is significant but the humane tragedy even greater.

In general, social exclusion describes circumstances such as insecurity in income, low education, unemployment, health issues, lack of social relationships and individual's possibilities to participate. United Nations World Social Situation Report (2016) describes the term as lack of participation in or exclusion from economic, political, cultural, civic and/or social life and labor market. It is a multidimensional phenomenon in which we lack factors that build our well-being. Situation is worse if these factors accumulate and prolong. At the risk of exclusion can potentially be anyone but there are several indicators that raise the risk level (Myrskylä, 2012; United Nations, 2016). Yet barriers for welfare exist in all societies.

The opposite of the term exclusion is inclusion. It is both a process and a goal. It aims to improve the terms of participation in society for people who are disadvantaged on the basis of age, sex, disability, race, ethnicity, origin, religion, or economic or other status, through enhanced opportunities, access to resources, voice and respect for rights (United Nations, 2016, p. 17–20). United Nations 2030 Agenda (2015) presents 17 goals for sustainable development which are key factors for social inclusion. UN also talks about the

importance of inclusive institutions promoting inclusion process (United Nations, 2016). If we examine for example the Public Library Manifesto (1994) and its essential role for fostering of peace and spiritual welfare we could state that public libraries play important role as inclusive institutions.

Inclusive aim of Public Libraries

According to IFLA and Unesco (1994) the key mission of public libraries is to create and strengthen reading habits, support self-conducted education, provide opportunities for personal development, stimulate the imagination and creativity, promote awareness, provide access, foster inter-cultural dialogue and cultural diversity, support oral tradition, ensure access for citizens to information, facilitate IT skills, support and participate in literacy activities. All these factors have great influence on society and individuals possibilities to participate. Public library is unique institution fighting social exclusion. They are equal organizations, free and open for everyone without limitations to enter, use spaces and devices, borrow materials and participate in events and training.

In Finland public library is the most used culture service (Pekola-Sjöblom, 2017). Public libraries reach nearly 70 %. When evaluating public libraries economical influence it is estimated that with the little money invested in them they are able to do a lot to prevent social exclusion. Libraries are one of the essential operators and enabler of literacy and as literacy in considered a key factors of employment and preventing exclusion the benefits from supporting literacy are estimated to be millions of euros. (Kokkonen, 2017). But just the existence of public libraries or listing their benefits and influence is not fixing anything. Continuous work and adapting to new challenges must be done to promote inclusion.

The Finnish Library Association has committed to UN 2030 Agenda (Maarno, 2016). The recent Public Library Acts (1492/2016) expresses explicitly that community based approach is an imperative goal for libraries. The objective of the act is not only to promote equal opportunities or access to documents, collections, information and cultural contents but also to support active citizenship, democracy and freedom of expression. According to the act, Finnish public libraries should focus on communities and no one should be left outside. On the other hand library professionals are used to operating with the diverse communities and recognizing the information needs of surrounding collectives. However, in Finland libraries have acknowledged that young adults are a challenging group. According to presumption, young adults live a phase when they are busy with their studies, career and families so they are not even considered to be active library users. The project Invisible Youth has awoken libraries to notice that in fact there is a number of young adults who are not occupied with particular activities but quite opposite and they should be activated and reached before it is too late. (Hyttinen & Salmela, 2017). These were the starting points for the European Social Fund based triennial project Invisible Youth.

Creating service model

The main goal of the project is to design a service model to outreach young adults aged between 16 and 30 who are at the risk of social exclusion. With the service model and framework project aims to 1) foster the self-expression skills, 2) supports social inclusion and social participation and 3) promote coping skills of the youth. Starting point and core of the whole project was co-operation and service model has been developed in multi-professional network. The project team consist of three higher education institutions: Jyväskylä University, Seinäjoki and Turku Universities of Applied Sciences. The project team represents higher education professionals from fields of library services, service design, media and communication, music, literature and writing. Overall stakeholders of the project are libraries and different operators involved with the overall target group, young adults. In addition, students of the project institutions have been involved significantly.

Service design methods were used to formulate projects service model. Service design is an interdisciplinary approach that combines different methods and tools from various disciplines. As evolving approach it lacks clear common definition. It is user-centered, co-creative, sequencing, evidencing and holistic approach (This is service design thinking, 2010, p. 34–45). It looks at the relationships and interactions and takes the context into consideration being aware that services are living systems. Mapping the service ecology and crating stakeholders maps are fundamental first steps in understanding the system that shall be designed (Mager, 2009, p 34–39).

In this project, the process started by gaining a better understanding of what is exclusion and why does the phenomenon exist. Project wanted to identify who are young adults at risk of social exclusion, where they are, how to reach them and what are libraries perspectives of them. To achieve comprehensive view data was gathered by studies and surveys but also interviewing experts from social workers, NGO operators, project workers to library professionals. The analysis of the data indicated that target group is extremely heterogeneous and even though libraries might have recognized the challenge they feel they don't have resources or skills to concentrate on the issue. However, the social exclusion of young adults is not always visible. Firstly because there are not always particular signs to distinguish them and secondly often the target group is not using library actively. Therefore, the involvement of NGO sector brought valuable knowledge and created understanding of the phenomenon. The analysis of their interviews showed that they reach the target group

more effectively. NGOs are agile, they have knowledge how to communicate with young adults and what they are interested. Moreover NGOs are eager to co-operate and with their help libraries could not only acknowledge indicators of social exclusion but above all else to outreach invisibles (Hyttinen & Salmela, 2017).

After creating understanding of target group, goals and implementation of each workshop was planned using detailed framework created for the project. Six expert teams designed art based workshops based on the finding and their expertise and started piloting them. Participants were located via local partners identified as part of the project. Participating groups varied from educational institutions to library users, social service customers, rehabilitative work, immigrants etc. Service model and workshops were tested and developed via inclusion and feedback from the youth. Through workshop evaluation process project has identified the essential parts of the service model. Perspectives of library staff, youth workers and NGO have been utilized throughout the development of the service model by evaluating each workshop.

Potential of art based methods and digital storytelling

Art and culture can be viewed as a tools for both the growth of individuals but also as social growth and change. Cultural youth work can support young people's growth, social empowerment and active citizenship as its objective is to promote non-discrimination, participation and accessibility (Anttonen 2012, p. 33–34). In this project art based methods had two functions. Firstly they support the self-expression skills of the youth. Secondly they offer a tool for librarians to make contact with young adults and to understand their needs.

During the project one of the key finding was that youth lacks places to meet, things to do and they are hard to reach as one group. Reached young adults seem to lack skills and abilities to utilize library services and collections. Library is not seen as "the place to be", they don't see it offering much for someone who is not keen on reading. On the other hand, libraries seem to lack methods, cooperation partners or their premises and equipment have shortcomings when reaching for this target group. Young people seem to be the group that librarians are most uncertain of their skills and ability to reach and encounter them (Hyttinen & Salmela, 2017).

These challenges the project discovered both in data collection and during workshops. Therefore it is notable that art and cultural youth work can offer meaningful activities while facilitating the establishment and strengthening of communal ties (Anttonen 2012, p. 42). Youth needs meaningful free time activities while it gives them possibilities to build social networks. Art based activities can act as catalyst as they create movement and processes, it is meaningful as itself but it can also open new views through it making things visible. Art can offer means to become both noticed and understood (Rantala 2013, p. 74, 90).

Digital storytelling is one art based method widely used in processing the significant experiences and themes in one's life, as well as in examining and expressing one's self and identity (Juppi 2012, p. 42). It is a communal art- and media-based method developed in early 1990's by Joel Lambert and his partners (see Lambert 2013). Digital stories are autobiographical histories where photos or other images, a voice-over, music or other sounds and text are combined into small-scale video art piece. Method does not require professional media skills or expensive professional equipment. Stories are usually shaped in supervised workshops, where the support received from the instructor and the peer group is vital. Important part of the process is sharing created stories and even publishing them (Juppi, 2012, p. 63-65; Juppi, 2015). This framework of digital storytelling was also used in Invisible Youth workshops.

All the workshops used narrative expression enriched with different art based methods utilizing young people's skills to create digital content. Documenting our lives and sharing them in social media is daily but never the less many young people yet lack skills as the workshops revealed (see Salmela 2017). All used methods were autobiographical and aim to foster participant's abilities for self-expression creating digital stories applying versatile art and media. Workshops offer possibilities to explore ones identity via autobiographical assignments. Themes in the workshops aimed to stress positive thinking, young adult's strengths, talents and dreams. Participants were guided and supported to express themselves in a safe, non-judgmental atmosphere in which people are able to focus on their expressions and emotions. This can enhance the participation and empowerment of participants. Created stories as result of the workshops are important, but the most important and meaningful aspect of the workshops is the process and journey participant make together (Hyttinen & Salmela, 2017).

Experiences and results

In December 2017 Invisible Youth has held nearly 30 workshops and reached over 230 young people in the risk of social exclusion. The service model and different art based workshops have been tested in authentic environment repeatedly and developed with the help of participant and stakeholders. We have seen many wonderful, meaningful and empowering stories which some of you can see at the Invisible Youth YouTube channel. Art based methods and digital storytelling have encouraged young adults to share their stories and enabled dialog between participants, instructors and society. One of the best examples is the story of Santeri (Nomuttasanteri, 2016).

Training periods for library staff and youth workers have offered meaningful encounters and dialog for local operators. Networking and fighting exclusion together is essential and one of the core elements of the created service model. These three-day training sessions made participants familiar with the service model and ready to implement similar actions in collaboration. Besides these trainings, the project has reached library professionals and different youth workers widely through presentations, fairs and other events.

During spring 2018 the service model will be completed and the projects web-based handbook released. The handbook describes the service model, all the used art based methods, their framework, assignments, examples of different workshop models in such a detailed manner that anyone can utilize them. Handbook contains video materials, interviews with the instructors and participants of the workshops as well as library staff and youth workers to encourage others to organize similar actions. A road show to spread the results of the project and introduce the service model in Finnish libraries will be implemented during spring 2018.

Prevention of the social exclusion of youth is in priority for all. Even though the phenomenon has economic and political dimensions we can argue that the human aspect is the critical point. All operators are challenged to prevent exclusion and libraries should be in the front line (Hyttinen & Salmela, 2017). Invisible Youth Project has shown that young adults are diverse and sensitive group who can be reached. Mainly they are willing to participate in activities but for the variety of reasons they need more support and encouraging. Their self-confidence is low and their life is restricted. The workshops confirmed the understanding that many have challenges with reading and writing (see Hemgård 2017). Libraries can offer a space where these individuals can be empowered by seeing and meeting other people, training and developing their skills, telling and publishing their stories. Digital storytelling and art based methods offer inspiration and experiences of success regardless of your literacy. The project Invisible Youth has shown that public libraries have all the potential to include young adults to the community.

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Building a Practice of Social Justice: In Our Libraries, Our Communities, and Ourselves

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Abstract

As librarians who are devoted to supporting our patrons and our communities, many of us develop a strong interest in social justice. This paper, aligning with a workshop on the same topic, will focus on three major goals: (a) building a personal understanding of social justice, as well as a practice for keeping up with social justice news and research, (b) assessing our campus communities' social justice-related needs and opportunities, and (c) creating strategies for incorporating diversity and thoughtful and equitable responses to current events into library programming.

During the workshop, participants will begin assessing their campus communities for opportunities and needs in terms of social justice. They will plan additional assessment to continue upon returning home to their libraries. They will begin to envision opportunities for appropriate programming based on their own roles in libraries, such as supporting reading groups or art exhibits. They will also learn best practices for helping lead libraries' responses to challenging current events.

Participants will be introduced to readings on social justice, both those central to the field and those by outsiders. They will learn to build a personal practice of pursuing readings on social justice and keeping themselves informed on the field.

For four months following the workshop, participants may choose to participate in an online social justice reading group with optional monthly readings. They may join asynchronous discussions, support each other's learning, and build bonds with each other.

Keywords: Social justice, diversity, academic libraries, professional reading

Introduction

Librarians often have candid interactions with students or the public: they frequently open their minds and hearts to us and share honest concerns. As librarians, we also often have central roles at our institutions, interacting with and connecting many departments or groups within the community. We may feel a deep personal commitment to social justice, in our libraries and in the world at large.

Successfully "connecting the dots" often proves challenging, though. It can be emotionally and tactically difficult deciding how to handle personal or "heavy" concerns that patrons share. We may also feel restricted by the boundaries of our current roles at our institutions. We may also just be starting to build our awareness of social justice, and to feel confused about how to keep ourselves informed.

This chapter has two purposes. First, we (both academic librarians) intend to help readers to build a practice for informing themselves on social justice issues and for following those issues as they develop. We will share both theory and sources from our field to help readers begin to develop a background. We will then discuss ways to identify and follow sources that explore current events and movements in social justice. We will suggest ways that readers can tailor their reading to meet their own needs and align with their own communities.

Second, we will introduce readers to a range of strategies for responding to patrons' candid social justice-related concerns. These include strategies for planning initiatives in workplaces, as well as for connecting with administrators and other units on campus to discuss needs. We will also guide readers

to resources on "active listening," a crucial skill set for librarians who wish to develop comfort and skill in encouraging patrons to share difficult concerns.

Additionally, for librarians who participated in our workshop at the BOBCATSSS 2018 conference, this paper will outline familiar processes and themes that we worked with in person. It will provide attendees with background on those themes and additional ways to develop understanding through theory and other reading.

Our goals are to help librarians make their workplaces into sites where patrons may share their own concerns related to social justice in their own lives, and to help libraries use the lessons they learn from patrons to foster social justice in their campuses and communities. We welcome both readers who are primarily here to listen, learn, and create internal change and those who are prepared to begin changing their libraries' communities.

Defining Social Justice

Social justice is sometimes heard or understood as encompassing human rights and equality, oftentimes associated with traditional principles of democracy. Inherent in the term is a sense of enacting, or enforcing, which connotes a "leveling of the playing field," and bringing all parties together as equals, including addressing discrepancies and compensating for inequalities in certain divisions among peoples – such as differences introduced around race or class. Theoretically, these are the principles that are said to inform the framework and foundation of public libraries in the United States (traditional democratic principles). Recent movements involving disparities around race, economics, and what that means for access, have made their way onto our campuses and into our libraries. The campus library has been working from a mandate that more initiatives should be facilitated that reflect the social and political climate, predominantly in the United States, but also around the world.

The conversation around the role of libraries in advocating for principles of social justice require librarians to provide voice to the underserved and underrepresented, addressing sensitive issues around race and economic disparity, and positioning the library as an ally and partner in issues around diversity. The collaborations made, the issues tackled, and the positioning of the library as a cross-disciplinary partner, require the library to also position itself as a leader and convener. This requires librarians to be actively involved in a close reading of the issues, both political and social, and to proactively respond in a reflective, sensitive, and meaningful way.

Theories of Social Justice

The authors use theory to build an understanding and relationship between the library and its users. If you have not worked with theory extensively, it can feel a bit intimidating. You may wonder what theory really contributes to our work. Theory gives us established structure and steps for thinking about and approaching challenges. Choosing from among different sets of theories can help us to consider our situations from different viewpoints. For example, we can look at social justice issues in libraries through the lenses of third space (understanding individuals' needs and desires in terms of the places they spend time), feminist theory, queer theory, and many others. Each gives us a different view on problems and opportunities, as well as different experts' frameworks and terminology to use.

We have often used Jürgen Habermas' theory about the public sphere – that democracy began in discourse. The discourse for Habermas is founded on the beginnings of democracy – as those in the public sphere providing limits to authoritative influence. Habermas looked at historical models of the public sphere as providing balance to outside control by the state – as a space in which individuals had the capacity to develop their own ideas and communicate them in an open forum. There is a prevailing idea that the public sphere – free exchange of ideas – has eroded under a variety of forces, including the influence of mass media and information consumerism that have adversely affected decision making. This creates a discussion about a renewed public sphere so that public opinion can flourish again. The idea of the public sphere is predicated in part on the free exchange of ideas – a place that can nurture and activate critical examination, and as a mediator against media influence. It is often debated how the library fits into definitions of the public sphere. For the authors, conversation around the public sphere must be combined with an understanding and readings about critical literacy/theory.

In some ways, the erosion of the public sphere depends on an approach that centers on our capacity to reintroduce critical information literacy, an approach to understanding and appropriating information for use in daily lives. The erosion of the public sphere requires both instructors and librarians working together to draw on critical literacy theory where the instructor (library) introduces topics and directs learning but does so with student input and by valuing student experiences. Heidi Jacobs explains that critical pedagogy invites creative, reflective dialog. Jacobs explains that "To teach students about personally meaningful information and non-analytic information processes means first and foremost to create a space where inner life can be nurtured, [...] where students can love the questions" (Jacobs, 2008, p. 18-19).

Troy Swanson presents an outline of information literacy that dictates before we send students to books, periodicals, and websites, we need to teach them *about* information. Swanson outlines an opportunity for both

instructors and librarians working together to draw on critical literacy theory, where the instructor introduces topics and directs learning but does so with student input and by valuing student experiences. He applies Paulo Freire and Ira Shor's problem-posing approach to instruction. In this approach, librarian and instructor act primarily as guides, asking students questions and challenging them to produce their own theories on the information sources presented. "Shor, in his own teaching sought to encourage students to probe beneath the surface meaning of the information and ideas to which they were exposed, so as to draw out the causes, context and ideology of all types of communication" (Swanson, 2004, p. 268). It also fosters a way to defer judgment and be more restrained and thoughtful. It is in this capacity of valuing different perspectives that the authors view opportunities to introduce a critical public sphere in approaching issues presented through the media that affect a campus and its struggle for equity, understanding and justice. The library as a broker of democratic principles, a new public sphere that approaches its positions as arbiter of critical literacy, assumes responsibility to bridge divides and enact transformational space.

Building Your Reading Practice

If you are relatively new to the field of social justice, this is the time to begin to build a personal practice for informing yourself. We recommend a practice comprised of three basic parts. These are (a) the type of theory-oriented background outlined above, (b) current literature on social justice issues among the types of patrons you serve (such as students in higher education, or ethnic minority students living in your country), and (c) progressive news and social media that devote significant emphasis to social justice in populations relevant to your work, as well as to the broader population.

Realistically, many readers begin with options (b) and (c). This helps them to begin to build understanding based on the contexts and situations that they see around them. They may seek out a few very recent books discussing social justice in, for example, higher education. They may also seek out books that books focused on social justice issues affecting their students as part of the society they belong to, such as the Black Lives Matter movement.

Day to day, readers often focus on following thinkers and sources that provide up-to-the-minute information. The specific sources an individual follows are easy to tailor to individual interests and concerns--though it's also important to remember to continue to stretch yourself and to experience perspectives and concerns that you are less familiar with. One popular way to stay in the loop is to harness social media tools--particularly Twitter, where many progressive thinkers share their own perspectives up to the minute, and reshare ideas of others. This helps to take advantage of the highly networked aspect of social media. News sources frequently have Twitter accounts that function similarly, and help alert readers to news both from that source and from other sources covering related topics.

Assessing Your Campus Communities' Needs and Opportunities

As librarians, we often have daily, candid access to the concerns of the communities that we serve. One of the biggest challenges that public service librarians in particular face is learning to listen empathetically to all who share concerns. Put another way, public services librarianship requires a great deal of emotional labor, which can become exhausting. Readers who wish to learn about skills for empathetic listening may want to read Sherry Turkle's book *Reclaiming Conversation: The Power of Talk in a Digital Age*. Several sections of the book discuss strategies for and the importance of empathetic listening, including in the workplace, amidst modern culture. Learning to listen empathetically does require a great deal of practice--and we have plenty of opportunities to practice in libraries. Those who wish to learn more about the concept of emotional labor (related to the special sense of mental and emotional exhaustion that one might experience after a "difficult shift on the reference desk") will learn from Matteson, Chittock, and Mease's "In Their Own Words: Stories of Emotional Labor from the Library Workforce" (2015) and Shuler and Morgan's "Emotional Labor in the Academic Library: When Being Friendly Feels Like Work" (2013). Both articles help to define the concept, offer relatable examples, and provide some strategies for handling emotional labor in a range of library settings.

Librarians who receive comments related to patrons' social justice-related needs frequently feel tension between the deep desire to support the patrons and the confines of their professional roles. Librarians may or may not have the formal ability to shape particular types of change within the library. They may perceive that they have even less opportunity to help enact change at the institutional level. An example of a situation in which a librarian may have some power to enact change would be when a visually impaired student complained that not enough library computers offered screen-reader software. The librarian might feel comfortable with the process of requesting that her library's Information Technology department investigate, and secure in the fact that the library would find this issue to be an actionable concern. Change would be likely. An example of a situation in which a library felt little to no power to enact change would be when a student complained that his low socioeconomic status and family financial responsibilities made purchasing textbooks within his major to be prohibitively expensive. The librarian finds that she cannot locate a copy of his textbook to borrow,

which is a common challenge. She is willing to ask the library's liaison to the student's academic department to consider more extensive usage of open educational resources. She has done her best, but feels that, in reality, the student is leaving with the same problems he came in with, and that he may well still face the same challenges next semester.

To help face such situations, librarians can develop a series of helpful practices. For social justice-related challenges related to the library, they can work to identify appropriate and effective routes for sharing social justice-related issues: What committees or individuals are receptive as well as poised for change? The librarian can also take steps to join those groups. For institutional challenges--in academic libraries, issues that relate to the university setting on the greater scale--librarians often have more direct options in terms of particular offices on campus. However, they will likely have less strong connections with those groups. Librarians can bolster their effectiveness through awareness, as well as through making connections with those groups before challenges arise. Librarians can also partially plan ahead by staying on top of challenges faced at other institutions through following professional conversations on the topic, and especially by paying attention to solutions or mitigating steps at other institutions. Also, if you feel that your library's strategies for working on social justice-related issues need improvement--and many of us will--use individual situations that arise as opportunities to create more robust structure and methods for future situations.

A necessary part of this work is developing framework for gathering future feedback on social justice-related concerns in your community. Once you have investigated and/or strengthened the processes and structures your library offers for handling concerns, it's time to think about how these can be expanded in order to let your users know that you are listening and that you will genuinely work with their needs. Every library community is different. How will you make your users aware? What kinds of relationships do you already have in place that will help you share these messages--and actively listen?

Creating Social Justice-Oriented Library Programming

One of the authors has been involved in programming for social justice from the administrative side of the library. The programs provided an opportunity to work with faculty to oversee various aspects of programming related to social justice. One, for example, was an arts programming grant entitled "Art on the Edge." Art on the Edge was a year-long programming grant that explored art within a global context, specifically the "art on the margins" – loosely interpreted to include ways in which art, oftentimes from underrepresented areas of the world, both past and present, reflected social and political issues in facilitating a meaningful conversation. A couple of events included highlights from a Syrian-American filmmaker on a documentary about the Syrian Civil War, the refugee crisis, and ways in which humor are incorporated in other film works to deal with difficult conversations. Art on the Edge was a collaboration between the library, the Art + Design Department, and the Music and Dance Department. In exploring themes of marginalization, we also facilitated a lecture by a photographer, working with a Hasselblad medium format camera, to document images of American military members who had converted to Islam. Displayed works in the library helped to articulate the face of challenge, bias, and inequity, challenging assumptions about diversity, and who is/was involved at a governmental level in fighting terrorism. More importantly, the photos challenged assumptions about what democracy looks like, and ways in which college students participate in that democracy – sometimes as the religious and ethnic "other".

The Art on the Edge grant also allowed a collaboration with the department of Art + Design and the Multicultural Affairs Office to explore a week-long "Hip-Hop Summit." The summit was coordinated with events in the United States around race and police brutality. The campus was reeling from the events that in turn precipitated a group of students, "Black, Brown, Proud," to make a call to action – for our campus to be more vocal in responding to calls for more transparency, more equity and more sensitivity. The library played a crucial role in hearing from representatives of Black, Brown, Proud to collect works that are more reflective of the diversity among the student body. The work of the library was spearheaded by work with faculty to examine the role of a diversity mandate in the curriculum to examine ways in which a diverse body of literature could be implemented and incorporated into classes. The week-long series of events created by the Hip-Hop Summit explored popular African-American cultural themes, including a hip-hop dance performance that challenged assumptions about dance and identity, a beat-boxing poetry reading at the campus coffee shop, and a lecture on race and identity politics by a professor associated with another University. We also created a graffiti mural in which students worked with an art professor (also an artist) on campus to explore cultural themes of the "Hip-Hop" community. The theme of the Summit, following movements around the "Black Lives Matter" movement was identified as "Stay Woke". Stay woke is an urban term that calls for continued awareness to the work that needs to be done in staying vigilant when the media is filtering news and events, especially through the lens of white power or white privilege. Social justice in some sense, then, invites a repositioning of the filter to provide perspective to what is really happening around us, politically and socially. By employing a grant such as Art on the Edge, the library was central to the discussion for ways in which racially and ethnically informed art influences our surroundings, provides insight into struggle, and gives voice to sometimes complex cultural dynamics.

It is only appropriate that the library stakes a claim as a central player in defining its democratic responsibilities. The library, now more than ever, must be adaptable to different purposes and promote the civic and vocational spirit that is in our DNA–in building community and preserving our identity. In responding to recent political developments, a cross-cutting faculty committee that was comprised of the Center for Holocaust and Genocide Studies, worked with the library to host a 42-panel exhibit on the White Rose, showcasing photographs that documented the resistance of a group of students in Berlin in 1942–1943. The context for the exhibit, funded by the German Consulate in Boston, was to frame a conversation about the role and obligation of the intelligence community (academia) in facilitating measured resistance to oppression and hate.

Merging Theory and Practice

An article written in 2010 centered libraries as central to the debate that information literacy is a human right. The authors present a case for educating and equipping people with the skills to critically examine the messages that reach them through a variety of media. This is not something that should be left to librarians alone.

If we start from a human rights perspective, there is a strong, inclusive interpretation of Information Literacy (broadly defined). Defined as a human right, Information Literacy encourages librarians to look beyond the library use aspects on which they normally concentrate, and instead incorporate powerful social aspects in communicating the value of the programs they (we) implement. Furthermore, rooting Information Literacy in a definition that includes human rights moves libraries to try to help people by developing their capacity to understand and interpret information (Sturges and Gastinger, 2010, p. 201).

Libraries have more recently been viewed as a space of cultural, social, and epistemological change in which competing knowledges and discourse of different spaces is brought into conversation to challenge and reshape identities – what might be called Third Space – where the librarian in partnership with the wider campus community, might function as a companion or guide for the adventurer or the displaced (Elmborg, 2011, p. 346). Librarians, embracing Third Space, are cultural workers, aware of people as constantly between stages of development and struggling toward fulfillment. The library, then, provides context for struggle. The library becomes a space that involves understanding who people are, what they care about, and how to engage them with adventure, play, and struggle to find personal meaning in information (Elmborg, 2011, p. 348). Third Space becomes a new democratic space where librarians and library users work together to create real and meaningful conversations about information and how we use it to make our points and live our lives.

Final Words

In the library field, the interaction and collaboration around issues of social justice recalls Third Space Theory, which reinvents the library from the premise that libraries and librarians can develop ways of working with increasingly diverse populations in increasingly dynamic contexts. Recently, the American Library Association at the 2017 annual conference created a resolution on libraries as responsible spaces (Committee on Diversity Report to Council, 2017). The library by reimagining its relationship to current issues and the way it collaborates and interacts, is reinventing itself for a dynamic and diverse population. It is in this spirit and with this understanding that we welcome the chance to use the library as a platform for hosting exhibits, conversations and challenging agendas.

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Comparative Analysis of Digitisation Priorities Set by Libraries in Europe

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Abstract

The digitisation of cultural heritage is one of the most significant challenges of libraries in the recent times. Since Lund Principles – accepted in 2001 – several guidelines or digitisation strategies have come into force both on national and international scene. One of these is the Minerva project (Ministerial Network for Valorising Activities in Digitisation) aims at harmonising the digitisation activities of different European countries.

The motivation for digitisation is very diverse all over Europe from ensuring equal access to the cultural assets to preservation, creative reuse, commercial purpose or all of these. Different libraries are setting different principles and priorities in the focus of their digitisation activities.

We analysed the results of ENUMERATE project's third questionnaire survey that were conducted among libraries aiming at outlining the main characteristics of their digitisation activities. Our main aim was to identify the differences between digitisation priorities set by libraries in the different parts of Europe.

We classified the institutions into clusters according to their location within Europe (South, North, East and West), and then compared the differences between them. We also analysed the data by institutional type.

We have come to the conclusion that there are clearly visible differences both according to location and institutional type. In Western countries, libraries are considering the use of digital collections for ideological and religious purposes much less relevant, and are more likely to satisfy people's entertainment needs. Creative reuse is more put forward in digitization priorities in the Eastern countries than in the West. An interesting observation is that the Eastern countries have a much higher priority for digital preservation (primarily for reducing the use of the physical originals) than for other European countries; while commercial and commercial use is considered less important than other groups of countries.

Although the libraries do not make the digital collections accessible to the general public for the same reasons, most of them agree that digitization has positive returns that cannot be ignored.

Keywords: digitization, digitization strategy, digitization goals, differences between countries

Introduction

The digitisation of cultural heritage is one of the most significant challenges of libraries in the recent times. According to surveys conducted in Hungary approximately two-third of our libraries digitised documents in the last 12 months, while only 6–8% of our written cultural heritage is available in a digital format. It means that on the one hand most of our institutions are working hard on building digital library collections on the other we are still facing a big challenge regarding the availability of content.

One of the most substantial principle that defines the common identity of European nations is the rich cultural heritage of the "old continent" that has to be preserved for future generations. The European countries – considering the importance of this issue – decided to launch joint digitisation efforts. Since Lund Principles (2001) several guidelines or digitisation strategies have come into force both on national and international scene. One of these is the Minerva project (Ministerial Network for

Valorising Activities in Digitisation) aims at harmonising the digitisation activities of different European countries. In the European Commission's Recommendation of 27 October 2011 on the digitisation and online accessibility of cultural material and digital preservation member states of the European Union can find the common principles that needs to be followed during their digitisation activities (EC, 2011). The most well-known product of these joint efforts is the Europeana – now has been operating for a decade – that represents the values of the rich cultural heritage of European nations.

Digitisation of cultural heritage is a particular necessity that can be derived from the digitalisation of our societies in general. This need means that there are several different reasons for digitisation. From ensuring equal access to the cultural assets to preservation of content, from creative reuse or commercial purpose to educational use the motivation for digitisation can be varying from country to country and is different in the various types of institutions.

Our main aim was to identify the differences between digitisation priorities set by libraries in the different parts of Europe and in the various types of institutions. The following research questions have been formulated:

RQ1: What differences can be measured between the digitisation priorities set by institutions belonging to different regional clusters?

RQ2: What differences can be measured between the digitisation priorities set by national, academic and public libraries?

For finding answers we analysed one particular question of the ENUMERATE 3rd core survey in which libraries had to consider the importance of the various reasons for digitisation by evaluating priorities on a 1 to 10 scale.

Methods and procedures

The ENUMERATE project (2011–2014) was a European Commission funded project aimed at collecting reliable statistical data about digitization, digital preservation and online access to cultural heritage of Europe. It built upon the results of the NUMERIC project (2007–2009) and from 2015 it was integrated into Europeana's professional activities. The project also aimed at developing a methodology for measuring progress in digitisation and initiating a European-wide professional community of practice.

The ENUMERATE network conducted four quantitative surveys among European cultural heritage institutions in 2012 (Stroeker, Vogels, 2012), 2013 (Stroeker, Vogels, 2014), 2015 (Nauta, Van Den Heuvel, 2015) and 2017. All the datasets were made available for free to reuse. The last three surveys contained a question about priorities for digitisation set by the institutions. The following seven dimensions were asked to be evaluated by the respondents on a 1 to 10 scale according to their importance within the institutions' digitisation activities:

- Academic research;
- Creative reuse/Remix;
- Educational use;
- Ideological, religious and commemorative use;
- Personal enjoyment;
- Reducing the use of the physical originals;
- Sales, commercial licensing.

As the 2017 results have just recently been released we had to use the 2015 dataset in our analysis. Although ENUMERATE project targeted all kinds of cultural heritage institutions we filtered only the library data and removed the "other types of libraries", because very different institutions categorized themselves to this group and we couldn't expect that any common features should be observed in this category.

For RQ1 we classified the institutions into clusters according to their location within Europe (South, North, East and West), and then compared the differences between them. The clusters are created as follows:

- **North:** Latvia, Estonia, Denmark, Finland, Iceland, Lithuania, Sweden
- **South:** Cyprus, Italy, Portugal, Spain
- **East:** Bulgaria, Czech Republic, Hungary, Poland, Romania, Slovenia
- **West:** Austria, Belgium, France, Germany, Ireland, Luxembourg, Netherlands, Switzerland, United Kingdom

We are aware of countries can't be put into only one cluster. For instance, the Baltic States can be considered both as Eastern and as Nordic countries. We supposed that the mean values of the countries together within a cluster represent the differences of approaches of libraries.

We also analysed the data by institutional type. As institutions self-reported their primary types, we didn't need further classification, we simply used the institution's answers as independent variables: national, academic and public libraries.

Results

In the following section, results will be presented from the publicly available data charts of ENUMERATE Core Survey 3. First in a spreadsheet form, then on diagrams, separated by different factors. In the first row the digitisation goals can be found; beneath, the averages of the points (1–10) given by the libraries, organized into regional clusters.

It can be noticed that in terms of digitisation goals, academic research is almost equally important characteristic of national and academic libraries. Creative reuse is of a completely different priority in

Table 1. The results in table

	Academic research	Creative reuse/ remix	Educational use	Ideological, religious and commemorative use	Personal enjoyment	Reducing the use of the physical originals	Sales, commercial licencing
EUROPEAN-WIDE BY INSTITUTIONAL TYPE							
ACADEMIC	**9,72**	**5,32**	**9,32**	**3,97**	**4,95**	**6,78**	**2,83**
NATIONAL	**9,83**	**6,61**	**9,00**	**4,87**	**7,13**	**8,48**	**2,61**
PUBLIC	**8,04**	**5,89**	**8,77**	**5,49**	**7,58**	**7,89**	**2,51**
SUM	**8,88**	**5,78**	**9,00**	**4,86**	**6,57**	**7,56**	**2,64**
NORTH (Latvia, Estonia, Denmark, Finland, Iceland, Lithuania, Sweden)							
ACADEMIC	9,93	5,33	9,27	2,67	3,93	6,27	1,93
NATIONAL	10	6,43	9,43	4,14	6,14	9,00	2,71
PUBLIC	7,76	6,05	9,19	6,52	7,48	7,00	1,71
SUM	**8,88**	**5,86**	**9,26**	**4,79**	**6,02**	**7,07**	**1,95**
SOUTH (Cyprus, Italy, Portugal, Spain)							
ACADEMIC	9,9	6,1	9,35	4,45	5,45	7,25	3,35
NATIONAL	9,5	7,17	8,17	6,17	7,83	7,00	2,83
PUBLIC	7,91	5,78	7,96	5,22	7,22	7,87	3,26
SUM	**8,92**	**6,08**	**8,55**	**5,02**	**6,57**	**7,51**	**3,24**
EAST (Bulgaria, Czech Republic, Hungary, Poland, Romania, Slovenia)							
ACADEMIC	8,92	4,92	9,83	4,92	5,17	7,00	3,42
NATIONAL	9,75	6,25	9,5	5	5,5	9,25	2
PUBLIC	8,25	6,41	8,75	5,38	7,41	8,41	2,59
SUM	**8,54**	**6,02**	**9,08**	**5,23**	**6,69**	**8,13**	**2,75**
WEST (Austria, Belgium, France, Germany, Ireland, Luxembourg, Netherlands, Switzerland, United Kingdom)							
ACADEMIC	9,89	4,72	9	3,89	5,11	6,56	2,61
NATIONAL	10	6,5	9	4,33	8,67	8,83	2,67
PUBLIC	8,2	4,73	9,47	4,73	8,67	8,07	2,27
SUM	**9,26**	**5**	**9,18**	**4,28**	**7,03**	**7,49**	**2,49**

different kinds of libraries: it was mostly deemed to be important in national libraries, least important in academic libraries, and according to the points given to the importance of creative reuse public libraries are located in between the former two.

The educational usage of digitized documents is a top priority in all three types of libraries, although it is no surprise that academic institutions are at the forefront of this matter.

The ideological, religious or commemorative usage plays a minor role in the digitisation strategy of the libraries, but there are obvious differences between library types: this kind of usage is rather present in public libraries, opposed to academic libraries, where this priority was considered much less important.

In the following section, the importance of particular digitisation goals in different types of libraries will be presented according to regions. On the spider charts the distance between the coloured lines and the edge of the chart should be observed. The closer they are to the edge; the higher value are given.

There are significant differences and similarities between clusters created based on regions, these will be described after the analysis of diagrams.

Considerable differences can be observed between the library types in northern countries in the aspect of digitisation goals. There is no significant difference

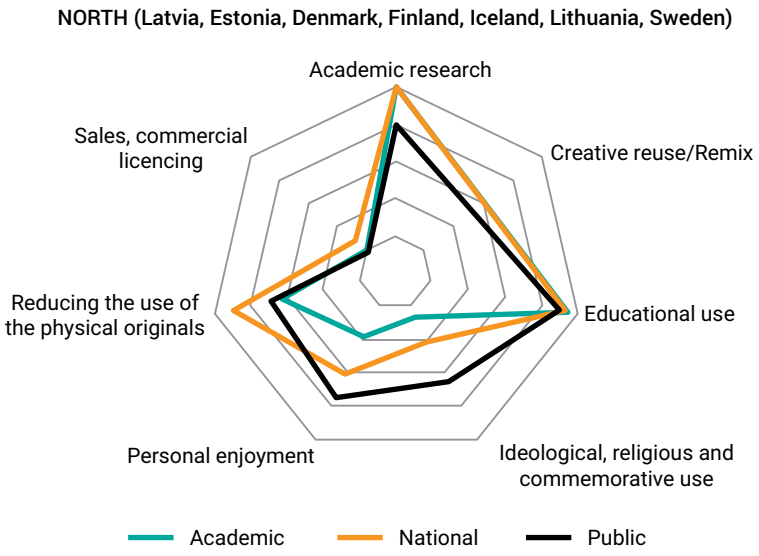

Figure 1. The digitization goals in the northern countries

from the average in terms of educational, academic and commercial usage, but the other four digitisation goals are given the least priority in northern countries compared to other regions.

The most obvious difference form other regional clusters can be measured in the digitisation that aims at reducing the use of the physical originals, but the values below average resulted mostly from the answers of public and academic libraries. The Nordic national libraries gave high values for this issue. There are several possible reasons that can explain these results. Nordic countries' library systems are usually seen as very systematically organized networks in which every institution is aware of their role. The public libraries are serving the general public, academic libraries the staff and students with less unique content which is less significant for long-term preservation. This is not obviously the case everywhere. In countries where the digitisation activities and generally the library systems are less organized, the long-term preservation of content, or other particular task is less clearly given over to national libraries.

Another interesting data is that the usage aiming at personal enjoyment appears with relatively small priority in libraries of northern countries. This factor was cut down mainly by the answers of academic and national libraries, the answers of the public libraries were very similar to the ones from other regional clusters. The ideological, religious or commemorative usage plays a minor role in the northern countries' digitisation activities as well.

Examining the answers of the libraries from southern countries, the most interesting data may be that both in national and in academic libraries, creative reuse/remix enjoys higher priority as a digitisation goal than the average, that can be resulted by the fact that generating income for the library services may be somewhat more important, than for institutions in other

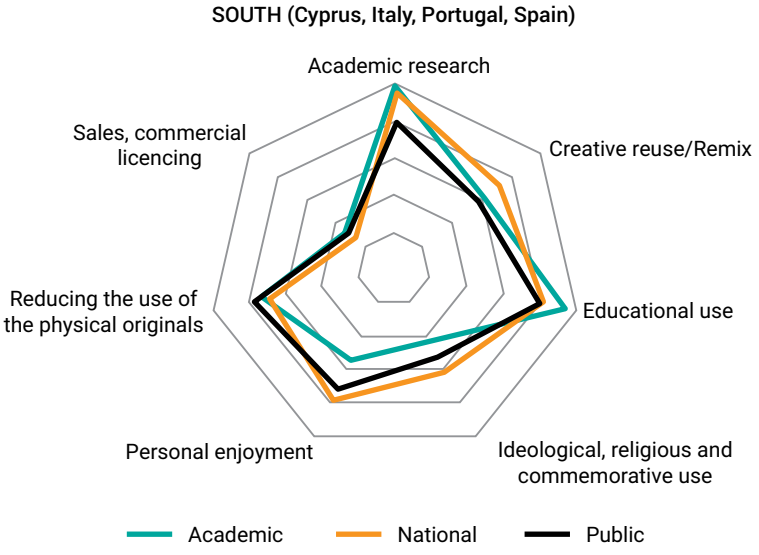

Figure 2. The digitization goals in the southern countries

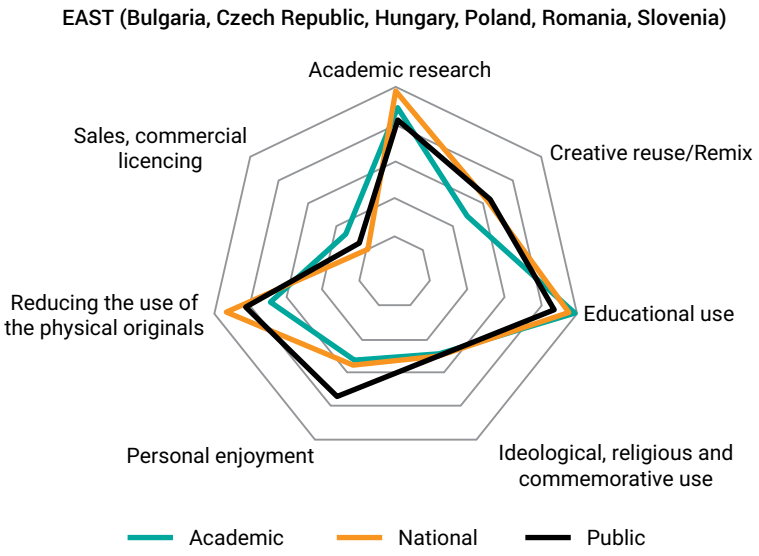

Figure 3. The digitization goals in the eastern countries

regional clusters. However, it is still not represented as a significant goal.

Interestingly, the public and national libraries of southern countries consider the educational purpose less important than others.

The answers of the libraries from eastern countries confirm stereotypes: the importance of academic research is below average; however, ideology and religion get more attention. Moreover, the digitisation with reducing the use of the physical originals purpose is by far the most significant in these libraries. (Among public libraries too.)

There are several possible reasons for the greater significance of the ideological, religious and commemorative usage compared to other regional clusters. It suggests that identity-related issues are considered generally more important in these institutions than in the Western world where development of the societies are less broken by permanent border-revisions, totalitarian dictatorships and attempts to forming new 'nations'.

In western countries, the digitisation activity for assisting academic research is higher than the average, and also, personal enjoyment is deemed to be the most important in these countries, at least in terms of digitisation goals. National libraries, similarly to those of northern countries, consider helping academic research by digitisation very important (they gave 10 points on a 10 points scale), but in the western area, public libraries also rated the importance of this goal with by far the most points.

Personal enjoyment as a digitisation goal was given higher mean score than in other regional clusters mostly as a result of the answers of national and public libraries.

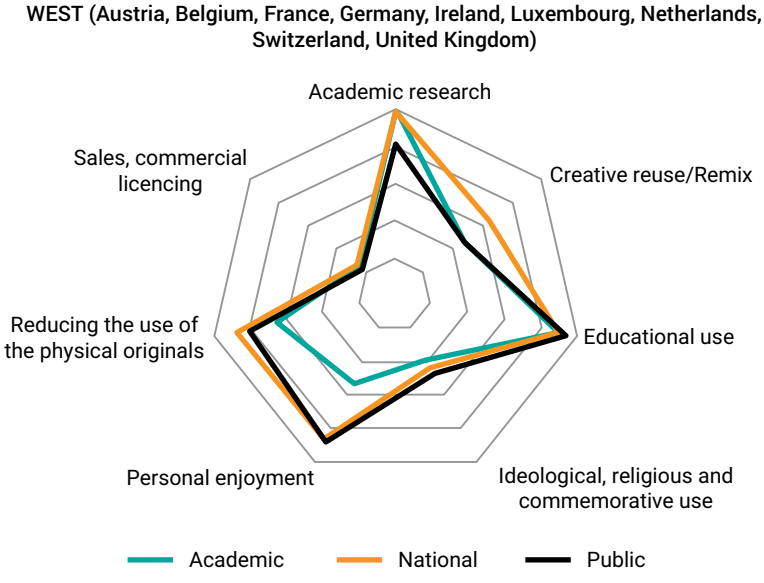

Figure 4. The digitization goals in the western countries

Discussion and conclusion

We have come to the conclusion that there are clearly visible differences both according to location and institutional type. Summarizing our most important results it seems that in Western countries, libraries are considering the use of digital collections for ideological and religious purposes much less relevant, and are more likely to satisfy people's entertainment needs. Creative reuse as a digitization priority is given much higher importance in the Eastern countries than in the West. An interesting observation is that the Eastern countries attributed much higher priority for digital preservation (primarily for reducing the use of the physical originals) than other European countries; while commercial and commercial use is considered less important than other groups of countries.

This study doesn't aim at explaining the reasons for these differences and surely, we are not able to understand all hidden factors that can influence the regional differences. We can suppose that the different understanding of the role of digitization in particular and the various approaches to the library system as an important element of the welfare societies all over Europe in general can explain these regional differences. The demands set by the users can also be influenced by factors like identity or the different nations' self-representations as we saw it in the case of the eastern countries that reported higher importance of commemorative and religious use. It seems that there is a European-wide consensus on the importance of supporting education and academic research by digitized content and services.

Although libraries do not make the digital collections accessible to the general public for the same reasons, most of them agree that digitization has positive returns that cannot be ignored. We could also find differences between the digitization priorities of the institution types. Long-term preservation, creative reuse and academic research received higher marks in national libraries, educational use in academic libraries, while personal enjoyment; ideological, religious and commemorative use in public libraries. The libraries – as publicly funded institutions – didn't attribute high importance at all to sales and commercial licensing.

Further analysis of data, especially comparison to nationally collected data on priorities could show up the underlying factors that influence the libraries' understanding of their role and main causes of regional differences.

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Ergonomic aspects of obligatory reading: students' perspective

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Abstract

The aim of the paper is to research into ergonomic aspects of obligatory students reading (position, affordances, gesture, access) and to find out whether or not students prefer certain position, way of interaction, body involvement etc. while engaging with obligatory reading, both in printed and electronic form. The research is based on a conceptual paper The evolution of reading in the age of digitisation: an integrative framework for reading research by Anne Mangen and Adriaan van der Weel*. Student's attitudes have been investigated using an online questionnaire aimed at students from three different Croatian universities and enrolled into different study programmes. Particular attention will be paid to the ways that allow effective learning and better memorizing, preferences regarding text substrates (electronic or printed books), way of reading (silent, aloud or a combination of both), ambience of reading (university or public library, home, public space etc.), most common position and other aspects of body engagement (e.g. sitting, standing, laying down etc.), most common forms of interactions with text and media (leaving notes in the book or writing it on a sheet of paper, the way of marking read pages etc.), most common additional activities (e.g. listen to the music, drinking coffee). The results of the research will be statistically presented, analysed, and discussed in order to determine whether there are general trends in reading ergonomics of Croatian students, or we can only speak about plurality of individual practices. The research results will contribute to the better understanding of reading ergonomic inside the growing field of scholarship concerned with transition to digital reading. Furthermore, the results of this research can be used as an insight into behaviours of students reading practices in Croatia and perhaps influence the changes that can be made in the process of making obligatory literature in the future for both electronic and printed form.*

Keywords: ergonomy of reading, obligatory reading, students' reading, e-books, printed books

Introduction

"Previous studies that compared learning texts on screen to learning from printed texts found that screen learners performed worse and were overconfident about their success." (Ackerman & Lauterman, 2013). Having that in mind, the aim of this study is to determine what are the reading habits of Croatian students, what are their relationship to obligatory literature and electronic books and most important how do their reading habits look like. For this research reading habits of students from different parts of Croatia are investigated. Having in mind that every part of the country has different mentality it was supposed to find out whether or not that influences their choice of reading obligatory literature. The goal of this research is also to find out how often students read obligatory literature, where do they usually read it, what are ergonomic aspects of their reading habits and what is their perspective on e-books. According to Morineau et al. (2005) from the research *The emergence of the contextual role of the e-book in cognitive processes through an ecological and functional analysis* there is indication that people process data

more shallowly in computerized environments than they do when studying from print. Technology is growing on daily basis and it is considered that „the efficiency of books notwithstanding, electronic text presentation should not simply mimic a book. The strengths and potential of computerized presentation should be pursued and exploited“ (Muter, 1996). Hypotesis of this research is that students prefer to read printed book, students most commonly read in sitting position, students need peace and quiet while reading and the last hypothesis is that students most commonly buy obligatory literature. It is considered that „with a more modern system, including a large, higher-resolution screen with dark characters on a light background, reading from a computer can be as efficient as reading from a book“ (Muter & Maurutto, 1991).

Methodology

The research is conducted among the students of three different universities in Croatia. Universities of Zagreb, Zadar and Osijek are selected for our research, mainly students from one of three areas of study in Information Science, English Language and Psychology. 128 students answered the questionnaire. Subjects were 111 (86.7%) females and 17 (13.3%) males from different age groups. For this research an online survey on Google Forms was used, responses were anonymous and voluntary. The survey consisted of 25 questions, each of which had several offered answers. Questions were divided into four groups: questions about the electronic version of compulsory literature and questions about the electronic version of compulsory literature and a section on students' perspective on the difference between e-literature and p-literature. The results are processed by statistical calculation methods, and the results are graphically displayed by circular diagrams. The research was conducted in December 2017, survey was distributed on 4th of December and on the 12th of December a reminder was sent to Universities to collect more responses.

Findings

First group consisted of questions with general data about examinees e.g. sex, age, university etc. Although examinees were all students there was an age diversity. The students were in range from 19 to 35 years. It is also visible in graph that the average years of students that answered on the questionnaire is 26. In this research, students were from three universities in Croatia. 49 students (38%) are from University of Zagreb, 39 students (30,2 %) are from University of Zadar and 41 students (31,8%) are from University of Osijek. Regarding field of study, it is important that Information science include librarianship, museology, archive science, information technology and communication sciences. Although our focus was on English, Psychology and Information department students, we had several answers from other departments also, especially because English and information science studies in Croatia in most cases must be combined with a great scope of different studies. We had answers from student that also study other languages (e.g. German, Russian, Croatian), history, geography, law and economy. Students from every year of study answered to the questionnaire, however 38 (37.7%) of them were second year graduate students. First year graduate students and second year undergraduate students were in the same range (20.5%) and the minority were fourth year undergraduates. Answers to the question about average academic success during study shows that there are no students with average grade D. Minority of respondents (16.4%) have the average academic success C and majority of respondents (61.5%) have as average academic success B. On question about habits of reading in leisure time 97 students (77%) stated that they read in their leisure time, while 31 (23%) of them said that they don`t read in their leisure time.

Following questions are referred to reading obligatory literature in printed form and they were part of section two in questionnaire. First question was referred to frequency of reading obligatory literature. The answers of respondents will be presented below graphical representation. There is 31 (23%) students who read obligatory literature in printed form once a week, 34 (27.9%) students said they do it several times a week. 40 (29.5%) students stated that the read obligatory literature once a month and 24 (19.7%) students said that they do it several times a month. On question where do they read obligatory literature most of the students 83 (63%) answered that they read in their home, while only 4 (3.3%) of them read in public library. Second most common place to read is university library because 26 (21,3%) stated so. 3 students (1.6%) said that the read in coffee shop, but no one said they do it in a park. Other single answers were: in a dorm, in a bus or all places mentioned above. We asked if they read in house in which room do they read and 63(75%) students answered that they read in their room and 20 (24%) students stated that they read in their living room. 96 students (73,8%) said that they read obligatory literature out loud, while 32 students (26.2%) do not read out loud but silently. Also, 42 (32%) students said that they never read obligatory literature out loud, while majority 53 (41%) students read out loud rarely. 27 (21.3%) students read often out loud, but only 7 (5.7%) of them always read out loud. Most common position for reading is sitting at a table or a desk according to 86 (70,5%) students or sitting on a bed or a sofa according to 63 students (51.6%), second most common is lying on a bed or a sofa according to 40 students (32.8%) or semi lying position as 49 students (40.2%) stated. Walking is a way of reading for 20 students (16.4%), while other single answers were: lying on a floor, changing positions and working out while reading. Most common side activity while reading is drinking (coffee, tea, juice...) according to 89 (73%) students. Second most common side activity

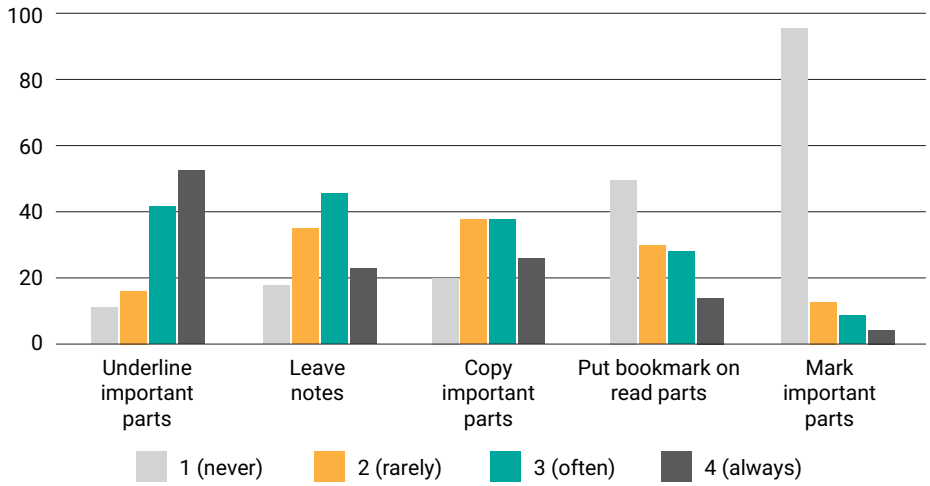

Figure 1. Activities done while reading obligatory literature: 1 (I never do that) – 4 (I always do that).

is listening to music according to 39 (32%) students. Other side activities are smoking as stated by 25 (20.5%) students or single answer activities such as eating, using phone, checking social networks and traveling. 28 (23%) students said that they don't have any side activities. On question how do they obtain obligatory literature 100 (77.5%) students said that they borrow it from the library, 81 (62%) student said that they print it on their own while only 9 (7%) students stated that the buy books. Other single answers included: finding a e-format of the same book, copying it and asking professor for it.

From the figure 1. we can see activities done while reading obligatory literature marking from 1 (I never do that) up to 4 (I always do that). Activities include underlining important parts, leaving notes, copying important parts, putting bookmark on read parts and marking important parts on some other way. Most of the respondents answered that they never mark important parts and the activity they always do while reading obligatory literature is underlining important parts.

Following questions are referred to reading obligatory literature to reading in electronic form and they were part of section three in questionnaire. If students have never read electronic form of obligatory literature they were asked to skip these questions.

Preferred device for reading obligatory literature in electronic form is laptop as stated by 85 (74%) students and second most common is mobile device chosen by 46 (40.4%) students. PC is preferred device for 34 (29.8%) students while only 3 (2.6%) students read electronic books on e-book reader. Preferred electronic book format for reading obligatory literature is PDF as stated by 115 (91.6%) students, plain text (MS Word or Rich Text Format) is second as stated by 6 (4.8%) students and the third is e-pub according to 3 (2.4%) students while only one student said that he prefers ppt (presentation format). 94 students (74,8%) said that they read obligatory literature in electronic form out loud, while 31 students (25.2%) read obligatory literature in electronic form silently. Furthermore, majority of students, 64 (50.4%), never read obligatory literature in electronic form out loud, while 41 (32.8%) students read out loud sometimes but rarely. 17 (14.3%) students read often out loud, but only 3 (2.4%) of them always read out loud. On question where they most read obligatory literature in electornic form 109 (87.2%) students answered that they read in their home, while only 9 (7.2%) of them read in public library. Second most common place to read is university library because 45 (36%) stated so. 11 students (3.3%) said that the read in coffee shop and 3 students (2.4%) said they do it in a park. Other single answers were: in a dorm, in a bus or on a train. We asked if they read in house in which room do they read obligatory literature in electronic form and 63 (75%) students answered that they read in their room and 20 (24%) students stated that they read in their living room which is the same percentage as for the obligatory literature in printed form. Most common position for reading obligatory literature in electronic form is sitting at a table or a desk according to 88 (70,4%) students or sitting on a bed or a sofa according to 70 (56%) students, second most common is lying on a bed or a sofa according to 39 (31.2%) students or semi lying position as 45 (36%) students stated. Walking is a way of reading for 9 (7.2%) students, while other single answers were: standing, changing positions and sitting in a bus. Most common side activity while reading obligatory literature in electronic form is drinking (coffee, tea, juice etc.) according to 95 (79.8%) students. Second most common side activity is listening to music according to 42 students (35.3%). Other side activities are smoking as stated by 25 students (21%) or single answer activities such as eating, using phone, checking social networks and traveling. 8 students (6%) said that they don't have any side activities. On question how do they obtain obligatory literature in electronic form 121 (96.8%) students said that they download it for free, 53 (42,4%) student said that they download it illegally while only 7 (5.6%) students stated that they buy books. Other single answers included: reading it online, by scanning a printed book and asking professor for it.

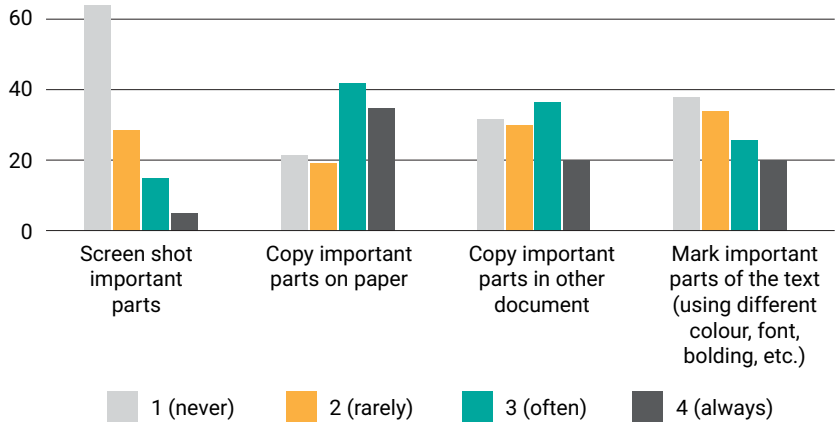

Figure 2. Activities done while reading obligatory literature: 1 (I never do that) – 4 (I always do that).

On figure 2. we can see activities done while reading obligatory literature marking from 1 (I never do that) up to 4 (I always do that). Activities include: making a screenshot of important parts, copying important parts on paper, copying important parts in other electronic document and marking important parts of the text (using different colour, font.bolding etc.).

Following questions are referred to students perception of reading literature in printed and electronic form and they were part of section four in questionnaire.

On question about students perception on reading obligatory literature in printed or electronic form: 105 (82%) students said they prefer to read obligatory literature in printed form, while 22 (18%) students prefer reading in electronic form. 79 (62%) students usually read obligatory literature in printed form, while 48 (38%) students usually read it in electronic form. 98 (77%) students think that they read faster obligatory literature in printed form, while 31 (23%) students think that they read it faster in electronic form. 22 (17%) students think that they need more repetition to learn something while reading obligatory literature in printed form, while 107 (87%) students think that they need it more while reading it in electronic form. 114 (89%) students think that remember more information while reading obligatory literature in printed form, while 15 (11%) students think that they remember more while reading it in electronic form. 12 (8%) students think that they become tired more faster while reading obligatory literature in printed form, while 117 (92%) students think that they become faster more while reading it in electronic form.

Discussion

Previous studies that compared learning from screen texts to learning from printed texts found that screen learners performed worse and were overconfident about their success (Ackerman, 2013) and they "also indicated that people process data more shallowly in computerized environments than they do when studying from print" (Morineau et al., 2005). This research explores a students perspective on reading obligatory literature in printed form and in electronic form, but for the real results about difference between those two forms a proper research with tests is necessary. The book has evolved over several centuries to its present highly efficient form. Of course, the evolution of the human brain has not kept pace with the evolution of technology. However, perhaps co-ordinated developments in computer technology and cognitive science can pave the way toward more efficient reading, and therefore toward the facilitation of work and problem-solving in many areas of endeavour (Van Oostendorp & De Mul, 1996). Some of the factors that can influence someone's reading abilities are upper case print, italics, and right justification by inserting blanks which result in slower reading. Black characters on a white background produces faster reading than the reverse and most readers prefer it. There is no effect of margins, serifs, or typeface in general, within reasonable limits. Effects of type size, line length, and interline spacing interact. With a more modern system, including a large, higher-resolution screen with dark characters on a light background, reading from a computer can be as efficient as reading from a book (Muter & Maurutto, 1991). The consistent screen inferiority in performance and overconfidence can be overcome by simple methods, such as experience with task and guidance for in-depth processing, to the extent of being as good as learning on paper. From the theoretical perspective, the media effects draw attention to the effects of the context on learning regulation and outcomes, beyond the interaction between a person, with his or her given learning skills, and the study materials (Morineau et al., 2005). If we become aware of the surroundings, side activities and position in which we read as well as a format on which we read we could improve our reading and learning abilities.

Conclusion

Reading of obligatory literature is for sure a daily struggle for all students. With this research it was tried to discover what kind of literature do students prefer (electronic or printed), what are their side activities while reading,

where do they read and what position do they prefer while reading. It was surprising to find out that students find it better for remembering to read an electronic publication. This is a proof that technology became really important part of students lives and it is almost impossible to imagine studying without using it. Although, printed form of literature is still playing an important role in studying because there will always be people who prefer to hold papers or books in hand because in that way they feel the real value of studying itself. Also, this research has showed that many students have side activities related to reading some of them are referred to what they are doing (e.g. drink coffee, smoke etc.) and some of them are referred to handling a book they need to read (e.g. using bookmark, leaving notes etc.).

There were a couple of assumed hypothesis of this paper. First hypothesis was that students prefer to read printed book and this hypothesis is proven right. Most of the students still like more reading literature in printed form. Second hypothesis was that students most commonly read in sitting position and this is also proven correct. Majority of students still prefer reading in sitting position on their bed, chair etc. Third hypothesis of this paper was that students need peace and quiet while reading obligatory literature and it was proven partially correct. Students stated that they need peace and quiet while reading printed literature, but when reading literature in electronic form, they prefer to read out loud. The last hypothesis was that students most commonly buy obligatory literature and this hypothesis is proven wrong. Most of the students answered that they prefer free literature (borrow from library, illegal download, ask a professor etc.).

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Gamification and Use of Gamified Content Among Croatian Students

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Abstract

The term gamification implies implementing the typical gaming elements into other fields (non-gaming content) to make learning easier, to make one's memory of the learned material better and faster, and to encourage further independent learning process and constant knowledge upgrade. That way the content is shown in a much more interesting way and the user interactively partakes in discovering new knowledge. It is very clear that gamified texts give a new dimension of reading that could be interesting to the user. However, how much the user is familiar with that kind of content still remains the question. In this paper, the term gamification will be more closely explained and examples will be given as to how this content actually works. Furthermore, results of a survey conducted on student population of the University of Osijek will show how much familiar are the students with the term gamification and gamified content and whether they have already encountered it. The aim of the research, based on the data collected via online questionnaire, is to give an insight into how familiar and how much influenced by gamified content the students really are. Both the positive and negative points of gamification are taken into account and results enable us to make predictions of future acceptance of Osijek area students as well as possible ways of promotion of gamification and motivation to use gamified content.

Keywords: gamification, gamified content, students, Osijek

Introduction

Nowadays, at a time of advanced technology, it is not an easy task to motivate users to read monotonous texts that seemingly cannot be displayed in an interesting way. There have been numerous attempts to increase the reader's interest in reading and one of those attempts is gamification. The term gamification implies the incorporation of typical game elements in other areas of activity, respectively non-game related (Deterding et al., 2011), to make learning and memory better and faster but with the aim of encouraging further independent learning and constant knowledge upgrade in mind as well (Hanus & Fox, 2014). This way the content is presented in a much more interesting way than simply reading a text and the user partakes in discovering new knowledge interactively. This approach is often of a competitive nature, where participants collect points, unlock new game levels, win prizes and certificates, and where the game rules are clearly defined. One can say that the very essence of gamification of reading is to give a certain text a gaming nature by implementing certain elements, but taking into account that the content itself does not turn into the game (Hanus & Fox, 2014).

It is clear that a text reaches a new dimension of reading when added such a feature that may be of interest to the user, but the question is how well the users are generally familiar with such content. A survey conducted among the students of the city of Osijek will show how students are familiar with the concept of gamification and gamified content and whether they have ever encountered such content before. Students were asked several key questions via an electronic survey, and their answers were statistically processed, graphically presented and further explained. The survey was founded on the hypothesis that a certain number of students had not been familiar with the term or had not encountered it before. For this reason, two parts of the survey were planned so that the students could be explained at the beginning of the second part what gamification was and later questions would reflect the opinions of students and the possible change of their

attitudes. The aim of the research was, based on the data collected, to form the actual picture of student's knowledge of the content mentioned and what kind of impression it leaves on them. Both positive and negative sides of the results will be dealt with and based on that the hypothesis will be made on the topic of further development of gamification in the Osijek area.

Methodology

The research was conducted by examining a sample of randomly selected number of subjects limited to the Osijek area. All of the examined subjects were students of colleges at the Josip Juraj Strossmayer University. The number of valid student questionnaires was 210 and those were included in the survey. The survey was conducted via a two-part online questionnaire.

In the first part of the questionnaire the subjects were asked to tell their sex, age, their current academic level and their study field. Then they were asked whether they have ever heard of the term gamification and what they thought of what the ideal age for incorporating gamification was. The second part of the questionnaire started with the brief description of the term so that the subjects who had previously not been familiar with it could understand it. After the short introduction, the subjects were asked where they had encountered gamified content before (whether it had been at home, at their school, at the library etc.). Furthermore, they were asked about the impact it had made on them and what other content could the gamification be applied on: digital content, physical content or both of them. Then they were asked to choose the form of the content in which they would rather have either their compulsory reading or their spare time reading. They were presented with two choices: gamified content and classic textual type content. After that they were given several assertions so that an opinion could be formed according to their (dis)agreement with the facts given. These assertions referred to the differences between the gamified and classic text material, to the availability of the gamified content, to the benefits of the gamified material and whether its usage was appropriate. After all, the subjects were again given the first question of the questionnaire so that a conclusion could be made about whether they would change certain opinions related to the usage of gamification in different aspects and times in human life.

The data collected based on 210 subjects was processed in SPSS (Statistical Package for the Social Sciences). The data was analyzed with the basic descriptive statistics methods and then compared in terms of independent variables such as sex, age, academic level and study field. Academic level was divided into two groups: three years of undergraduate studies and two years of graduate studies. Their fields of study were divided into those belonging to humanities and social sciences and natural sciences. The final results were made by analyzed comparisons.

Results

The subjects that took part in the survey were all students at the Osijek University. The number of subjects that would be considered during data analysis was 210. The subjects were asked to tell their sex, age, academic level and their field of study. Of the aforementioned 210 subjects 134 (63.8%) were female and 76 (36.2%) were male. When it comes to their academic level, 21 (10%) of them were in their freshman year, 45 (21.40%) were sophomores, 46 (21.60%) were juniors, 34 (16.20%) and 37 (17.60%) were graduate students respectively. 27 (12.90%) were no longer students so they were left out of the survey and the rest were divided into two groups: undergraduates (61.20%) and graduates (38.80%). When talking about study fields, 14 (7.70%) chose natural sciences, 35 (19.10%) chose technical sciences, 18 (9.80%) chose biotechnical sciences, 20 (10.90%) biomedicine and health care studies, 1 (0.50%) chose arts and 4 (2.20%) chose interdisciplinary science and arts field. Most of the subjects chose humanities and social studies, 91 (49.70%) of them. For that reason they were all divided into two groups: humanities and social studies (91 or 51.10%) and natural and technical sciences (87 or 48.90%).

Having in mind the starting hypothesis upon which the questionnaire was made, the first part of asking the subjects whether they were familiar with the term gamification. Response was pretty even: 99 (47.10%) said they knew what it was and the rest (111 or 52.90%) were not familiar with the term. The results confirmed the hypothesis that some students would not be familiar with gamification so we were right to assume that, for the further questioning and analysis, the questionnaire should consist of two parts, where the second part started with the brief introduction of the term.

By examining and crossing the charts by independent variables (sex, academic level and study field) certain differences were spotted mainly concerning sex variable. By comparing the values according to t-test, statistically important differences were spotted in several answers, mainly in questions that required (dis)agreement with a certain assertion. When talking about whether classic text material is easier to read than gamified content, the difference showed by comparing means for women (3.08) and for men (2.80). Accordingly, it is obvious that the male population is more prone to gamification content and does not consider it a challenge for use unlike the female population, who prefers classic text literature and considers it easier to use. Also, important difference was spotted when talking about whether the gamified content is accessible and available in the area. Female subjects find the gamified content much easier to find (value 3.42) while male participants have a bit more trouble when it comes to availability (3.70). Female subjects tend to use the gamified content more and consider it a good way to connect and understand the material unlike their male counterparts. Also, female subjects consider it beneficial when it comes to memorizing the material long term. Eventually, female

subjects are more inclined to say gamified content should more often be included in teaching, especially in primary schools and middle schools. Male subjects are more reserved when it comes to incorporating gamification in schools.

By dividing the questionnaire into two parts, each of the parts consisted of the same questions dealing with the opinion about which life age is the most appropriate for incorporating the gamification content into. The goal was to find out whether the subject's answers would be different after finding out more about gamification. The results have shown quite the difference when talking about the appropriate age for gamification process. Female subjects were more prone to believe gamification was best to use after the college. By getting to know more about the term that difference was much smaller and opinions were more alike. Furthermore, female subjects got more in contact with gamification than the male ones, whether it was in school or in their spare time. When the subjects were asked to choose the form of content they would much rather want to read, they disregarded the need for gamified content. Because it was the content they were interested in, they decided classic text format is much more suitable. That was more obvious in the female population, which has shown much more interest in classical text content. Such results ultimately led to several conclusions.

Conclusion

Having in mind the starting hypothesis upon which the questionnaire was made, the first part had question that asked the subjects whether they were familiar with the term gamification. Response was pretty even: around half of subjects said they knew what it was and other half was not familiar with the term. The results confirmed the hypothesis that some students would not be familiar with gamification so we were right to assume that, for the further questioning and analysis, the questionnaire should consist of two parts, where the second part started with the brief introduction of the term. By comparing the independent variables (sex, level of study and the field of science) and the results of the questionnaires, there were no significant differences in the field of science and level of study. Significant differences are noticed in comparison with gender. Based on these comparisons, it was concluded that the female part of the subjects is more inclined to gamified content and has a more positive view when it comes to their use. Subjects have also made it clear that, when it comes to the literature they need to read, they prefer to choose gamified form of content that would make the required reading content more interesting for further processing and understanding. Considering the literature they are interested in and for which they have an intrinsic motivation to read, they do not see the need to have that content gamified. It is assumable that way because they are the ones who have chosen to read that literature. For them, that literature is already interesting enough, they are personally motivated to read it and do not see the need for further improvement of such literature for making it easier to understand. Also, looking at the question from the end of the first and second part of the questionnaire, it became apparent that further and better familiarity with the term affects students and changes their view of using such a method in shaping content and its use. Prior to introducing the term to subjects, their most preferred choices were elementary and high school period as the most suitable for the use of gamified content, comparing those periods with younger age, entertainment content and educational system. Furthermore, the selection curve was alleviated because the explanation of the term influenced the opinion of the subjects, so they realized that gamification can actually be applied to content suitable for all periods of human life. Subjects showed they are interested in gamified content and have them evaluated, on average, with very good grade. In addition, it has also been shown that students in Osijek should be better informed about the existence of gamified content in order to use them (and search for them) at a greater extent. What would further improve the use of such content would be to introduce students with ways of finding such literature, on the basis of the subjects who have said that they find gamified contents pretty much unavailable. Finally, it can be said that students in Osijek approve gamified content of their compulsory literature. They find such formatting of content useful, but in order to make use of it, the complete population of students in Osijek needs to be better acquainted with the existence of such content and acquiring the same.

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How does a digital library operate: interviews with the staff at BiblioTech

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Abstract

This study examines the digital library BiblioTech, opened 2013 in San Antonio, Texas. The aim of this study was to examine what the main aspects of operating a digital library are with a focal point on the practice of digital libraries. The research questions studied were; how does a digital library operates in general, how does the staff work in the digital library and if the physical place is important in a digital library. To examine these questions, twelve semi-structured interviews with BiblioTech's full-time employees were conducted. Results show that the digital library operates almost like the traditional library. The main difference is that the books are (only) available in digital form. Since the lack of a collection to maintain, much of the time spent for the staff that works in the library is on interaction with the patrons, while for the technical responsible staff much time is spent of maintaining the technical equipment. BiblioTech also work on developing literacy through a few different technological solutions as screen-readers, audio books, equipment for visually impaired people etc. Analysis show that BiblioTech is all about providing technical services for the inhabitants that cannot afford it and therefore the library space is central. In addition, the physical place is important, so the inhabitants can learn together with the staff. In today's society, an important part of developing literacy is to work with technology so therefore that is one of BiblioTech's focal points.

Introduction

Librarians are not defined by a type of question but a role (Buss, 2016), so when our community change the libraries and librarians must change as well. When our communities become more digital, so does the libraries need to become more digital as well and with this come the necessary change of the library profession as well.

So, in line with the 21st century and the digital era it felt obvious to study a public library with only digital material and see how they worked and especially note if the physical place still was important even if all the books were digital. The author wanted to see if the place was important without it being asked explicitly in the interviews, but it still was an important factor for the research. Palfrey (2013) argues that the library as an institution always have been one of the fundamentals for the success of our democracy. He means that the library provides the necessary skills and knowledge that are needed to achieve our roles as active citizens.

The aim of this study was to examine what the main aspects of operating a digital library are with a focal point on the practice of digital libraries. The research questions are: 1) how does a digital library operate in general, 2) how does the staff work in the digital library, and 3) is the physical place important in a digital library. The research encompasses the digital library BiblioTech in San Antonio (Texas, US). The research was conducted during spring 2017, with the interviews conducted in March 2017. A qualitative analysis of the material where also made after the interviews.

BiblioTech

The library that was studied is the first digital public library ever to open. It is called BiblioTech and is in San Antonio (Texas, United States), opened in 2013. The library provides all residents within Bexar County with its services. In the first year BiblioTech had 100 000 visitors (Phillips, 2014). BiblioTech started as a project by Judge Nelson Wolff, county judge for Bexar County. He got inspired by the digitalization of New York Public Library and by Walter Isaacson's biography of Apple's founder Steve Jobs (Nawotka, 2014).

The project was later given to Laura Cole, BiblioTech's special project coordinator, who had the responsibility for research, financing, and the execution of the library.

BiblioTech's vision is to: "Provide all Bexar County residents the opportunity to access technology and its applications for the purposes of enhancing education and literacy, promoting reading as recreation and equipping residents of our community with the necessary tools to thrive as citizens of the 21st Century" (Bexar BiblioTech Facebook, 2013). The membership is free for residents within Bexar County and the patrons can use services like e-books, use of internet, access to both laptops and computers and tablets, e-readers for lending, different events, courses etc. About half of all the e-readers is always borrowed and these can hold five e-books at a time (Phillips, 2014).

San Antonio is the seventh biggest city in US, but is ranked on place 60 in literacy (Phillips, 2014). Laura Cole, the project coordinator of BiblioTech declares that it is hard for the residents to advance in their literacy with not a lot of resources available, most of the people in San Antonio does not even have internet at home (Phillips, 2014). That is why BiblioTech became such an important part for the residents, because they can access books, internet and more from the library for free.

Literature review

Digital libraries

According to Calhoun (2014) digital libraries can be defined in two different ways: 1) as a research area and practice with participants from different disciplines and occupations, such as computer science, library and information science (LIS), cultural heritage section and education and 2) a system and service, often open available and a) supports development of knowledge and culture, b) contains collections of digital material with the aim to satisfy the needs of defined communities, and c) often used as a architecture which first emerged in computer science and LIS and usually contain a storage, a mechanism that supports searching and other services and resource identifications and user interface (both for human and machine).

Association of Research Libraries (ARL) defines the digital library as more than a single entity and the digital library needs technology to link all the resources available, as well as the links between the digital library and services as transparent for the users. A universal access is the goal of digital libraries and is not limited to document substitutes but also other digital artefacts that cannot be represented or distributed in printed format (Xie & Matusiak, 2016).

Calhoun (2014) claims that the most important properties of digital libraries are the social roles they play, the communities they serve, collection they collect for the communities and the possible technology to support it. Liew (Chowdhury & Foo, 2012) implies that the community need to go towards more including digital libraries which can enrich and empower individuals and the community, but digital libraries cannot do this through only existing and digitalization alone does not necessary leads to social integration. The successful digital libraries seem to have found the perfect mix of citizenship, quality collections and technologies/ methods that supports a user-centered design (Calhoun, 2014). A thorough study of the needs, goals, and behaviours of the society to be served seems to be an important success factor.

Library as a social community

Libraries provides communities with places to create, serves as publishers, have recording studios, help with printing documents, technology support for every single device a patron can use, university libraries serve as student unions where student gathers for a coffee and food, and the libraries give room for exhibitions, programs, lecture, community organization meetings and so on (Weber, 2015). With this said, libraries serve a lot of other aims than just being a place to store books.

If libraries disappeared, cities and towns would lose important "third places" which are opened for the public. In a survey that was conducted in 2013, 90% of the Americans who were 16 or older said that closing their local library would have a negative impact of their community (Palfrey, 2013). Without the public place that libraries provide, the most vulnerable in our communities does not have a place where they can feel safe, get reliable information, think, write, and learn.

Libraries serves many important purposes even in a world where we can trust Google, Facebook, and Twitter to give us answer on many of the questions of life. The function of the library may be different from what it once where, but the main purpose of the library's mission from the last centuries remains still the same, to provide a wide access and consistent preservation, which is still important today (Palfrey, 2013).

The new librarianship

The new librarianship is not about a special kind of library role, rather more created to build a foundation for change all over the profession (Lankes, 2016). All libraries, both public and private, big, or small, should be about their communities, the ones they serve and is a part of – and that is just librarianship.

Librarians are defined by a mission, a set of facilitating tools and values that underlies the profession. The three main factors that defines a librarian is according to Lankes (2016): their mission (to improve the community by facilitate knowledge creation in the communities they belong to); means to achieve the mission (facilitate two-way communication and through resources bring up conversations; build knowledge;

provide a safe environment; and build on the motivation of the community's residents), as well as the values which forms the basis for the work of the librarians. These values are: service, learning, intellectual freedom and security, intellectual honesty. It is important for the librarian to also learn through conversation and communication: as a librarian, we are also educators within areas like knowledge, creation, and education. Humans learn from conversations: through reading, through doing, in group or alone.

Lankes (2016) uses the Salzburg curriculum as a part of his theory, which is a set of managing skills which can form both education programs as well as the ongoing professional development of both libraries and museum. The curriculum is divided into these categories: change-oriented social engagement, technology, capital management, cultural competence, knowledge, learning and innovation, management of participation. The library should be a participating platform that allows a community to share passions, knowledge, experience, and resources. The library can take advantage of the community and their thought and use that as a resource, which can be a more important part of their collection rather than the books. The libraries also need to make the values they present visible to their communities.

Methodology

The empirical data for the study were collected during spring 2017. During that period, twelve semi-structured interviews were conducted with the full-time employees at BiblioTech. Some of the interviews were conducted at the two branches, in a specific conference room. And the rest were conducted at BiblioTech's office downtown in a separate room. The interview guide was made in prior to the interviews and mostly used as a guide for the author to cover the selected themes, which were: general questions, questions about BiblioTech and questions about usability. One week before the interviews, emails were sent out to the interviewees, but they knew that the author would be there long before that, so they were prepared to be contacted. In the email they got a suggestion for a date and time for the interview. At the start of the interview they got to sign a consent form, to agree their participation in the study. The interviewees got precise information about what would be included in the study. The interviews lasted about twenty minutes.

Results

This study started initially with three research questions to cover the aim of the research. These three research questions will be answered in this part of the paper in these three topics: the digital library in general, the staff in the digital library, and the physical place of the digital library.

The digital library in general

According to the interviews that were made, the digital library (in this case BiblioTech) operates pretty much as a traditional library, but they spend a lot less work on the collection (with things as put books back, cataloging, etc.), than a traditional library does. This gives the staff more time to interact with their patrons, which is the most important part of the library for BiblioTech, since they need time to educate and teach their patrons to use the technology in an effective and efficient way. The most part of their time is about in different ways help the patrons with different tasks, such as apply for a library card, print out documents or learn how to use a computer or how to apply for a job. BiblioTech also work on developing literacy through a few different technological solutions as screen-readers, audio books, equipment for visually impaired people etc. They need to exist to provide a community service, a handyman that can help with various things that the community needs. They a planned for the community and all their work is to serve the community and improve it just like Lankes (2016) means is the most important part of the library.

In BiblioTech, the staff have different duties, for some of them the work is mostly about computer maintenance and maintenance for the devices they lend out. For other staff it is all about outward work, to reach out, through going out to schools and other organizations and inform them about BiblioTech. One part of their work is of course about buying books and being updated about new resources, apps or programs that could be interesting for BiblioTech. Another part is also about showing up on different conferences and journals, so writing articles and preparing presentations is important for BiblioTech. Thus, BiblioTech operates as any library, but with some different focal points. A great importance is also to keep the website updated with the latest information and news, because it is often through the website they reach out to the patrons and where the patrons can access all the resources that BiblioTech Provides.

The staff in the digital library

Even if the staff on BiblioTech have different duties, it is always the community and the patrons who are in the center and lies behind everything they do (compare Calhoun, 2014; Lankes, 2015; Palfrey, 2013). Through this their work can also help the patrons with the new technology and at the same time increase the literacy with the work that they do. The staff on BiblioTech works with different things on different places. The have three full-time employees that work on the two branches that were open when the study was made. They divide the administrative work between each other and helps with that, for example scheduling, orders, payments and so on. The rest of the time, their work consists of being in the library and being available, both for the other staff (part-time staff) but mostly for the patrons. On the branches, the offices are very small on purpose, so the staff do not sit there more than necessary. On the other hand, this encourages the staff to be out in the libraries as much as they can, because that is where the library

staff is needed. Both the branches usually have one person of the staff that welcomes everyone that comes in and they ask the patron directly if they need help, because the environment can be both foreign and scary for many (especially when they come in for the first time). Therefore, it is important that they notice the patrons that are unsecure, help them get started and make them feel secure in the new and unfamiliar environment.

The physical digital library

None of the questions in the interviews asked about this theme specifically, because the author wanted to see if the theme would be addressed within the other questions. Some interviewees talked more about it than others, for example, one interviewee thought that it would be good to have more branches around in the city, and another interviewee addressed that it was a disadvantage to only have two branches (so far). In the context the physical place where always present and it was never even mentioned that BiblioTech should have been a digital library without the physical place, most likely because it would have been hard to serve the community and be utilized since the residents in the community that BiblioTech serves (for the most part) does not have enough money or ability to use their resources. To be able to help the community, learn with the community and be able to improve and develop it they needed to be there in a physical form (Lankes, 2016). So, for BiblioTech, the physical place is very important, and the library would not have worked without it.

Concluding remarks

In this study there are three important parts for the digital library BiblioTech; the importance of the physical place, the importance of staff at the branches, and social work vs. technological work. These three parts are the most interesting in relation to the aim of the study.

The importance of the physical place

Even though the digital library's collection only can be accessed through the internet this study shows that there is still important that the library have a physical place. In the context of BiblioTech one of the most important parts is to provide technology to the residents that cannot afford it. And it is also important to have staff available that can teach and help patron acclimate to the new technology. The study shows that basic knowledge about computers are not as obvious in a community with less money than it is in a community that are more fortunate. But with that said, it is not a disadvantage to be able to access the resources of the digital library from everywhere, always. To the staff at BiblioTech, it is obvious that their library is a digital library with a physical place, and it should not be any other way. They hope to be a part of developing the literacy of the residents in San Antonio, but also educate the community and increase their technology skill. To be part of a democratic society, the inhabitants in the society needs to understand and be able to use the technology and be able to take part of the information that is distributed through digital channels (compare Palfrey 2013; Lankes, 2016).

The importance of staff at the branches

In the practice of operating a digital library there is also important to have knowledgeable staff at the (physical) place, which can educate and help the patrons. To be a digital library it is also needed to have staff that can make the content of the library meaningful for the users, a digital library on a website cannot work efficiently on its own.

Social work vs. technological work

The interviewees on BiblioTech were divided into two (unofficial) groups, where one group works mostly on the library whereas the other group works mostly with technology work. The answer on what was most important for the digital library differed between these two groups; for the staff that worked in the library the most important was social skills and the ability to meet, educate, be available to the patrons (and coworkers). The staff that worked mostly with the technology work on the library thought on the other hand that the most important part of the digital library was the maintenance of the computers, printers and all the other devices surround BiblioTech, and to improve and develop the devices continuously. Both groups where though conscious about the importance of the other group and that the library would not work without the two groups cooperating and working together.

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Instagram as University Library Marketing Tool: The Case of Tallinn University of Technology Library

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Abstract

Research focus of the Master's thesis "Instagram as University Library Marketing Tool Based on the Example of the Tallinn University of Technology Library" was to figure out the necessity of social media channel Instagram in the library marketing process. The purpose of the study was to analyse how Instagram can be used as a marketing tool for university library. The key objective of the study was to identify how post title, hashtags, content and medium affected the number of followers and overall engagement. The Master's thesis was based on Tallinn University of Technology Library (TTU Library) Instagram account created by the author.

The study made use of active research strategy and applied qualitative content analysis as a data collection method to explore the applicability of Instagram as a marketing tool for a university library. The results show that visual content is engaging for the users and provides an opportunity to show a different side of the academic library. The results of the paper should help the librarians to analyse the content at their Instagram profile and see where the changes should be made to become more effective marketer.

Keywords: marketing, social media, Instagram, university library

Introduction and background

Marketing comes with a wide variety of definitions, all of them converging on the view that marketing is a customer-oriented strategic management process, which combines both a theoretical framework as well as a practical set of methods and techniques, for its realisation (Garoufallou, Siatri, Zafeiriou & Balampanidou, 2013).

According to Kotler & Armstrong (2014) marketing is the social process by which individuals and organizations obtain what they need and want through creating and exchanging value with others. The aspect of social marketing adds to the described approach the idea level (Kotler & Zaltman, 1970). A university library is an institution with a fairly reliable user base, which definitely reaches the library in one way or another. So the question is whether it is important for a university library to market itself?

Libraries have devoted a great deal of time establishing what they consider to be their product and what has evolved is the core product 'information'. Libraries have been providing this generic product 'information' in all types of packaging e.g. books, audio-visual materials, video, reference answers (Condous, 1983).

Over the last two decades, information and communication technologies have dramatically changed our current society, no matter if we are speaking about the way we communicate and interact each other, work or participate in entertainment activities. Internet and more specifically social media have become a major factor in influencing various aspects of consumer behavior including awareness, information acquisition, opinions, attitudes and evaluation (Malita, 2011; Mangold & Faulds, 2009).

The rise in the popularity of smartphone apps is hard to ignore. People are accessing information and connecting through social media on their smartphones at increasing

rates. Instagram is one of the several mobile apps that are examples of "mobile-first" social networks. These networks and apps are created primarily for mobile use and, in many cases, focus on the smartphone's camera for content creation and dissemination (Anderson, 2016).

The marketing literature in Library and Information Science field shows a development from general discussion, based mainly on the functional aspects of marketing, to research in the form of case studies where social media (including Instagram) is having an impact on library services and libraries are using these tools as a mean of marketing (Garoufallo, Siatri, Zafeiriou & Balampanidou, 2013; Luo, Wang & Han, 2013; Salomon, 2013).

Therefore the aim of this Master's thesis was to research how can Instagram be used as university library marketing tool (Nool, 2017). Research subject was Tallinn University of Technology Library Instagram profile created by author. In accordance to the set aim, research questions were:

- What are the best practices of using social media channels among university libraries?
- How many followers does TTÜ Library's Instagram account have and how has the number changed?
- What are the most popular posts according to the medium of the post?
- What are the most popular posts according to the content of the post?
- How do the number of hashtags and the length of the title affect the engagement of the followers?
- What have been the challenges related to creating and managing a social media account for TTÜ Library?

Methodology

In this Master's thesis was used qualitative research methods to attain the goal. The research strategy used in the thesis was action research and data collection method was qualitative content analysis (Nool, 2017).

The main idea of the qualitative content analysis is to preserve the advantages of quantitative content analysis as developed within communication science and to transfer and further develop them to qualitative-interpretative steps of analysis. The object of qualitative content analysis can be all sort of recorded communication (transcripts of interviews, discourses, protocols of observations, video tapes, documents ...) (Mayring, 2000).

Qualitative content analysis was used in two stages. At first it was important to analyse already existing university libraries Instagram accounts. At the time of research there was not another university library account to analyse in Estonia, so best practices from United States of America were used. The second part was TTÜ Library Instagram account creation and management using collected data from best practices.

Action research refers to smaller intervention projects in the natural environment and a closer look at the impact of the latter (Laherand, 2008). The research is defined as a study of social situations conducted by practitioners with the aim of improving the quality of a certain professional activity. The research is distinguished from other research methods by its immediate applicability (Löfström, 2011). Action research is cyclical and focuses on three main steps: plan, act and reflect (Beck & Manuel, 2008).

In planning stage author evaluated current situation in TTÜ Library's Facebook account and tried to find ways to increase the participation of target audiences. Interviews from a previous study "Social media usage in participatory librarianship based on public law based university libraries of Estonia" (Remmelg, 2016) showed that the most important factor of user participation in social media are posts with photos. Instagram gives an opportunity to use photo and video content in a whole new level.

In acting stage author opened an Instagram account for TTÜ Library and started to take notes in the reflection journal in order to cover whole process of account creation and management. In reflection state author encoded the reflection journal and analysed results.

During the research period from 05.10.2016 to 05.04.2017, the following data was collected: the number of follower changes, the number of posts and responses, the use of hashtags, the number of characters in the title. At the end of the study period, the following information was collected from the TUT Library's Instagram profile: the final number of followers, the number of posts and responses, reach and impressions of posts, the popularity of the post by content and type.

Findings and conclusions

Marketing plays an important role for both the profit making and the non-profit institution. An assessment of target groups and their needs is important regardless of whether the goal is to earn a profit. The use of social media technologies and channels is a good solution for expanding the libraries' marketing opportunities. Given the affordability and availability of these channels, they are helpful for university library marketing. Thanks to the possibilities of social media, the library can enhance its visibility in the academic community and show that it is a social place where the reader is always welcome. Visual content has important role when it comes to user participation in social media, photo and video sharing application Instagram has several possibilities to use it effectively.

Most of the Estonian libraries does not use Instagram as marketing tool. Therefore best practices from United States of America university libraries Instagram profiles

were used to map the important points of account creation. Content analysis for named university libraries showed that it is important to post regularly in order to keep followers. It also showed that posts of library interior or exterior were most popular among the application users. At the same time posts about events or specific announcements were less popular. These results can be explained by the fact that more users can connect more with interior or exterior posts rather than events or announcements.

Research of TTÜ Library Instagram account indicated that it is important to have social media marketing plan in order to create a successful account and get stable followers. Similarly to best practices results most popular posts from TTÜ Library Instagram account were interior/exterior themed posts and less popular were announcement and exhibition posts. It is also important to bring out that most engagement got reposts and original photos, videos got less reaction than photos. That is explained with the fact that users do not have enough time to look through videos that appear on their feed. Post engagement is also affected by the used hashtags and title length.

The results gathered during this study give a good base for managing and improving the Instagram account. The following is a list of points that should be considered for future administration of the account:

- Continuity – regular posts let users know that it is active account and it is worth following. For TTÜ Library the regularity of posting can be at least once a week to be sufficient;
- Quality – it is important to focus on quality of created content, in order to keep profile presentable and attract more users. It means that posted photos and videos should have the same quality in Instagram web version as well as in the application itself;
- Participation – posting is one big part of social media but there is more. In order to be successful it is important to be active on other profiles as well. Commenting and liking is a good way to show activity and reposting gives another view of library account to other Instagram users;
- Dissemination – in order to let potential followers know that library has an Instagram account it is important to share that information in other channels (webpage, other social media channels) too. For TTÜ Library it can be useful to share Instagram pictures in Facebook to reach more users.

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It's a Magical World, but Where is It?: Nonhierarchical Cataloging in Public Libraries

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Abstract

My research concerns the effectiveness, or ineffectiveness, of hierarchical cataloging systems in public libraries. This paper uses the cataloging of Calvin and Hobbes as a practical example of how libraries can and should move towards more nonhierarchical systems of organizing both their digital information and physical items. The theoretical groundwork of this paper is based on Hope Olsen's 2007 work "How We Construct Subjects: A Feminist Analysis". Her arguments concerning the weaknesses of hierarchical cataloging become a springboard for the analysis of public libraries' use of subject headings in their online cataloging of Calvin and Hobbes, and also for the guerilla re-cataloging of several books at the Ventress Memorial Library. These practical examples highlight the power and success of nonhierarchical cataloging both physical items and online collections.

Keywords: Cataloging, Public libraries, Access, Comic books

The following paper is meant to start discussion on the effectiveness, or ineffectiveness, of the hierarchal cataloging of physical materials in libraries through the Dewey Decimal system. Beyond starting discussion, this paper is a call for the more nonhierarchical cataloging in public libraries, discussed and argued from both a theoretical and practical perspective. My theoretical grounding for this work emerges from Hope Olsen's feminist perspective on cataloging. From a practical perspective I will use the cataloging of comic anthology *Calvin and Hobbes* as an example item. I will reference the online catalogs of two Massachusetts library systems, the Old Colony Library Network (OCLN), and the Cape Libraries Automated Materials Sharing library system (CLAMSNET), as examples of libraries moving away from hierarchical cataloging systems in their online databases. I also discuss my own experience in guerilla cataloging while working for the Ventress Memorial Library, and the success of nonhierarchically cataloging graphic novels. Ventress Memorial Library is part of the Old Colony Library Network library system.

In her work "How We Construct Subjects: A Feminist Analysis", published in *Library Trends* Volume 56, Hope Olsen notes "To organize information, librarians create structures" (Olsen, 2007, 509). And that we do. From the first formations of the Dewey Decimal System, all the way up to the organization of our websites, librarians are taught and trained to create structures that benefit our patrons in their search for knowledge. We are, after all, scientists of information. Our very existence is based on the idea that information is for everyone, and that we must do all we can to make it as accessible as possible.

Ranganathan's first three laws of library science are: "Books are for use," "Books are for all," and "Every book its reader" (Ranganathan, 1931, 73, 74, 299). Information is nothing if it is not available. Everyone should be able to find it. And all of it should be used. But Olsen argues that the information systems librarians have created and continue to use is one that makes associative relationships between different subjects, limiting cataloging effectiveness. And I would be inclined to agree.

Olsen argues that often in cataloging there is a "problem of omitted topics" due to the current hierarchical systems not being built in the favour of certain subjects, usually subjects that predominantly serve women and minorities. Beyond this, some works in hierarchal cataloging systems, by Olsen's argument, run the risk of "being subsumed under mainstream topics" (Olsen, 2007, 520). The overall argument against hierarchical cataloging of certain materials is tied directly to Ranganathan's first three laws of library science. Our duty as librarians is to design systems that allow users to find the information they need. And while this is a

prominent queer and feminist issue, Olsen's theories on nonhierarchical cataloging can be applied in multiple areas of public library cataloging.

One of the biggest issues involved with public library cataloging, or cataloging any system of materials in which patrons have constant shelf access, is understanding both that browsing will be dual fold. Patrons will browse catalogs online, if they are available, and also physically browse the shelves. These multiple needs must be considered before restructuring can occur. Olsen notes the technological difficulties of nonhierarchical cataloging, "One issue to be confronted in expanding types of relationships will be how to make them machine readable," but I would argue that modern search features, including diverse linked subject headings, are being used to mitigate this difficulty (Olsen, 2007, 534).

I feel public library systems are acknowledging the importance of browsing through their technological cataloging measures. To use comic books as an example, *Calvin and Hobbes* be found in Marshfield, Massachusetts' Ventress Memorial Library under 741.5973 WAT (OCLN, 2017, Line 20). This number would mean nothing to a patron unfamiliar with the Dewey Decimal System, looking at the catalog from outside the library where they would not have immediate, physical browsing ability, or someone looking for related reading. However, if this Dewey Decimal number was paired in the work's description with subject headings like "Comic books, strips, etc.", as it is in both the CLAMSNET and OCLN library networks online catalogs, patrons might be able to go deeper into their exploration, potentially reserving more items, or finding a subject they never knew they were interested in (OCLN, 2017, Line 11, 12) (CLAMSNET, 2017, Line 25). While patrons can still browse by Dewey Decimal number, if they are looking for a more associative topic, including a wide range linked subject headings is essential. These types of search features are becoming more and more utilized across modern, online catalogs, but the searchability of physical items can be trickier.

Hierarchical logic, at least when it comes to certain items, has a way of placing physical items in places that might make them less likely to be actually be picked up and read. In other words, our current, hierarchical systems of organization create logically associative relationships between subjects whether we mean for them to or not. Olsen presents a flow chart in her work to better illustrate this. Within it, "Jewelry" is placed below "Handicrafts", and next to "Mosaics" and "Textile Arts" (Olsen, 2007, 516). She notes "A classification hierarchy, often considered a tool for browsing, has the side effect of grouping subordinate topics next to each other" (Olsen, 2007, 532). Without fully realizing it, this hierarchical cataloging system has made diamond rings and fancy clothing the same. They are both "Handicrafts" and fall next to each other in the organizational chart (Olsen, 2007, 516). Of course, neither Olsen nor I are suggesting that any patron would mistake a necklace for a scarf, but modern cataloging seems designed for people looking for specific items, rather than browsing for ideas.

While I understand the importance and necessity of information systems working so that anyone can find the precise information they are looking for, Olsen highlights this problem as logic vs. experience. "A type of relationship that is not defined in current standards is that between a concept and its manifestation. Such a relationship is grounded in experience rather than logic" (Olsen, 2007, 533-534). I would agree with Olsen on this comment, that experience is necessary on a patrons' side of the shelf, but I argue that librarians can become so trapped in our own, logical definitions that we ignore the very experience access to the bookstacks can create.

Within the OCLN and library system, it was suggested to catalogers that *Calvin and Hobbes* be labelled as 741.5973. Dewey Number 741.5973 falls under "Arts and Recreation", "Drawing; Decoration; Design", "Drawing; Drawings", "Comic; Graphic Novels", "Collections", "North American", and finally "American" (LibraryThing, 2017, Lines 1-7). All of these definitions make logical sense. *Calvin and Hobbes* is a comic strip, and its volumes are collected, American comic anthologies. It made logical sense for it to be where it was on the shelf. This is why, ultimately, *Calvin and Hobbes*, and so many other comic strips like it, were being shelved in the Adult Nonfiction section of the library.

One practical example from my own experience in the potential failing of hierarchical cataloging in the public libraries I worked at was in the location of comic anthologies. Comic anthologies are collection of predominantly newspaper comic strips bound together in book form. The example I will use for this presentation with be comic anthologies of Bill Watterson's newspaper strip Calvin and Hobbes. Calvin and Hobbes tells the humorous stories of a slightly mischievous elementary school student named Calvin and his imaginary best friend Hobbes, who happens to be a stuffed tiger that he takes with him everywhere he goes. Their stories are simple, but often moving, and have a deep personal meaning to me. As a child I despised reading. I did not have the imagination to visualize what was happening on the page in my brain. Comic books solved that problem for me. The copies of Calvin and Hobbes I borrowed from my small town library started my love of reading. So one can only imagine my horror when I could not locate any of Watterson's anthologies in either of the public libraries I came to work at.

I approached my supervisor for approval to relocate the books from the Adult Nonfiction section over into the Children's Graphic Novel section and was referred to the library's cataloged. She informed me that she could "strongly consider" my plea to relocate these works to a space more often inhabited by children. My supervisor passed me along to the library's cataloger, who inspired the very paper you are listening to by saying she was not

sure why *Calvin and Hobbes* was in the adult nonfiction section when all other graphic novels had their own spaces, respectively, in the Children's and Teen areas of the library, other than the fact that they, logically, aligned with the definitions of Dewey 741.5973.

It was at this point that I engaged in, what I told my supervisor was 'guerilla cataloging'. On the night shift I would take *Calvin and Hobbes* collections from the Adult Nonfiction section and re-catalog them as Junior Graphic Novels. After about a week, every Bill Watterson work was filed in the Children's Room on the Graphic Novels bookshelf. These books, many of which had not been checked out in over a decade, were suddenly flying off the shelves. When patrons could see the books, when they had access to them, they took them out. And which logically it made sense that *Calvin and Hobbes* was filed under Adult Nonfiction, from experience it was clear that they should all be with the other Children's Graphic Novels. The logic librarians were using in this system was sound, but it got in the way of patron experience.

And I fully recognize that, on the opposite side of this One of the biggest difficulties in nonhierarchical cataloging, in breaking *Calvin and Hobbes* and other comic anthologies out of the nonfiction section, or even in creating any sort of nonheretical system, is the assumed logic of many patrons. Libraries can easily remove their romances from the fiction section and place them all together so they can be easily browsed, as the Osterville Village Library did, but patrons looking for Nora Roberts will continue to search the shelves for her until they know her works are elsewhere. Until someone knows exactly how to use a system, they will use their own logic to guide them through it. In most public libraries, author last name organizes fiction titles. By this logic, a patron searching for the *A Study in Scarlet* would scour the shelves for "Conan Doyle," not thinking to find the Mystery section. Having a Mystery section allows those interested in this genre to find materials more likely to be aligned. But every person that enters the library will most likely charge the fiction section searching for Sherlock Holmes. And there are remarkably easy ways to alleviate this problem: library staff.

If library staff members are present and open, patrons will feel comfortable enough to question where a particular item is, giving library staff the opportunity to encourage patrons to browse an area that might peak their interest in a new item, increasing checkouts and building relationships with community members on an individual level. Libraries, through the use of logical subject headings on their online catalogs, are already moving away from hierarchical systems of cataloging, but this system still remains strong in the actual location of many items, occasionally by librarians own misguided logic.

There is rather comedic saying that I think sums up my paper well. Knowledge is realizing that a tomato is a fruit. Wisdom is not putting it in a fruit salad. Public libraries are moving forward in utilizing subject headings in their online catalogs, allowing for ease of search that allows patrons browse from the comfort of their own homes. Librarians must, however, constantly question their own logic in hierarchically cataloging physical items, or they might run the risk of those works vanishing into the shelves, and look into following more experience-based, nonhierarchical cataloging systems.

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Levebee – Personal Reading Coach for Home and School Use

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Abstract

The Levebee app (Vcelka in Czech) has been developed to help students with reading disorders (incl. dyslexia), to help children starting to read, to foreign students and partially also to stroke patients. The app is being built by reading experts to serve as an individual reading coach - combining the expertise of a specialist with the scalability of an app.

Levebee provides proven exercises used in the reading disorder treatment praxis, categorizes them into relevant groups and utilizes a robust backend for their usage. All that combined with the most profound methodology and instructions delivered by the experts in the field come together as a new-generation reading disorder improvement tool.

This tool can be used online in a browser or offline on Android/iOS tablets as well. It enables using a set of exercises to determine and analyze a student's specific condition, then to create a unique "playlist" of exercises that fit him/her the best and to share this unique "prescribed" setting also with parents and/or other teachers (unique is the nonlinear training suited for every user individually). Students practice regularly and consequently on more difficult exercises. The overall goal is to supplement the current (medical) treatment with a rather interactive and more accessible tool available anytime and anywhere.

The app is currently used in more than 400 Czech schools and 25 pedagogical-psychological counselling centers. In October 2017, Levebee app will be tested in Poland for the first time, which would mark the beginning of its international expansion.

Keywords : dyslexia, online learning, education, reading disorders, adaptive learning

Introduction

The requirement for the functional literacy is the main task given to the formal educational process, i.e. to the schools. However, in the current environment of the inclusive educational approach, this is not an easy task (it has never been). There is a large variety of different needs as well as capabilities among individual students.

Literacy (reading literacy) is constituted by a complex set of skills that are very difficult to separate into individual components.

There are several essential components for the purposes of the basic teaching process as well as for the possible further pedagogical intervention. The level of **reading technique** represents the very basic prerequisite for the actual reading (i.e. accuracy, continuity, speed) and the level of **reading with understanding** (i.e. comprehension of the text and the consecutive evaluation of the text, search for information, context deduction, the ability to apply the information/knowledge, comprehension of the charts and tables, etc. in the relation to the everyday life). When all the reading skills are being developed through all its stages – preliteracy, initial literacy, the applied reading phase and the readership (Helus, 2012), the result to be expected is the functional literacy (readership) which is the only way to achieve a lifelong satisfaction and fulfilling social belonging.

We are meeting many students during the educational process suffering from serious difficulties with the reading skills and capabilities development (for many different reasons), which can eventually lead to the educational failures. In this context, we usually talk about specific learning disabilities – **dyslexia** and eventually also dysortography.

These students are having a hard time gaining the required reading skills in spite of having the appropriate educational potential, necessary methodological guidance as well as supportive and stimulating family environment.

The basic prerequisites for the successful development of reading and writing in the early stages are language capabilities, mainly phonological awareness, visual perception and other related perception and motoric functions, psychological prerequisites such as attention, focus, memory functions and the last but not least the personality traits and motivation factors. Even dyslexic students can achieve satisfactory reading levels as long as they receive the support they require. The role of the student and his/her family in this process is crucial.

However, the necessary required care is also to be applied for the students with **unspecific learning disabilities** (Kucharská & Špačková, 2013) that are usually caused by the disadvantageous dispositions and motivational factors of the student and / or eventually by incorrect / insufficient methodological guidance. The severe risks apply among others to the students with developmental dysphasia – specifically impaired development of the speech and language (Kucharská, 2014).

The online learning app Levebee – personal reading coach

There are seemingly many options for the support of the students with reading difficulties – printed materials, specialized software, specifically trained special education teachers and school counseling centers with special education teachers. Only with a deeper examination of the options we will realize that the actual offer is not that wide – parents themselves are constrained by insufficient aids variety and teachers as well as special education teachers do not have enough time to create individual worksheets and materials (Wolfová, 2016).

The online Levebee app (called Včelka in the Czech version, www.vcelka.cz) has been developed to improve the readings skills - to help students with reading disorders (incl. dyslexia), to help children beginning with reading, to foreign students and partially also to stroke patients. Levebee provides the previously mentioned variability of the training with respect to the individual reading development stages – that means also to respect the specific needs of individual students and provide only adequately difficult trainings.

The basis for the whole app are structured and interconnected exercises, more than 120 of them in total for the Czech version (or around 100 for Polish version).

The first segment of exercises stimulates **development of the reading technique** from the initial reading to the level of automatization with the options to appropriately adjust technical difficulty and graphical visualization. In this way we can maximize the effectiveness and speed-up the proper reading technique for both analytical-synthetic method of reading learning as well as genetic method of reading learning.

The next segment uniquely covers **exercises supporting phonological awareness** that is essential for the proper reading skills development. Gamified aspects of many exercises also support development of further perception functions, focus, memory functions and will.

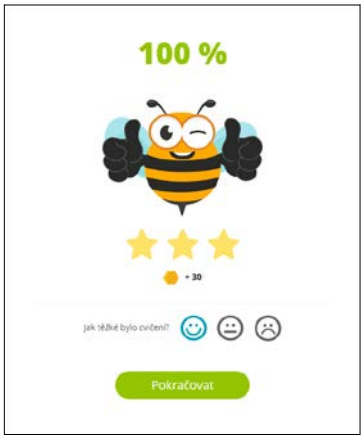
One of the most important segments of exercises covers **reading with comprehension.** Exercises are adjustable so that even students with severe reading difficulties (but also those with no difficulties at all) can maximize their literacy level of development with respect to their individual capabilities.

The whole app is being built by reading experts, mainly special education teachers, with the knowledge of the reading learning process, specific learning disabilities and individual students needs to serve as an individual reading coach - combining the expertise of a specialist with the scalability of an app. The technological part of the project is being supported by the development team with previous edu-tech experience. As a whole, Levebee helps to students, parents, teachers and to special education teachers. The app allows for basic diagnostics of the problematic areas of a student´s reading skills based on which Levebee creates a unique set of exercises for the specific student. Based on the student´s results, progress and individual feelings of easiness/hardship in the exercises, there is an adaptive adjustment system in place that automatically evaluates and adjusts the difficulty of exercises or changes the exercises completely. Given the online form of the app, there is a benefit for the teachers not only in the more precise positive interventions but also in the wide options for (even remote) cooperation with families and the student him/her-self.

Typical use cases and best practices

The first basic usage of the Levebee app is for at-home work / practice, i.e. a parent with a student or eventually a student alone. In these cases Levebee serves as the “personal reading coach” which means that the app offers a uniquely composed set of exercises for the specific student based on the basic diagnostics and/or starting data provided by the parent and then the app adaptively adjusts the exercises to keep with his/her needs based on the results and feelings. The parent can observe results of the individual exercises in the real-time as well as historically for further evaluation of the student´s progress in time. There are some

Figure 1: Instant feedback/ result achieved for the student



gamification elements involved (e.g. stars corresponding to the percentage score achieved) which serve as a mild external motivation for regular practicing.

The second basic approach to usage of the Levebee app is the involvement of the special education teachers in the special education centers. The app is completely free of charge for all relevant experts to be used in their praxis. Special education teachers have the possibility to pre-arrange the whole sets of exercise based on their own requirements and experience and then effectively use them as part of the work with their clients. Levebee allows for dozens of minor setting adjustments and content filtering for all exercises. The experts thus have an extra tool to be used with their clients that is interesting enough to even improve effectiveness of the work and motivation of the clients (students) to further improve their reading skills.

Additional value to this process is brought by the possibilities for asynchronous, remote online cooperation in between parents, teachers and special education teachers inside the app with relation to each individual student – e.g. to observe progress of a student or to adjust exercises manually.

The third typical use of Levebee is in the classroom – by teachers with the whole groups of students, i.e. incorporation into the regular reading/language classes. There are predefined sets of exercises ready to be used by teachers instantly based on the moment´s needs, usually run using a smartboard or a beamer. The multimedia content in the app (pictures and sounds) enriches the work in the class and improves the engagement of the students. Teachers mainly benefit from the app´s capabilities to run a fresh set of tasks related to their current topics with a freshly generated content within a few mouse clicks while there are again options to further adjust settings and filter content as needed.

The methodology of the app, as previously stated, is based on the adaptive adjustments of the exercises for each individual student.

At the beginning, there is a set of exercises ("a playlist") created for a student based on the basic diagnostics and/or starting data provided – typically up to 15 exercises (out of approx. 120 in the Czech version).

The initial setup process for the student´s list of exercises covers also minor adjustments of the difficulty for each exercise in the list that are then adaptively further adjusted based on the student´s progress data and feelings. On top of difficulty adjustments, when necessary, the app also changes the whole exercises – takes old ones out and brings new to the list.

The various proven exercises originally used in the reading disorder treatment praxis in their "pencil and paper" form are widely diverse and the only limitation for their digitalization is the possibility of the modern browsers to properly run them. The typical building blocks of an exercise are text content (text objects – e.g. words, phrases, sentences, articles), pictures and sounds. Some exercises are very simply focused on the reading technique while on the other hand others have a form of a fun game with reading theme only. Exercises are controlled by keyboard, touch (tablet versions of the app), mouse and sometimes by voice input too.

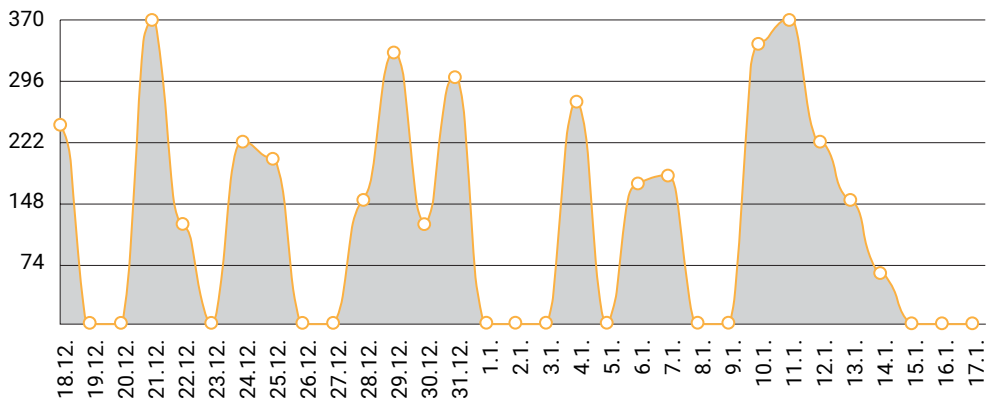


Figure 2: Historical activity chart followed by detailed results of all exercises

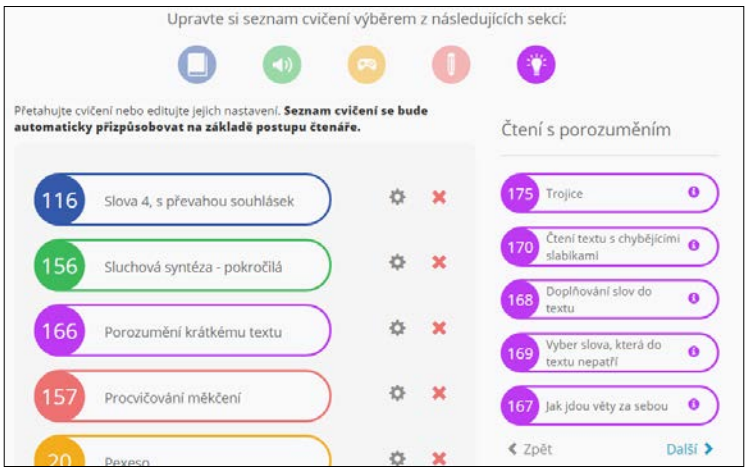


Figure 3: Adjustment of the exercises composition and/or difficulty

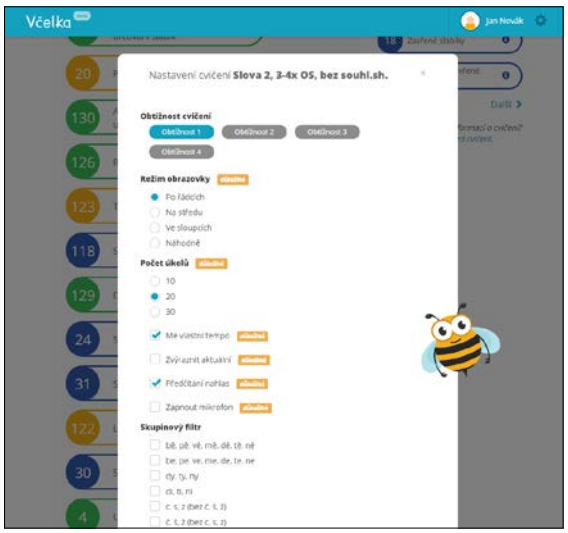
The main app is fully online in the HTML 5 standard (Nette Framework, PHP, JavaScript and MySQL) accessible anywhere with the internet connection.

Tablet versions are available for both Android and iOS platform as native apps capable of the offline usage as well.

Levebee app has been developed as a platform capable supporting multiple language version of the app for different markets. That is currently being taken advantage of as we now run beta tests in Poland and plan for German and Spanish versions of the app in the near future.

Levebee has participated in several competitions where the most success was getting into the final at TechCrunch Disrupt Startup Battlefield in London in 2014 and winning Czech Innovation Special Award for Social Responsibility in 2015. As a social business, it was supported by a grant from the Technology for Society program by Vodafone. And this year, the app has been selected as best and most innovative digital solution for international World Summit Awards in the category Learning & Education.

Figure 4: Settings adjustment and content filtering for an exercise



Sample paragraphs from the expert evaluations of the Levebee app

"Worth to mention is also the fact that authors take into consideration the individual needs of users which are respected on top of the content level (selection of respective exercises for a specific kid) also on the formal level. That is represented by individual options for typography, font size, background color. Authors thus react to the discoveries from the professional literature regarding type and size of fonts as well as background colors are intervening variables important mainly in the initial phase of the reading skills development. When recognized and set properly, they can act positively to people with reading difficulties. (…)
None of the essential areas for reading training is omitted while the main focus is put into the phonological skills and language skills. Visual perception skills, spatial and right-left orientation skills are covered as well. Exercises are often gamified and kids can thus accept them as more of a game than school work. (…)"

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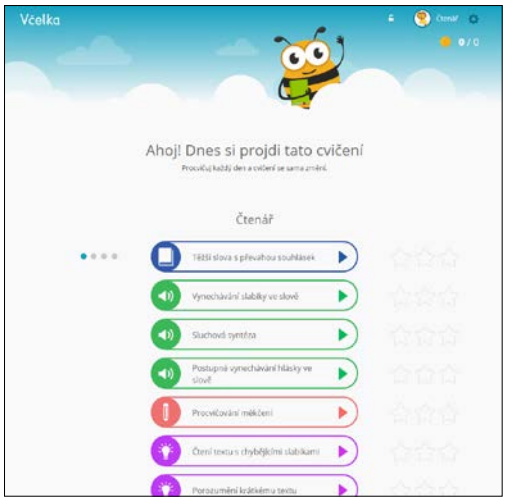
"When the acquisition of reading skills in the early school years fails, a rapid intervention is required in order to find the appropriate forms of development and support for the specific kids. The insufficient reading skills can lead to more failures in the educational process, to unnecessary failures, decrease in motivation towards school work and to the premature end of schooling despite the fact that a kid is capable to handle the school work in all other aspects. Reading represents an essential part of learning through all stages of schooling in all school subjects.

Figure 5: An example of the student´s list of exercises



Levebee app aims to train all of the above-mentioned skills and capabilities and does represent a complex tool for both prevention and intervention for students that are experiencing hardships with reading regardless the reasons – be it a simple lack of training, poorly chosen reading training technique or more significant difficulties including specific learning disabilities. In all the cases, Levebee can offer custom-tailored sets of exercises in order to help develop the proper reading skills. The amount of various activities provided by Levebee app, including the differentiation through difficulties as well as complexities of various forms of exercises, is very useful for students´ regular daily trainings. Regular worksheets have the disadvantage that kids can learn the right answers by heart through their repetition and consequently do not train anymore and stagnate or even loose motivation for further training since there is no measurable effect. Levebee deals with all of that."

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Library Day in the Life in Latvia: 6 Year Experience

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Abstract

The Library Day in the Life Project (LBB JSS, 2017) was a semi-annual event coordinated by Bobbi Newman. Twice a year librarians, library staff and library students from all over the globe shared a day (or week) in their life through blog posts, photos, videos and Twitter updates. The international project was closed, but New Professionals Section of the Latvian Librarian Association still coordinates the project in Latvia. The project has had different number of participants each year and it has been very popular and successful marketing tool for libraries in Latvia.

The research shows the results of the project in the 6 year period. The summary of the project is created by including number of participants, types of various activities that has been held. The opinion of the participants was gathered and analyzed to get to know the main reasons of their motivation of participation. The main research question is – how to involve more librarians to join this project.

This study will be useful for the New Professionals Section of the Latvian Librarian Association to evaluate the results and to analyze how to host this project further. It will be useful for other Librarian associations all over the world as an example how to create this kind of project in their countries.

Keywords: librarians, Latvia, librarianship, LibdayLV, library and information science.

Background of the research

The Library Day in the Life Project (Libday) (LBB JSS, 2017) was a semi-annual event coordinated by Bobbi Newman. She is a librarian, writer, consultant, library advocate and author of famous blog "Librarian by Day". Bobbi Newman (2013) says that the main idea of this project *"was to share with each other, across divisions of the library – reference to tech services, and across types of libraries – public to special, and perhaps to reach outside of "libraryland""*. Twice a year librarians, library staff and library students from all over the globe shared a day (or week) in their life through blog posts, photos, videos and Twitter updates using the hashtag #Libday. The international project had eight rounds and was closed in 2012. It was held for 4 years and have had thousands of participants from more than 20 countries.

New Professionals Section of the Latvian Librarian Association (NPS LLA) still coordinates the project in Latvia. The first time when the project was held in Latvia was February 2012 and it was part of the international project with hashtag #Libday8. Later on NPS LLA coordinated it as a Latvian project called "Library Day in the Life in Latvia" (LibdayLV) and created hashtag #LibdayLV in July 2012. NPS LLA has coordinated LibdayLV project seven times in a six-year period from 2012 until 2017 and there has been from 7 up to 30 participants (figure 1.).

The rules of the project is very simple – to use free social media as a marketing tool to promote profession of a librarian – to show that there is more than just books at the libraries. Librarian were free to use any of social media tools – Twitter, Facebook, BlogSpot, WordPress, YouTube, Flickr, Pinterest, etc. As well as it was up to librarian to choose how many days he will describe and in which way – through article, tweet, video, etc. Usually project was one week long, but as an experiment, NPS LLA changed it up to 3 months – summer at the library. Main rules of the project stayed the same – librarian could still choose how many days will be described one, two or more. This project motivates to create an account of a library on social platform, to think about public relationships of a library and to learn new skills.

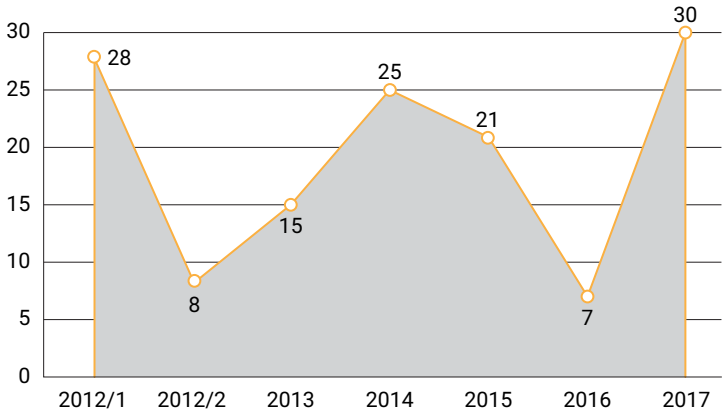


Figure 1. Numbers of the participants by year (2012–2017)

Research & results

Content analysis

Content analyses has been done to collect the data for infographic. The content of all the participant social accounts has been evaluated every year. A resume of each round have been published in the blog of NPS LLA to show all the participants the work of colleagues from other libraries as well as to show it to students and library users. In the yearly resume there is collected ideas that participants have created for projects, for example, database Tuesday, guess a book, meet the librarian, daily post, throwback Thursday. After creating summary of a six-year there has been an infographic created and published on NPS LLA blog.

The content analyses shows that participants are not only from the city libraries, but also form small one-person libraries and there have been participants from all regions of Latvia (figure 2.). There has been one library that have participated all rounds of LibdayLV project. The content analysis shows that there was a participant that created new social media account on Twitter and created 87 Tweets in one week. It was the most active library despite it is a small library.

The participants have used different social media (figure 3.) as a communication channels – local social media "Draugiem.lv" (34 participants), "Facebook" (37 participants), "Twitter" (87 participants), "blog" (45 participants), "webpage" (4 participants), "Instagram" (5 participants), "Pinterest" (1 participant) and "Prezi.com" (1 participant). Nowadays the growth of technologies motivates participants to use it and to create interactive content such as video, photography, live translations, etc.

Questionnaire

The questionnaire has been sent to an e-mail list of 80 previous participants. 5 e-mails do not exist anymore and 10 participants do not work at the library anymore. 29 respondents have fulfilled the survey. The question "How many times have you participated at this project?" were given as a first question (figure 4.). 34% of respondents have participated at this project just once, 28% of respondents have participated two times, and 21% of respondents have participated three times. 7% of respondents have participated 4 and 5 times, but 3% of respondents have participated all 7 times of the project.

The question "Do you plan to participate again at this project?" were given and 86% of respondents plan to participate in LibdayLV if it will be continued in 2018 if there will not be vacation or any other important

Figure 2. Map of the participants (2012–2017)

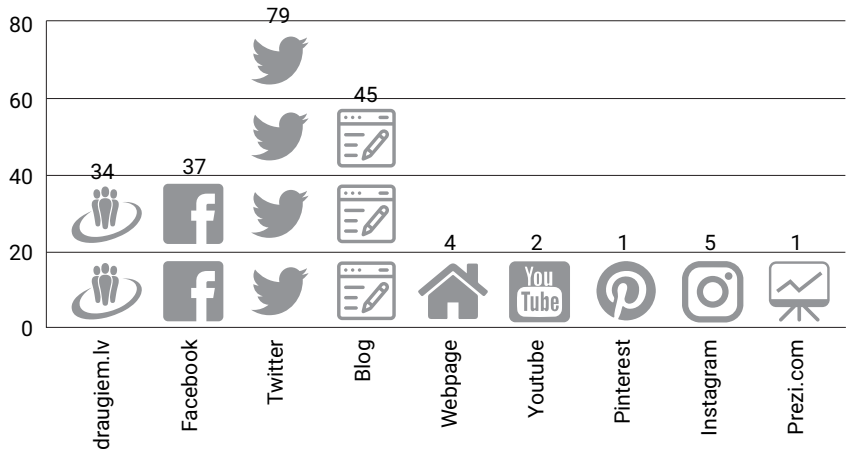


Figure 3. Social media used for project (2012–2017)

events at the time of the project (figure 5.). Only 14% of respondents do not want to participate again. As a reason not to participate respondents mentions:

- Participation at this project takes too much time for me,
- I am not working at the library anymore,
- I do not see the point of the project,
- I am going to retire.

There is a tendency that some of participants have not understand the rules of the project – that they can choose how many days they want to describe. There seems to be tendency not to participate because it is not clearly defined that there is no obligation to participate every day of the week.

Participants were asked to give their suggestions for next project rounds:

- To find the key of motivation,
- To explain the idea of project more detailed,
- E-mail lists of association members,
- Regular e-mails to participants to remind about project, to say "you are doing great!",
- Regular project updates in blog (usually we did summary after the project),
- To make an instructions (how to make video, how to create good PR in social accounts),
- To create the week with articles from the readers point of view,
- To create thematically weeks,
- To divide week into thematically days - day of acquisition librarian, music librarian, user service librarian,
- To create more seasonal activities,
- To add some side activities like a contest - best activity, language quote, surprise of the day, etc.

There was a positive comments about the project, for example, "I gained a lot, I learned to work with blog"; "was interesting to read what other colleagues do at their libraries"; "I learned that even all the small things that we do are worth to share!" These kind of comments show the need of the project and motivates NPS LLA to create the next round in 2018.

Conclusions

The aim of the research was to collect the thoughts from participants about the project "Library Day in the Life in Latvia" and to decide if it is needed to continue the project and what to improve. The aim is reached and the decision to keep and improve the project was made.

Figure 4. Number of times of participating at LibdayLV project.

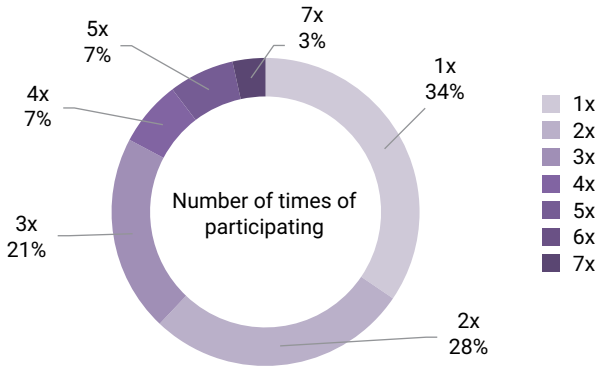
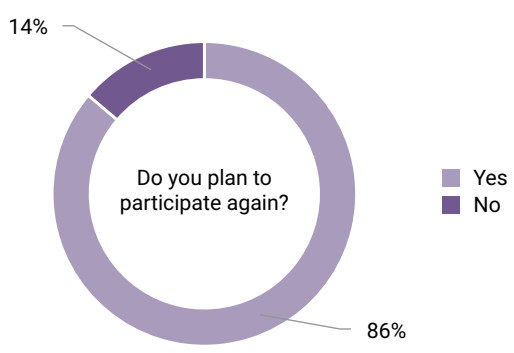


Figure 5. Answers to the question "Do you plan to participate again at this project?



Most of the participants admit that it has been great motivation for many libraries to show their activities and to evaluate the public relationships of their library. As there is a tendency that everyone (shops, café, schools, etc.) are on social media, libraries must be smart to attract their readers and even more new readers through their social media and this project is an opportunity to think about public relationships on social media, about creative and qualitative content.

Some of participants mentioned that it is too hard to create the content for social media, so there will be more articles and videos on the NPS LLA blog about creating qualitative social media content. The material for ideas what to do in the LibdayLV week would be useful tool to create for 2018 as suggested from one of the respondents. Suggested e-mail lists of association members are in progress. There is an idea to create a webinar about the project and creative and qualitative content on social media.

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Matilda's Magical Method

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Abstract

Where do we find information about the broadest possible range of libraries, of fantastic library service as well as the utmost disastrous library services? Where do we find librarians ranging from monsters to superheroes? Where do we find the most significant effects of library service? The answer is in fiction, of course. An amazing number of books somehow relates to libraries, either as a setting for parts of the plot, or as a place where new ideas emerge, or where the truth of a matter is revealed. Despite this rich material on libraries and librarians, very little research has been made in LIS institutions on fiction as a source of information in developing the concept of libraries or in discussions of service development. Some of my colleagues and myself decided to do something to change this surprising fact. We are working on a volume with several readings of libraries and archives in fiction, from antique, Roman poetry to contemporary novels and films. My contribution in this volume is a reading of the children's book Matilda (1988) by the English author Roald Dahl.

My academic field used to be not LIS but comparative literature. During my years of practice as a librarian, I tried to make use of my literary studies and the literary theories I read. So, what I am going to do in this paper, is somehow the other way around – I am going to use library- and information theory in my reading of a piece of fiction. I will make use of a model from information behavior and pieces of children's library theory. We will see what comes out of that.

Matilda's problems

As some of you may recall from your childhood reading, the first chapter in the book is called "The Reader of Books". This chapter present some basic factors that make the story unfold in a very entertaining way, and I read this first part as the basis for the main character Matilda's way of freeing herself from suppression and injustice.

First, we get to know Matilda's position in the eyes of her parents:

> *They had a son called Michael and a daughter called Matilda, and the parents looked upon Matilda in particular as nothing more than a scab. A scab is something you have to put up with until the time comes when you can pick it off and flick it away. Mr and Mrs Wormwood looked forward enormously to the time when they could pick their little daughter off and flick her away, preferably into the next country or even further than that.» (Dahl, 1989, s. 4).*

Matilda is four years old when the story begins. From the quotation we can tell she is pretty much ignored, and that she does not get much follow-up from her parents, in fact she is left alone at home for many hours every day, while her father goes to his job as a second-hand car dealer, and her mother goes off to play bingo. There is TV and nothing else to stimulate the girls' intellect. She learns to read by studying magazines and newspapers around the house, but there is a problem:

> *The only book in the whole of this enlighted household was something called Easy Cooking belonging to her mother, and when she had read this from cover to cover and had learnt all the recipes by heart, she decided she wanted something more interesting. (p. 5).*

We could call this state of hers an *undefined information need*. According to Robert S. Taylors writing on question-negotiation and information seeking in libraries (1968), the information seeking user goes through an initial phase of more or less conscious need for information. "It may only be a vague sort of dissatisfaction" (p.182) he states. This is where we find Matilda in the latest quotation.

Matilda's Information Search Process

We can perceive Matilda's need for reading as a problem, and she starts seeking for information to solve that problem. This could be illustrated by Carol Kuhlthau's model (2004), by which we can follow Matilda's information search process:

This model is well-known among many LIS students and researchers. It was developed back in the beginning of the nineties, and was originally based on school library users, and the way they searched for information related to their assignments. Later on this process model was informed by other studies in different libraries and with different user groups. The model is inspired by other theorists, among them Robert Taylor, who was quoted above, and by the educational theorist John Dewey and his thoughts on learning through problem solving. Dewey's model of Reflective thinking (1910) has been compared with Kuhlthau's model.

If we relate Matilda's feelings and thoughts concerning her information need to the model, we could point to INITIATION on the upper Task-line, and her feelings are stated to be uncertainty – she does not know what she wants, just "something more interesting", and her first action, or move, is to ask her father for a book.

> *'Daddy', she said, 'do you think you could buy me a book?'*
> *'A book?' he said. 'What d'you want a flaming book for?'*
> *'To read, Daddy.'*
> *'What's wrong with the telly, for heaven's sake?' (p. 6).*

This action obviously did not lead to anything. She realizes she has to look for books outside the house. Her next action is to walk to the public library in the village, and here we witness a scene, which is interesting from an information behavior point of view: The communication between Matilda and the librarian. Let's take a look at their first conversation:

> *When she arrived, she introduced herself to the librarian, Mrs Phepls. She asked if she might sit a while and read a book. Mrs Phelps, slightly taken aback at the arrival of such a tiny girl unaccompanied by a parent, nevertheless told her she was very welcome.*
> *'Where are the children's books please?' Matilda asked. (UNCERTAINTY)*
> *'They're over there on those lower shelves', Mrs Phelps told her. 'Would you like me to help you find a nice one with lots of pictures in it?'*
> *'No, thank you' Matilda said. 'I'm sure I can manage'. (DISAPPOINTMENT)*

At first, communication seems to unfold nicely, the librarian welcoming the child like any other user (even though she is puzzled). Matilda's question is very general – where are the children's books – and she is getting the information she wants. And then we notice the breakdown of communication. The librarian misjudges the intellectual level of her communication partner, she talks to Matilda as if she was any four-year old, illiterate girl who will only be interested in pictures in the books. She fails in conducting an open-minded interview with the child user, as described by Canadian LIS-researcher Lynne McKechnie in Ross (2002). McKechnie underline the importance of a librarian being nonjudgmental when interacting with children, and she underlines the importance of assessing the reading level of the young user. Matilda turns down the offered help from the librarian, as it seems she does not trust her as a reader adviser, after being treated as an illiterate.

Their next conversation takes place some weeks later. And by this time the librarian has understood that Matilda, who comes to the library every working day, is a very special and supersmart little girl. And, luckily, the girl has not lost all confidence in the librarian.

After having read every single children's book in the library, she starts wandering round in search of something else – EXPLORING in Kuhlthaus' terms. She still has an information need – and her status is at this point CONFUSION. Matilda asks the librarian for reader advice.

> *'I'm wondering what to read next', Matilda said. 'I've finished all the children's books.'*
> *'You mean you've looked at the pictures?'*
> *'Yes, but I've read the books as well.'*
> *Mrs Phelps looked down at Matilda from her great height and Matilda looked right back up at her.*
> *'I thought some were very poor', Matilda said, 'but others were lovely. I liked The Secret Garden best of all. It was full of mystery. (…)*
> *Mrs Phelps was more stunned than ever, but she had the sense not to show it. 'What sort of a book would you like to read next?' she asked.*
> *Matilda said, 'I would like a really good one that grown-ups read. A famous one. I don't know any names.'*
> *Mrs Phelps looked along the shelves taking her time. She didn't quite know what to bring out. How, she asked herself, does one choose a famous grown-up book for a four-year-old girl? Her first thought was to pick a young teenager's romance of the kind that is written for fifteen-year-old school-girls, but for some reason she found herself instinctively walking past that particular shelf.*
> *'Try this', she said at last. 'It's very famous and very good. If it's too long for you, just let me know and I'll find something shorter and a bit easier.'*
> *'Great Expectations', Matilda read, 'by Charles Dickens. I'd love to try it.' (Dahl 1989, p. 9)*

This rather long quotation shows a different quality in communication than the previous one. The librarian treats Matilda as an equal, takes her question serious and she takes care not to show her surprise by this little

girl's abilities. The information process we witness in this piece of text goes from the task FORMULATION of a more clear idea of what Matilda wants, to the COLLECTION phase where the librarian considers what to choose for the young reader.

As you may guess, Matilda gets totally absorbed in reading, and finishes the book declaring that she loved it. SATISFACTION. This process has a happy ending. But this is not the ending! Really it is the start of Matilda's intensive reading of English classics, brought to her by the librarian.

Reading as Empowerment

Considering how strongly the book appeals to her, it is tempting to combine the context of Matilda's own life with the story of Dickens' *Great Expectations*. This classical English novel contains a dramatic, sentimental, very sad and very entertaining story of the life from boyhood to adulthood of an orphan, who has to struggle his way through life, and who is being bullied by those who control him. As we read on about Matilda, we understand that Dickens' novel and many of the other books that Mrs Phelps make her read, mirrors her own life in different ways. One may point to features of the texts, to show elements of appeal, but the appeal to Matilda has to do with more than intratextual qualities. It is the context in which she reads the chosen books, which make this reading mean so much to her. The second conversation between Matilda and the librarian show some crucial points in reader advisory. It is not just about the book, it is mostly about the reader. Mrs Phelps gets to know Matilda's preferences, she understands something about her background, that she is being neglected at home, and Mrs Phelps has the competence to bring out the books that she think may correspond to this eagerness to read something good – understood as good for Matilda, in her context. Having established the relation with the librarian who understand Matilda's need, and who present to her the books that meet this need, the information problem is solved.

As we know this library chapter forms the first part of the story, it is a plausible interpretation to read the rest of the story as a result from this established reading habit.

American children's library expert, Virginia Walter has written extensively on promoting reading to young people. She lists a number of reasons why children should read quality literature (2010, p. 55). Several of her arguments are illustrated by Roald Dahl's story about Matilda. One of them is that reading literature increases the reader's vocabulary and provides her with words, which in turn expands her thoughts and mind. Additionally, the books provide the reader with experiences beyond those she can get from her near surroundings. Dahl expresses this very clearly in his description of Matilda's reading:

> *The books transported her into new worlds and introduced her to amazing people who lived exciting lives. She went on olden-day sailing ships with Joseph Conrad. She went to Africa with Ernest Hemingway and to India with Rudyard Kipling. She travelled all over the world while sitting in her little room in an English village. (Dahl 2003, s. 19).*

A third reason is that children need literature that may help them to make sense of their own life. In the case of Matilda, Dickens' and Brontë's novels are among those to whom she can compare her own experiences. A fourth, and especially important reason is that reading of good literature contribute to empowerment, so that the child can make the life they live into their own. This is something Matilda achives throughout the story. From the very beginning of her reading of books, she grows more determined to change her circumstances of life. She distances herself from her parents, and in the end she has replaced them with her beloved teacher. (A part of the book that caused a lot of protests from adults.) The library and the reading of books contribute to empower her. The library reveals a new world to Matilda, with other ways of living and thinking. From that day, when she discovered reading fiction, she builds up the guts and the ideas to stand up against unfair treatment by her parents and later on by her cruel headmaster as well.

> *«All the reading she had done had given her a view of life that they had never seen. If only they would read a little Dickens or Kipling they would soon discover there was more to life than cheating people and watching television." (Dahl 2003, s. 29).*

The main reason I chose to analyze this book within a LIS framework, is that the story about Matilda is an interesting example of how important a visit to the library can turn out to be in someone's life. Secondly, the story demonstrate the vulnerability of the user in the information seeking process. Taylor's writing on information needs and Kuhlthau's model of the information seeking process confirm this vulnerability: it may easily go wrong somewhere in the process, either because of narrow-minded librarians or systems not responding in satisfactory ways.

Although this is fiction, and not a very realistic story either, considering Matildas special gifts, it is a story of library service that succeeds in achieving its goals both when it comes to developing reading skills and empowering the user. It is a story about the power of reading to change lives.

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Nigerian Preschool Teacher Candidates' Citation Understandings

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Abstract

Academic dishonesty is an unethical and unlawful behavior with its different types, while plagiarism is the most acted dishonesty behavior among the students. Academic dishonesty is an important problem affecting individuals' not only education but also whole life. Thus, it is prominent to struggle to acquire students academic integrity values starting from early ages. Teachers play a key role in this perspective. The present study focused on revealing citation conceptions of preschool teacher candidates who have an important role in acquiring academic honesty principles to children. The importance of acquiring citation related knowledge as early as preschool ages and the lack of research dealing with citation knowledge of teachers and particularly preschool teacher candidates motivated the present researchers to reveal the preschool teacher candidates' knowledge of citation. Thus, the present study aimed to extend the literature regarding citation knowledge. Nigerian (n= 400) preschool teacher candidates participated in the study. Descriptive statistics considering frequency and percentages to discuss the number of students' responses for each item was calculated. Statistical analysis of Chi-square was used to reveal a significant difference in a number of students concerning independent variables of grade, gender, and age. Consistent with the literature the students found to have misunderstandings regarding citation which will destruct their future research reports concerning ethical issues, and prevent original research.

Keywords: Preschool; teacher candidates; citation; conceptions

Introduction

Citation is telling one's readers that a piece of work, knowledge, understanding etc. came from one other source. Additionally citation is a way of telling one's readers where that piece of work comes from, giving the writer and readers opportunity to find that particular source. Thus, citation is constituted by information identifying,

- the author (both name and affiliation)
- the subject of the work
- the date work was published
- the page numbers of the work used ("What is citation?", 2017)

There are many reasons for the requirement for citation including primarily giving credit to the original author for not plagiarizing, an act of stealing someone's ideas ("What is citation?", 2017).

Academic dishonesty is an unethical and illegal act and is including cheating, misrepresentation, bribery, collusion, fabrication and plagiarism (Giluk, & Postlethwaite, 2015; Ibarra, 2017). Plagiarism is an act of academic dishonesty frequently seen among students (Collella-Sandercock & Alahmedi, 2015; Ibarra, 2017).

Although plagiarism based policies, guides produced, teaching methods induced and plagiarism checking tools enhance students' plagiarism awareness (Bacha, Bahous, & Nabhani, 2012), plagiarism, act of copying and other types of academic fraud have spread (Schmelkin, Gilbert, & Silva, 2010) and became a problem for education centers (Bacha et al., 2012; Baysen, Baysen,

& Çakmak, 2017; Ho, 2015). According to Schmelkin et al. (2010) plagiarism starts at the primary schools and can be seen to 70% of the students at high school. Plagiarism is so prevalent that it can be encountered at higher education level (Vieyra & Weaver, 2016) and can continue to exist at professional life (Graves, 2008). Thus, plagiarism is a problem which impacts not only individuals' academic life but their afterwards life as well (Harding, Carpenter, Finelli, & Passow, 2004). Therefore, it is necessary for individuals to acquire academic integrity values at early years of their lives. Academic integrity is defined shortly as academic honesty and responsibility ("What is academic integrity?", n. d.). Teachers play a critical role in acquiring academic honesty to individuals (Baysen et al., 2017; Chinwe-Umeh, 2016) which is one of the fundamental values of education (Schmelkin et al., 2010).

Teachers have prominent role in improving honest society, Thus, a great amount of research dealt with prospective teachers' plagiarism and other academic dishonesty issues (Dağaşan, Durmuş, Saka, & Saka, 2017; Effiong & Anangabor, 2016; Glaser, 2011; Özden, Özdemir Özden, & Biçer, 2015). According to Özden et al. (2015) teacher candidates act at least one academic dishonesty during their university lives. On the contrary, Dağaşan et al. (2017) found that tendency to plagiarise is low among teacher candidates. Dağaşan et al. (2017) also found that act of plagiarism increases with increased grade level, but decreases with success and regular study. Thus, it is important for the teachers to be educated in accordance with academic integrity principles, and to improve positive attitudes toward academic integrity.

At a glance we can see that researchers neglect preschool teachers candidates regarding plagiarism and other academic dishonesty. Few studies included preschool teachers only as a part of education faculties (Dağaşan et al., 2017; Özden et al., 2015).

According to Gülay Ogelman and Sarıkaya (2015) preschool shares a fundamental role and is the first grade to the target. Values are important aspects for social and emotional progress (Uzun & Köse, 2017). The schools and particularly the preschools take the stand after the family as formal education institudes (Johansson, 2009; Uzun & Köse, 2017). These values include respect, love, honesty, responsibility (Gülay Ogelman & Sarıkaya, 2015). Johansson (2009) stated the importance of having values of international issues other than individual and social values because there is a big probability to encounter different thinkings and understandings of different cultures. Teachers thus, have the responsibility to acquire to early childhood students such as to respect and concern others and the laws, be in solidarity with others, friendship, responsibility, tolerance etc. (Johansson, 2009; Gülay Ogelman & Sarıkaya, 2015; Uzun & Köse, 2017). Teachers' beliefs, attitudes, and behaviors can affect students' behaviors and learning styles (Gülay Ogelman & Sarıkaya, 2015). Thus, teachers need to obtain quality education creating positive attitudes, knowledge, and behavior in turn to maintain quality preschool education (Early et al., 2007).

Preschool students can be taught by their teachers through values education lessons to include plagiarism and other academic dishonesty subjects considering students age and keeping in mind that such subjects are abstract, not easily comprehensible by the preschool students. Accordingly, preschool teachers should be knowledgeable regarding plagiarism and other academic dishonesty issues and ready to improve their relevant skills.

On the other hand, academic dishonesty is reported to be a very challenging problem for Nigerian context (Effiong & Anangabor, 2016). Not only the integrity but even its definition are lack (Effiong & Anangabor, 2016; Orim, 2016). The need for integrity in education system, research and particularly empirical research (Effiong & Anangabor, 2016; Goodluck, Happiness, Julie, & Ifeakachuku, 2015; Orim, 2016) are giving alarm in Nigerian education.

Thus, the present study focused on revealing citation knowledge who have an important role in acquring academic honesty principles to children. The study seek for particularly if the Nigerian preschool teacher candidates' have conceptions or misconceptions (Baysen, 2016; Baysen, Temiz, Baysen, & Yağbasan, 2004; Ormrod, 2008; Smith III, diSessa, & Roschelle, 1994) regarding citation to discuss wether their probable act of plagiarism is intentional or unintentional (Çakmak, 2015; Helgesson & Eriksson, 2015).

Purpose

The purpose of the study is to find and discuss Nigerian preschool teacher candidates' conceptions regarding citation, particularly to reveal their plagiarism knowledge.

Method

Quantitative research method is followed to find participants' conceptions regarding citation. The study is descriptive in nature. The present study adopted the approach by Baysen et al. (2017a, 2017b).

Table 1. Grade and gender distribution of the participants

Grade	f	%	Gender	f	%
1	26	6. 5	Girl	200	50
2	50	12. 5	Boy	200	50
3	324	81	Total	400	100
Total	400	100			

Participants

A total of four hundred Nigeria-Ogun state preschool teacher candidates participated the study. The distribution of those attending the current study regarding their grade and gender are tabulated at Table 1. Age distribution is shown at Table 2. The participants have never participated to any particular program regarding plagiarism. Thus, the findings of the present study and the discussions made represent the natural Nigeria-Ogun state teacher candidate context regarding the issue under investigation.

Data Collection

A questioner produced by Baysen et al. (2017a, 2017b) was applied to the participants of the present study during their class time. Approximately 8-15 minutes were needed to fill in the questioner. The questioner was consisted of 14 Likert type questions. No comprehension problem was reported during the applications. Students were informed regarding the research and they were volunteer to participate.

Table 2. Age distribution of the participants

Age	f	%
18	5	1. 3
19	12	3. 0
20	30	7. 5
21	47	11. 8
22	35	8. 8
23	41	9. 5
24	38	9. 5
25	63	15. 8
26	40	10 .0
27	38	9. 5
28	35	8. 8
29	1	0. 3
30	15	3. 8
Total	400	100

Data Analysis

A statistical program (SPSS) was used to do a descriptive and inferential statistics. The frequencies of correct, incorrect and not sure answers were tabulated (Table 3). Those participants answering wrongly were accepted as having misconception regarding that particular aspect of citation defined at that particular item. Correct answers were named as conception. An inferential statistics Chi^2 (p=0. 05 or

Table 3. Distribution of responses to each item

Question No.	Conception (C)		Misconception (M)		Not Sure		Sig.
	f	%	f	%	f	%	
1	203	51	160	40	37	9	C>M; p<,05
2	142	36	240	60	18	5	M>C; p<.001
3	173	43	185	46	42	11	No Diff.; p>,05
4	81	20	283	71	36	9	M>C; p<.001
5	113	28	243	61	44	11	M>C; p<.001
6	126	32	235	59	39	10	M>C; p<.001
7	135	34	230	58	35	9	M>C; p<,001
8	209	52	159	40	32	8	C>M; p<.05
9	192	48	168	42	40	10	No Diff.; p>.05
10	131	33	238	60	31	8	M>C; p<.001
11	261	65	112	28	27	7	C>M; p<.001
12	151	38	223	56	26	7	M>C; p<.001
13	200	50	160	40	40	10	C>M; p<.05
14	121	30	213	53	66	17	M>C; p<.001

Table 4. Significant differences for each item depending on gender

Question No.	In Favour of	
	Girls	Boys
1		
2		
3	√	
4		
5		
6		
7		
8		
9		
10		
11		
12		
13	√	
14		

Table 5. Significant differences for each item depending on grade.

Question No.	In Favour of Grade					
	I	II	II	III	I	III
1				√		√
2	√				√	
3					√	
4						√
5						
6			√		√	
7		√				√
8						
9						
10		√				√
11		√			√	
12		√				√
13	√				√	
14	√				√	

p=0. 001) is calculated for each item to interpret the significance differences in between conceptions and misconceptions. The same analysis is conducted for revealing the significance differences, if any, considering variables grade, gender and age.

Findings and Discussions

The most important finding of the present study is that, checking all the answers manually, we found that no one teacher candidate answered all the questions correctly. Regarding the participants and in the limitations of the questioner utilized in the current study this finding can be interpreted as: “No one would attempt writing a research report without the act of plagiarism”.

Distribution of the number of conceptions/ misconceptions/ not sure answers to the questions asked are shown on Table 3. The greatest number of conceptions were reached at question number 8, while the smallest number is got at question number 4. On the other hand, the greatest number of misconception is found at question number 4 which is consistent with the smallest number of conception, showing the most challenging item of the questioner. Lastly, the smallest number of misconception is encountered at item 11, showing the least challenging for the participants.

The number of items where the number of conceptions and misconceptions are not significantly different is two (questions number 3 and 9). The number of participants answering the four questions (questions number 1, 8, 11, and 13) correctly is significantly greater than the number of participants answering wrongly. In other words number of misconceptions is less than conceptions regarding those questions. Finally, the number of items where the number of misconceptions is greater than the number of conceptions is eight (2, 4, 5, 6, 7, 10, 12, and 14). Thus, more instances (seven items) appeared to cause the participants to plagiarize.

It is remarkable to state that some of the findings yielded significance differences with p<.001 which means that, those findings can be accepted as more reliable than those with p<.05. This is the case for every M>C findings. Thus, in those cases we can freely say that the number of misconceptions for an item is greater than the number of conceptions. Contradicting except for only one item the C>M’s are revealed with a probability level p<.05 which means that we are not so sure about the significant difference as the level 0.001.

Number of participants answering as I’m not sure is smaller than those answering as yes or no. Thus, participants are mostly sure about their answers. The number of participants answering “I’m not sure” is the biggest (66 participants) at item 14. This finding shows that a lot of the participants were not sure whether “If data are from interviews and conversations conducted by yourself, there is no need to provide a citation”. On the other hand, only 18 participants were not sure about whether “If you cite something, you have to get permission from the author” presented at item 2 is

prohibited or not. Additionally, more of the participants found to have misconceptions concerning this item. So, overall finding of this item can be interpreted as participants are sure about their answers but they are in favor of plagiarism.

Regarding the variable gender it is found that there are significant differences at only two items (Table 4). The number of girls having conceptions (97) is bigger than the number of boys having conceptions (76) and the number of girls having misconceptions (83) is less than the number of boys having misconceptions (102) regarding the item 3. Similarly, the number of girls having misconceptions (71) concerning the item 13 is less than the number of boys having misconceptions (89) and the number of girls having conceptions (109) is greater than the number of boys having conceptions (91). There are no other significant at the remaining items regarding gender. Although it is consistent with other research (Baysen et al., 2017; Dağaşan et al., 2017; Sobhy, 2015), this finding cannot direct us that the girls are more successful than the boys but any further research finding in favor of girls is predictable.

The similar findings and discussions is true for variable grade (Table 5). Although there are grade differences regarding different items, the differences do not have any design. We cannot state that a particular grade is knowledgeable than the others. Thus, the analysis showed not a generalizable result regarding grade. Additionally, those significant differences found are limited to p= 0.05, Thus, we are not so sure about the significant differences.

Age variable similarly has a wide range of distribution (18–30). Trying different but rational groupings did not yield any significant design among the age variable.

Conclusion

Nigerian preschool teacher candidates have misconceptions regarding citation, showing that they could plagiarize. Considering the whole questioner, variables grade, gender, age do not produce significant differences. But, teacher candidates have different understandings for each different aspect of the citation, conceptions and misconceptions.

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Night at the Library Without a Librarian

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Abstract

Library of the Nature science of the Library of the University of Latvia is first that offer 24-hour access to the library in Latvia as well as access without a librarian. Therefore, it is hard to follow the reader until he leaves the library and a research must be done to define student behavior at library.

***The purpose** of this study is to understand the effectiveness of 24-hour access and to gather the data of user behavior at the library working hours when librarian is not present. The observation done be held to obtain data from students and to find out their opinion and experience at the Library of the Nature science of the Library of the University of Latvia.*

*The main **research question** is how user of the library behaves and uses the library services at the night hours from 6 p.m. – 8 a.m. when there is no librarian present.*

***The results** of the study will show why, when and how students use the library at the night hours from 6 p.m. – 8 a.m., do they understand what is the behavior of the user when there is no librarian on the site. Creation process of a student campus is in progress at University of Latvia and the results of the research will be useful for planning the library environment in the next buildings as well as to find out which of the library services at the existing library has to develop.*

Keywords: User behaviour, library at night, library without librarian, academic library

Literature review

Research “Library where books never sleep – Center for Natural Sciences library accessibility” done by R. Alksbirze and E. Gevele in 2016. Data was collected by observing information from library users. Main subjects was about comfort and accessibility of library. Results showed that library users is choosing late hours more often. Results is important and it requires more research to be done to observe more information about habitats in library in one, which is open 24/7 (Alksbirze, Gevele, 2016).

One of the research is “Mysteries in the Night: An Exploratory Study of Student Use and Perceptions of 24/5 Hours”, in which the authors collected survey data during 2012 to explore how students used the hours and whether they perceived that the provision of 24/5 hours contributes to their academic success. The research has been created at the Oregon State University Valley Library in 2012.

The authors designed a 12question two-page survey to be completed by students using the library during overnight hours. The questions fall into four primary: demographic information; use of and activities during the overnight hours; the perceived academic impact of using the overnight hours; and a space to provide any additional information or thoughts about the service. The survey was distributed twice during the winter, spring, and fall terms of 2012.

The authors came to conclusions, that 90% of the respondents believed that 24/5 hours make a difference to them academically. Inaddition, the data show that undergraduate students, engineering students, students between the ages of 18 and 23, and males are the most frequent users of the 24/5 hours. Additional comments from survey respondents expressed appreciation for the hours and a hope that 24/5 hours would continue. Many also believed that the quality of the environment contributed to the productive use of the time to study, research, and write (Brewer&Miller, 2003).

The second research is about library during late-night hours to determine the effectiveness of the service. Title of the study is “Midnight-2.00a.m.: what goes on at the library?”

As a methodology of the research the questionnaire and interviews were used late-night library users were surveyed about the frequency and reasons for their late-night library use. They were given the opportunity to voice their opinions about the value of library services provided from midnight to 2.00 a.m. Face-to-face interviews were conducted.

The library late-night users saw the Library as a place conducive to study. Primary reasons for coming to the Library after midnight were overwhelmingly access to “quiet study” and “computer use”. The authors attribute the request for quiet to varying late-night use depending upon the time of semester. The overriding message from those interviewed was gratitude for the opportunity to have a late-night haven for study (Lawrence, Weber, 2012).

Methodology

Observation is data collection strategy involving the systematic collection and examination of verbal and nonverbal behaviors as they occur in a variety of contexts.

There are two types of observation: observation in person and video recordings. Type of observation in person has been used in this research, because this type involves sustained direct observations by the researcher and focuses on the context as well as the behaviors of individuals to understand the meaning of certain behaviors or beliefs.

The advantages of person observation are that over time, participants accommodate to the presence of the researcher, events can be understood as they unfold in everyday life difference between what participants say and do is obvious. There has also problems for this type of person observation, for example, presence of the observer can affect users, unpredictable situations, huge amount of people can affect the quality of the person observation, etc (Bryman, Lewis-Beck, Liao, 2004).

Method of research was observations of habitats of library users, which allows gaining data with high quality.

Research was done at third week of October in University of Latvia, Center for Natural Sciences library.

It was done in five separate periods and together is about 14 hours of observation, done in one week. Periods was:

Monday 22 a.m – 1 p.m
Tuesday 6 a.m – 22 a.m.
Thursday 6 p.m. – 8 p.m.
Friday 1 p.m. – 3 p.m.
Saturday 3 p.m. – 6 p.m.

Staff member of library did research. Subject of research are library users and attendants. There will be two period and they will be compered. Library worker tried to not effect process by presence.

Results and research methods

Time period 18:00-22:00

This part of observation has to be separate, because in this period library is open for everyone, not only students of University of Latvia. Observation started at 6 a.m. and it included checking all rooms and counting users of library. Another part was collecting data like student actions in library, is student from different country our University, is student with somebody or alone, usage of stationary computer or illumination. Count of users at this time was between 29 and 34 (Figure 1). Library users was mostly studying in groups sitting together, but in half-floor was observed individual study method.

Time period 22:00–01:00

From 10 p.m., library is available only for students of University of Latvia, which means in this time, security staff have to ask everyone to show their student card to confirm they are related to this University. In this time, most of them were exchange students, mostly man, and they were having discussions frequently. Count of library users was decreasing by time (Figure 2). Personal computers are used more often and illustrative material used more than materials of library. Many students from faculty of Biology are there to use database, which are only available at library. This habitat shows that workplace which are available in library of University of Latvia is very important. Another observation was made about furniture. Students has habitat to move chairs or table to achieve more comfortable possessing in a work place.

Time period 01:00–03:00

In this timer period, important observation was that students were moving a lot, because intensive work in library, they move more often to relax from work, for example, go to coffee machine. More than half of students were exchange students. Behavior of exchange students often was very noisy, mostly study in groups and have active discussions. It is forbidden to eat at library, but students knowing there are no staff members in library are eating. Students prefer cabins, which are located near library, and mostly reason to study late was books, which are available to use in library. Many students mentions they would prefer use books at day, but often they are already taken. It is predicted that count will decrease (Figure 3).

Figure 1. Number of users at time period 18:00–22:00

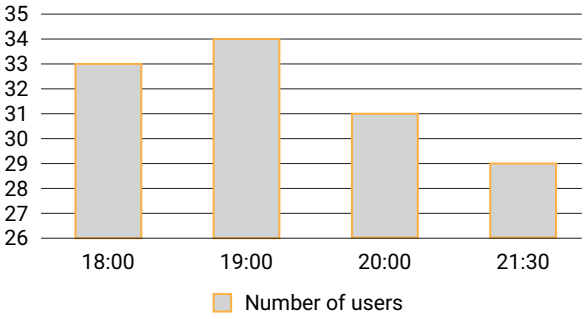
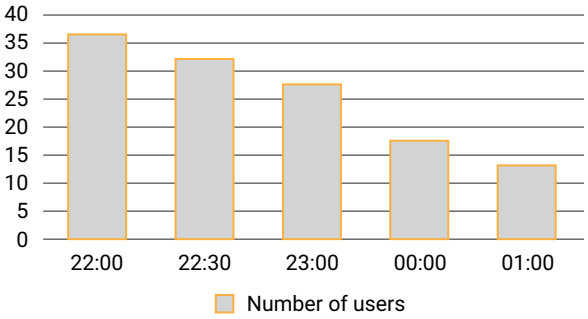


Figure 2. Number of users at time period 22:00–01:00



Time period 03:00–06:00

As predicted in a time from 3 a.m. to 6 a.m., count of students would be the least. Only one student was at library at 3 p.m., but she left after a while. There are difference in count of library users in different days. Time between 3 a.m. to 6 a.m. in night to Friday and night to Saturday was different, for example at 3 a.m., in first case there were nine students, but in second case only one. In purpose to understand habitats better, security staff told their opinion. They told there are less student's night to Friday because many use these days to go to their countryside home or relax.

Time period 06:00–08:00

In a time period between 6 p.m. and 8 p.m. was observed in morning of Thursday. Count of library users was very various, but like predicted increasing every half hour. (Table 4). Usually lectures start at 8:30 p.m., which mean part of students will come early. Library opens up at 8:40 p.m., and at that, moment students and other library users have possibility to get help from staff. It is against rules to use library at night for sleeping, but one of students did not follow this rule. As it turned out, he had many tests next day. When he finished his studies at 4 p.m., he had two choices – to walk home or sleep in a library.

In this morning, nobody used service of self-operating machine, but it did not mean they did not used it other mornings. At end of the day, staff of library are checking if there is no books left near self-operating machine, which next morning can show, has somebody used this machine.

Conclusions

In a time from 6 a.m. to 8 a.m., it is common to use library for study, because it has appropriate atmosphere to do it. Research shows, that it is much easier to stay focus at library and there are many disturbances anywhere else. Main factor to study at library was location; many of students would study more often, if it would be closer to home. Main factors for users to choose library is adequate lighting, noise level and other like positioning of chairs and tables is adequate for long time study process.

Research shows, many users experienced problems to study if noise level was too high, which effects their habitats. There was less library users where lightning was a bit down. Important thing was positioning of chairs and tables, it was common habitat to move them when study took long time. For example, adjust chairs or changing them.

Users do not use stationary computers very often, because their use it only to print something and mostly use their own laptops and illustrative materials, like maps or chemistry periodic table. Library users after 6 p.m., do not checkout books, but use personal books or one, which you do not have to checkout to use. Research shows, most common habitat was to use book, which is available to use only in library and often about medicine. Research

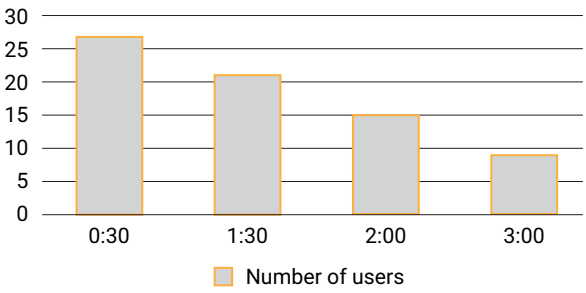


Figure 3. Number of users at time period 01:00–03:00

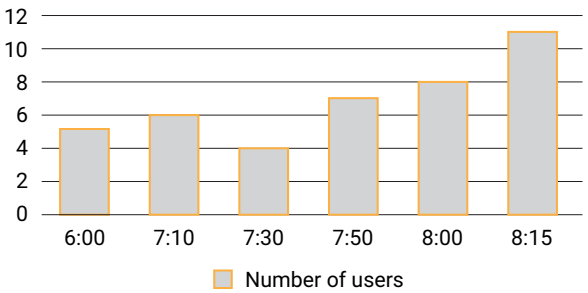


Figure 4. Number of users at time period 06:00–08:00

shows that mostly students use book to improve their study process. Mostly ones who were searching books at shelfs already knew where to find them. Library users who did not knew where to find book did not search it for long time and gave up. This habitat shows not many user use library system where you can see where book is located.

Count of library users effects many factors, for example weather, bus schedules, day of week or amount of work in school.

Mostly users where exchange students and men and very often at late hours of day. In time between 6 p.m. and 10 p.m., there were no guests.

Library users are thankful for possibility to study at library at any time of day and it is very helpful in study process, improves knowledge, because of different materials, and books which library offers. Students of other University was not happy about fact, that after 10 p.m., library are available only to students of University of Latvia, they don't think count of library users is big enough to have this restriction and told wish to have 24/7 library in their University.

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Organizing the BOBCATSSS-Conference: What are the Learning Outcomes for the Students?

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Abstract

Internationalization is a priority area for higher education throughout Europe, and what we most often associate with internationalization, is student mobility.

Many students do not have the opportunity to take part of their study abroad, and institutions of higher education therefore try to find additional ways of giving them international experience. At the Library and Information Science Education at Oslo and Akershus University College (OUAC) participation at the Bobcatsss-conference is one such initiative. The participating student are all on undergraduate level.

Our students have been co-organizers of Bobcatsss four times, in Vilnius (2001), Budapest (2005), Szombathely (2011) and Tampere (2017). To support the students' work, we offer an elective course called "International Project Work: Bobcatsss" (15 ects).

Our project is to investigate what learning outcomes the students get from working with the conference. The main focus has been on those students who participated in 2017. Data have been collected by personal interviews and by questionnaires. Students report organizational, international and academic learning outcomes as the most important ones.

Keywords: BOBCATSSS-conference, learning outcomes, student participation, student mobility

Background

Last year (2017), when the conference was held in Tampere, Bobcatsss celebrated its 25th anniversary. In his speech at the closing ceremony, Ruud Bruyns, former professor at Hochgeschool van Amsterdam, also known as Father Bobcatsss, drew the historic lines ("Improving Quality of Life Through Information : Proceedings of the XXV Bobcatsss Symposium," 2017, p. 7). The conference has undoubtedly been a success, having been conducted each year since 1993. According to Bruyns, the ambition of "the founding fathers" was to get students more involved in international affairs, and the idea of a conference arranged by students for students, teachers, scholars and practitioners in the LIS field, was conceived.

Bobcatsss addresses current and important topics in the LIS field, such as *Collections to Connections: Turning the libraries "Inside –Out"* (Ankara, 2013), *Participation – Innovation – Design,* (Brno, 2015) and *Improving Quality of Life through Information* (Tampere, 2017). This year's topic is *The power of reading*. The variety and actuality of the topics is one of the key factors to success.

The students at the LIS program at Oslo University College have been co-organizers of the conference four times, in Vilnius (2001), Budapest (2005), Szombathely (2011) and Tampere (2017). Students working with the conference say they learn a lot both from the planning and from the carrying out of such a big event. As teachers encouraging the students to participate, we are eager to know what these specific learning outcomes are. In connection with last year's conference in Tampere, we therefore conducted a survey, hoping to get some answers.

Thirteen Norwegian students were engaged in the organization of the conference. In fact, it started out with more than twenty, but almost half of them dropped out for various reasons. The most frequent one was that participation was too time-consuming.

To support the students' work, we offered an elective course "International Project Work: Bobcatsss", amounting to 15 ects. The purpose of this course was to give the students both theoretical knowledge and academic skills, and to help them with their conference preparations. The course included textbooks on themes such as intercultural communication, how to deal with conflicts and scientific communication (Dahl, Dybvig, & Keeping, 2013; Nylehn, 2002). When it came to skills, the aim was that the students would be able to plan and carry out international projects in collaboration with others, and be able to master scientific communication in English in a satisfactory manner.

Method

As we stated in the previous chapter, our aim with the survey is to find out what specific learning outcomes students get from organizing and participating at the Bobcatsss Conference, and we were especially interested in the learning outcomes regarding:

- Internationalization
- Organization and communication
- Academic skills

Both qualitative and quantitative methods have been used in the collection of data. Members of the working committee have been interviewed twice, before and after the conference. The working committee included six members from the start, but one dropped out before the conference. Thus 11 interviews were conducted. The other students of the 2017 organizing committee answered a digital questionnaire before and after the conference. We also had a meeting, a kind of "debriefing", with the participants just after the conference. Eight students out of twelve came and shared experiences. The 2017 organizing team were still students at OUAC at through the whole period of the data collection, which facilitated the collection of data.

Since we hoped to identify learning outcomes on long term, we included a digital questionnaire which was distributed to Norwegian students who organized the conference in 2001, 2005 and 2011. We were able to track 18, and 14 answered. The questions asked were quite identical for the former and the 2017-students, but the former students' questionnaire also contained questions that tried to catch up if working experience had had any effects of on perceived learning outcomes.

In an individual interview it is possible to go in depth. All the interviews were semi-structured, the interview guide containing only a few open questions. Open questions give the respondents the possibility to open up and to contribute with both their perspectives as well as unexpected information. Much of the information on interpersonal aspects and personal experiences were gathered as "by-product" from other questions.

All the questionnaires also contained open questions on much the same topics as in the interviews, so even though the questions were not completely identically phrased, we think they provide us with much the same kind of data. But the questionnaire-answers were not as exhaustive as those given in interviews, and there is no possibility of follow-up questions.

All interviews have been recorded, transcribed and anonymized, and the responses of the questionnaires were anonym. The data collection is approved by The Data Protection Official for Research, Norwegian Centre for Research Data (NSD)[1].

Findings and discussions

In this chapter we will present our findings regarding Internationalization, organization and academic skills, and we have found it fruitful to present them separately.

International experiences

Internationalization is a priority area for higher education in Europe, and has been since the launch of the Bologna process some twenty years ago. There has been a great engagement for internationalization both at state and institutional (university and university college) level, and strategies have been developed to encourage students to study abroad. What is meant by internationalization of education, is "the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of postsecondary *education***.**"
("Internationalization of education," n.d.)

What we most often associate with internationalization, is mobility, and especially student mobility. Oslo and Akershus University College encourages all students to take a semester or a year of their education abroad, and according to the report from Norwegian Centre for international Cooperation in Education (SiU) 02/2016, 11% of the candidates at Oslo and Akershus University College had done so in 2015. But there are great variations between the fields of study, and in the LIS field the number is only about 2 % (Haugen, 2016).

According to The European Higher Education Area Implementation Report, the top four obstacles preventing students from going abroad are: 1. additional financial burden, 2. separation from partner, child(ren) and/ or friends, 3. loss of paid jobs and 4. insufficient skills in foreign language (European Commission/EACEA/ Eurydice, 2015, p. 248). When it comes to Norwegian students, separation from family and friends and loss of paid jobs seem to be the most important factors preventing them from studying abroad. Financially the students are quite well provided for, with extra grants from the Norwegian State Educational Loan Fund. Norwegian students are generally proficient in English,

and OAUC have agreements with well-reputated high schools and universities with programs in English, so point 1 and 4 are hardly the reasons why students stay at home. However, the average age of our students is quite high, many have a family, and they might find it difficult to be away for a longer period of time. Some have a part-time job which they want to keep, hoping that it will be a permanent position when they have graduated.

At the LIS department at OAUC we have therefore tried to find other ways of giving our students international experiences, and one of these ways is to offer an elective course in international project work combined with organizing of the Bobcatsss conference. Ulrich Teichler in his article "The changing debate on internationalization in higher education" uses the concept "mobility light" (2004). By mobility light he means mobility among not-too-distant cultures, as for example within Europe. According to Teichler "destructive culture shocks are less likely than anywhere else and rapid insight are more likely to be achieved" (p.14).

Few of the students who took the course had substantial international experience before attending Bobcatsss. Three respondents had studied or worked abroad (France, Germany and Tanzania) for one year or more. Some students had been engaged in Scandinavian student co-operation while they were at high school. One student had hosted international students for a short period. For some of the students their only international experience was holiday abroad.

Organizing the Bobcatsss conference might be regarded as an example of mobility light, but even though the culture shock was not destructive, the students experienced unexpected challenges in communication due to cultural differences in the three countries.

When the planning of the conference started, the Norwegian students believed that Finnish, Dutch and Norwegian students "experienced" the world much in the same way. Even though they didn't get a "destructive culture shock" as Teichler, call it when they realized that it was not so. They were much surprised to learn that their partners thought differently about how to solve tasks and how to meet challenges.

The Norwegian students felt that their language skills in English were sufficient for communicating with their co-organizers from Finland and the Netherlands. However, occasionally misunderstandings arose. Whether those understandings were due to lack of language skills or due to cultural differences, is difficult to say.

One of the students who had studied abroad, had a surprising comment: She thinks that the international experience you get from working with Bobcatsss is as valuable as studying abroad, by communicating with other students by e-mail and skype and by participating at the conference, you face much of the same linguistic and intercultural challenges as you do when you live in a foreign country.

Some of the former students report that Bobcatsss Project had been an eye-opener for later international engagement.

Organizational and communicational experience

As mentioned, Bobcatsss is a conference arranged by LIS students for the whole LIS field. The conference is annual, and there are new organizing teams every year. The national teams may choose different ways of organizing their work, such as "flat structure" or a more hierarchical one. At the participating schools the students form sub-teams responsible for different activities, such as budget, sponsorship, reviewing papers, etc. Communication between the international teams is both on management level and sub-team level.

All students reported different organizational and communicational challenges, partly depending on what role they had in the project. The Norwegian team chose a flat organizational structure, which most of them experienced as time-consuming and inefficient when taking decisions. The Finnish and the Dutch teams chose more hierarchical structures. The Norwegian students chose flat structure because they wanted a democratic organization where decisions should be taken jointly. Some preferred this way of organizing the team from beginning to end, others experienced it as inexpedient. The chosen structure led to some challenges in communication both within the Norwegian team and with the collaborators abroad. Communicational issues reported were both linguistic, cultural and personal. Many of the participants experienced a very steep learning curve when it comes to how to organize effective projects.

It happens that students from the hosting institution have been co-organizers the previous year, and thus have gained event experience. But there is no doubt that one could have more extensive use of transmitting former organizers' experiences, as a way of "community of practice". If that is possible, the new organizers could learn and build upon the knowledge of more experienced ones (Lave & Wenger, 1991). In the case of Bobcatsss, it might be difficult to establish such a structure, since many of the co-organizers is in their final year of the studies.

The Bobcatsss conference is meant to be an independent student-centered project (Hannafin, 2012). The practice from OUAS is that the student should select their way of organizing the work themselves, with some advice from the teachers. They must solve a lot of tasks together. A conference is going to be arranged: they must find an appropriate way of organizing their work, set up a programme, find sponsors, evaluate papers, establish a web-site, etc. and, maybe most challenging of all, they need to work tightly together, both in their

national teams as well as with the other organizers. Their learning outcome will to a large extent depend on their own engagement and how they meet the challenges they face.

Academic skills

As we mentioned in the introduction, one of the intended learning outcomes of the elective course ”International Project Work: Bobcatsss” was that the students would be able to master scientific communication in English in a satisfactory way. All students attending the course wrote an abstract for the conference, prepared a full article and wrote a report afterwards reflecting on their contribution to the conference. All papers were written in English. To help them a textbook on how to write academic articles was part of the curriculum (Rienecker, Stray Jørgensen, & Gandil, 2008).Three students submitted their papers which were accepted and presented at the conference. One of the students was awarded with the prize for best paper.

Ten Norwegian students belonged to the Bobcatsss review team reading both abstracts and full papers. They say that this was a demanding, interesting and laborius task from which they learned a lot. They performed their role conscientiously, and they found it tough to assess the work of experienced researchers, and also to give some of them a low score.

More than half of the students mention academic skills as the most important learning outcome from working with Bobcatsss. The academic skills come mostly from writing the mandatory papers which are assessed in the elective course “International Project Work: Bobcatsss” and from reviewing conference papers. Some also mention the academic benefit the conference presentations gave them, as well as the experience from leading sessions.

Conclusion

The objective of this survey was to investigate what learning outcomes students get from organizing a big international conference such as Bobcatsss. The interviews and the questionnaires gave us data and useful information on how the students perceived their learning outcomes, but what the students really learnt, may of course differ from what they perceived.

We have already commented on knowledge and skills in three areas: Internationalization, Organization and Communication and Academic skills. Students also report valuable personal experience. They have gained self-esteem, they think they are better at dealing with conflicts and they have become more aware of their own strengths and weaknesses. Even though it was hard work, they think it was definitely worth the effort, and they would all recommend new students to engage in such projects.

Students from former teams were asked to list joys and challenges from their Bobcatsss period. Teamwork, friendship, international contacts and the joy of succeeding in organizing a huge and real conference were listed on the positive side. As challenges they mentioned hard work and frustration with regard to international co-operation.

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Periodical Articles in the Latvian Database of National Bibliography Analytic and in Hungarian Databases. Changes During the Last 15 Years, Comparison of the Present Situation

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Abstract

The author in 2002 had the opportunity to compare the Latvian Database of National Bibliography Analytic with several Hungarian databases of periodical articles. Now in Hungary there are plans for a national database of articles with the participation of the national library, special libraries and university libraries, but these libraries still have a lot of very different databases of articles. The Latvian database can give a positive model, while also there is a need to know the real present situation of the Hungarian databases, the author with these goals repeated the analysis after 15 years.

The analysis showed that the databases are easier accessible, and similarly the fulltext of the original articles. While the Latvian databases proved to be a well planned one, the changes within the Hungarian databases show, that there is no real harmonization among them, the processing of some periodical categories and subjects fields is much more limited than 15 years ago.

Keywords: National libraries, Special libraries, Databases of periodical articles, Latvia, Hungary

The background and purpose of the study

I first met the printed Latvian National Bibliography visiting Riga after BOBCATSSS 2001 in Vilnius. I found it a positive example, e. g. that about all the journal articles can be found in one tool, therefore made a comparison with the Hungarian National Bibliography (Murányi, 2001). Soon after that both sources became accessible through the net. That made possible for me to prepare my paper Analytical records in the national bibliography databases in Hungary and in Latvia for the conference 'The national bibliography: from print to digital age', held in Riga in 2002. (Murányi, 2002a) There I compared the Latvian Data Base of National Bibliography Analytic (https://kopkatalogs.lv/F/?func=find-b-0&local_base=NBA01&con_lng=eng) with several Hungarian databases of articles (one of them part of the national bibliography system, the other ones are on different subject areas, prepared by the special libraries of those fields). Because the paper appeared also in Hungary, I could also show the Latvian model to the Hungarian librarians. (Murányi, 2002b)

Since that time a lot of things has changed in Hungary: there are no databases on CD-ROMs, all of them are accessible on the net, there are much more links to the full text of the articles, some databases are not updated (now there is no database of articles within the national bibliography), there are new ones, one thing remained the same: several databases that try to fulfil that task in Hungary, that is done by one in Latvia.

Since then I has showed the Latvian example in my articles a few times, but I think that there is a need for more serious examination of the tools of the two countries. Therefore I show the changes that happened during the last 15 years (which can characterize the changes of our profession in general) and compare the present state, with quantitative and qualitative measures.

In 2002 I finished my presentation with the following words:

> *„Once I really would like to be able to compare one database from Latvia with the corresponding one from Hungary. Then perhaps my presentation could be much shorter. Until then it would be better if you could come to us to show your example." (Muranyi, 2002a, 52.)*

Unfortunately I cannot do it now, but we can have hope, because in Hungary there are plans for a national database of articles with the participation of the national library, special libraries and university libraries. (Rácz, 2017)

Methods

Usually my main method is using the databases, comparing, analysing the results, draw the conclusions. I regularly use the Hungarian databases of articles, look at the Latvian one, but I needed some background information, therefore I asked about it Anita Goldberga, the head of the Bibliographic Institute within the National Library of Latvia about their database. Already in 2001 I had the opportunity to translate her article (Goldberga, 2001) (Hopefully the new plans in Hungary will show the necessity of a bibliography institute in Hungary to harmonize the bibliography work.) I began with her description, then comes my detailed analysis, mainly based on numbers.

The main characteristics of the Latvian database

„Analytic records are made from more than 500 titles of periodicals.

Periodicals are processed with selection:
- All articles from the national daily periodicals are processed analytically.
- Scientific titles are processed completely (cover-to-cover).
- From the other periodicals only significant articles on culture, history, regional studies, politics, literature etc. are processed analytically.

Approximately 100 000 records are created each year. As NLL plans not to continue to process all the titles of the periodicals and dismiss not so important ones starting with the year 2018 (for example, publications of municipalities) therefore it is foreseen that amount of records processed during the year will decrease in the future. The NLL plans also to change some workflows starting with 2018: it is envisaged to start extract articles from layouts of 3 periodicals (separate agreement with one publisher) to maintain them in the NLL digital object management system (DOM) and to provide links to them from descriptions in the National Analytic Database. About 125 000 older records already have links to periodica.lv + ~ 50 000 descriptions of e-articles also provide links to DOM.

19 employees are involved in the creation of the analytic records, 5 of them work as editors and creators of the authority data. Analytic records are made in cooperation with 21 regional libraries of Latvia. These libraries process 42 regional newspapers each month. The articles from electronic journals as well as 4 internet portals are included in the analytical bibliography." (Goldberga, 2017)

I also asked her about the Lursoft newspaper library and learned, that it makes accessible the full text of 65 daily newspapers, about 50% of the articles in the database are accessible in that manner.

The National Bibliography Database of Analytic is quite impressive, if we look at the main numbers. There are 1.229.655 records from the first decade of the century, 2000-2009 (200?), and 822.348 from the second, 2010-2017 (201?), altogether 2.052.003 in this century, almost 2 million new records since my first visit in LNB in February 2001. But there are also 1.812.419 records from the 20th century (19?) The total number of records is close to 4 million, they will reach it until the end of the decade,

Unlike in Hungary in Latvia all the libraries of national importance use the same integrated system, Aleph, it makes easy the produce the common catalog, any part of the national bibliography, one can find all the books published since 1525, all the maps since the first one at one place.

On the other hand the integrated sytems are not the the ideal for such huge database, also this version of Aleph has limitations beside good characteristics:
- with the Multi field and Advanced search the fields can be combined with just the AND logical operator;
- it is very good, that a lot of fields (17) are browsable, among them the titles of the sources;
- It would be better, if we could see the exact number, and not just 50+, that can be 51 or 200000
- Once one can see just 10 lines, that is not a real problem, if we want to find something, but it is very tiring when we would like to have a full picture. And in that case the number of the sources is very high, 12323. It means that I had to look at 1233 pages. (With latin letters 7956 titles, 1845 with 50+ records, with Cyrillic letters 4367 titles, 538 with 50+ records.) Both are huge numbers, although it can mean a bit less periodicals, e. g. there are titles with and without the place where they are published. The highest number is with letter L, 802 titles, 245 50+. That is understandable with titles beginning with Latvijas, Latvian, the same is the case with our journals with M (Magyar);
- It would be better if the browsing would be directly

connected to searching, but this can not be expected from Aleph, among Hungarian databases there are some good solutions, e. g. in the Pedagogical Database it is enough to type in the first letter in a given field, and appears the corresponding part of the index, not just in the case of authors and subject headings, but also journal names and publication years.
– Maybe the best thing that the database has a fully English language version, with my Latvian it would be hard to use otherwise. Most of the Hungarian databases have English description, but there are just some databases, which have partial English version. Therefore for a Latvian librarian it would be much harder to make such comparison.

The comparison in 2002

In 2002 my fist task would have been to compare the Latvian database of articles with the Hungarian one, which was part of our national bibliographic system. But the 100.000 annual records versus 10.000 Hungarian ones was not a good option, I had look at all the other databases in special fields. The database of the articles within our national bibliography was IKER - Database of the Repertory of Hungarian Serials, it became accessible on the Internet in March 2001, soon after my return from Riga. Its printed bibliography appeared monthly since 1946, the database version already since 1998 was accessible on the National Bibliography CD-ROM published by the National Széchényi Library twice a year, together with the databases of books and periodicals.

There were databases on three STM fields, prepared by the national special library of the field:
– Database of Hungarian Medical Bibliography (MOB) (National Health Science Library)
– Database of Hungarian Agricultural Bibliography (MABI) (National Agricultural Library and Documentation Centre)
– Hungarian Technical and Economic Repertory (HTER 2002-), following CIKK database Budapest University of Technology and Economics. National Technical Information Centre and Library (BME OMIKK)
– There was no database for the natural sciences, but it was part of IKER.
– It was less easy to follow the list of the databases in the fields of social sciences:
– MANCI (in library and information science) (National Széchényi Library, Library Science Institute)
– Minorities in Periodicals Database (Min.), Translations in Periodicals Database (Trans.) (National Library of Foreign Literature)
– Pedagogical Database (PAD) (National Pedagogical Library and Museum)
– Bibliography of Literature Reviews and Studies (Lit.), Sociological Database (Soc.) (Databases of the Municipal Ervin Szabó Library were accessibble only on CD-ROM)
– PRESSDOK – HUNDOK database (on CD-ROM, 2 times a year), Database of Legislation (monthly on CD-ROM of laws) (Library of Hungarian Parliament)

Changes of the Hungarian databases since 2002

Although most databases still exist, we could witness substantial changes since 2002. The most positive change took place this year: it was the beginning of our table of contents database MATARKA, that includes more and more journals, substantial part of them can not be found in other databases (http://www.matarka.hu/index.php?nyelv=eng). But there were less good changes: in the spring 2007 the publisher of the technical database announced, that they will not continue the building of the database (and other publications). The database is still accessible, but in the format that is very hard to use (http://www.omikk.bme.hu/en/e-forr%C3%A1sok/belso-fejlesztesu-adatbazisok). The medical database MOB (http://mob.gyemszi.hu/simplesearch.jsp) and the agricultural database (http://aleph.omgk.hu/F) are still regularly updated, although the former National Agricultural Library and Documentary Centre became part of the National Agricultural Museum and Library, and also the medical library had some dificulties.

The special libraries of the applied sciences had contract with the national library to prepare the bibliograpies in their field (that are not covered the database of the articles of the national library, but this latter ceased earlier.

At the end of February 2003 it was announced, that our national library will not continue the processing of periodical articles at all. The bibliography of articles within our national bibliography since 1946 over more than 3 decades contained all the subject fields. In 1977 the applied sinces (main class 6 in UDC) was left out (because of the special bibliographies on the fields of agriculture, medicine), the sub-title became Social Sciences, Natural Sciences.

This announcement was followed by a big debate about the opportunities of a national repertory of articles, there were 6 papers about in Issue 2 2003 in the journal Könyvtári Figyelő (http://epa.oszk.hu/00100/00143/00045/pdf/)

Finally the result was not a national repertory, but a new database of the national library (already not part of the national bibliography) under the name HUMANUS (http://www.oszk.hu/humanus/index.html), it incorporates the former library science database MANCI, but does not contain natural sciences. Most records of the former IKER database can be found in HUMANUS, but the records of IKER are still accessible in the original database as well (http://w3.oszk.hu/rep.htm), while in

the case of MANCI the Hungarian articles published until 2006 are just in the earlier database (http://w3.oszk.hu/manci.htm), but it also has a newer format (that is partly better, partly worse or the original).

The databases of the National Library of Foreign Literature (Min., Trans.) once appeared on CD-ROM, but it was much easier to use the Internet version, which now uses the ILS called HUNTÉKA (https://www.oik.hu/monguz/index.jsp?page=search)

The databases of the Municipal Ervin Szabó Library until 2002 appeared on CD-ROM, since 2004 they were accessible on the internet, using a modified version of the software of the CD-ROM. Since 2007 the records go to the Corvina integrated system (http://saman.fszek.hu/WebPac/CorvinaWeb), now already also the earlier records are in it, and the earlier version is not accesible anymore. Beside the Lit. and Soc. it is worth the mention the database of Budapest Bibliography.

The PRESSDOK HUNDOK database of the Library of the Hungarian Parliament, which dealt with mainly the articles of the daily newspapers, and annually had about the same number of records than the other databases altogether, until 2008 appeared on CD-ROM, than it was accessible on the internet just for the subscribers. In 2014 became freely available database under the name Press Reviews Database. (PRD) (http://www.ogyk.hu/en/sajtoadatbazis). The former database of legislation now is also accessible on the internet as part of the library's catalog. (http://www.ogyk.hu/en/katalogus).Both of them are in ALEPH. There was no announcement about it, but since Janury 3 2017 there are no newer records in PRD. (It is easy to check, because both in this database and the Latvian one it is possible to search for the day of the publication, using different methods, although both of them use the same integrated system, ALEPH.)

The consequences of the changes of the Hungarian databases

Articles of technical journals and natural science journals can be found just in the table of contents database (without subject headings). With the consequences of the changes of Press Reviews Database we treat in detail.

But first we compare Latvian database with the present ones. In 2002 I tried to compare the annual numbers of the Latvian database with all the Hungarian ones, now I don't think it would be so important (and would be hard to do)

The table of contents database MATARKA is not included in the table because it is almost impossible to calculate the number of the articles each year. There are more than 1800 periodicals in the database, 536 of them have at least one issue from 2017. About 2.5 million articles there are in the database, the full text of 30% of them is accessible with one click. More than 50 libraries, more than 30 editorial offices and 8 private persons participate in the building of the database. The English version of the description gives a bit lower numbers.) Most full text links leads to EPA (Electronic Periodical Database) of the National Széchényi Library, where a lot

Table 1 Number of records in Database of Analytics and in some Hungarian databases, 2010-2017

Year	2010	2011	2012	2013	2014	2015	2016	2017
Lat	115304	109825	107552	103005	104433	101543	98946	81274
PRD	64409	68857	69385	59839	52032	35091	27176	84
MOB	3125	3826	4273	3625	3730	3518	3658	2246
MABI	5379	4889	5806	4736	5316	6047	6047	3021
HUM	22701	21977	20585	16499	14009	13773	11452	5465
PAD	8380	8092	7140	7838	6608	7321	5546	3011
Trans.	1597	1877	1405	1543	1326	1368	1158	668
Min.	3699	3672	3076	2649	2865	2772	2522	2227
Lit.	4938	4028	5261	5100	5821	5440	5184	3326
Soc.	7115	6417	6397	5543	6413	6394	5372	2776

Table 2 The number of records from Latvian newspapers, 2010-2017

Title	Total	Year							
		2010	2011	2012	2013	2014	2015	2016	2017
Diena	229251	7833	6423	6520	6018	5790	5622	5943	5593
Dienas Bizness	104485	4595	4404	4413	4337	3654	3430	3295	2990
Neatkariga Rita Avize	174897	6424	4913	4979	4887	4687	4735	4555	4184

of periodicals is archived (one of the newest is Könyvtári Figyelő, important Hungarian Library science journal since its beginning, 1955). There is also a common search engine of EPA, HUMANUS and MATARKA (http://ehm.ek.szte.hu/ehm?p=0). According to my estimation from 2016 there can be about 50000 in MATARKA, and at the moment more than 35000 from 2017, that is not a full year yet.

From 2002 I had the titles of the Latvian newspapers with the highest number of records. 3 of them have a lot of records in recent years. But the highest number was much higher earlier, in the case of Diena it was 14377 in 1998. That shows that the number of the records from the daily newspapers slowly goes down. There were other titles, that do not have recent records, e. g. Rīgas Balss ceased in 2009.

Because the daily newspapers were treated mainly in the Press Reviews Database (PRD) of the Library of Hungarian Parliament, we compare these numbers first with it. Thanks mainly to the newspapers this database had comparable numbers with the Latvian database. There are some hundreds and thousands records from 1986-1988, but from 1989 there are tens of thousends each year, between 1996 and 1999 over 80000. Altogether there are 1.713.802 records in the database, over 1 million from this century. It is very unfortunate if there will be no newer ones

One of the most prestigious daily newspapers, Népszabadság was closed in October 2016, while the former economic newspaper Napi Gazdaság became political daily in 2015 (Magyar Idők), so for a short period we had 5 national political dailies. More than half of all the records were produced by this papers, while earlier there were some other dailies.

There were to other categories of newspapers in the database until 2016: two economic newspapers and two newspapers of Hungarian minorities. Each of them produced more than 50000 records (Napi Gazdaság 89217, Világgazdaság 97797, Magyar Szó (Serbia) 74650, Új Szó (Slovakia) 50927.

In Table 4 there are their numbers for the recent years. Beside the 9 newspapers we have enumerate 10 political (partly cultural) weeklies in descending order of their records: HVG: 35955, Vasárnapi Hírek: 22840, Figyelő: 21759, Magyar Fórum: 15075, Élet és Irodalom: 14852, Heti Válasz: 13706, Magyar Narancs 13225, 168 óra: 13182, Magyar Demokrata: 11795, Barikád :3515.

Earlier they produced 8-9000 records each year, later a bit less. The question is what and where we will find from 2017 and the following years?

Table 4 shows that the number of the records decreased in each category almost year by year, and while earlier also other sources (e. g. monthlies) were used, in 2016 almost all the records came from the four categories, 8 daily newspapers and 10 weeklies. In 2017 there were only a few records from four dailies. The question is: where we will find records of their articles in the future; we have to try to find them in other databases.

In the case of three newspapers the number of the records just a bit higher in HUMANUS, than was in IKER: Népszabadság 4490–4628, Népszava 1101–1134, Magyar Nemzet 4973–5080, while in the case of Magyar

Table 3 The number of records of Hungarian political daily newspapers in PRD, 2010-2017

Title	Total	Year							
		2010	2011	2012	2013	2014	2015	2016	2017
Népszabadság	237508	9118	9187	8849	9020	9991	6671	5065	-
Népszava	1870430	6542	7150	8274	7741	6827	5735	5722	35
Magyar Nemzet	237852	9428	9927	9793	10262	8191	5588	3594	19
Magyar Hírlap	222169	10237	13421	13477	10330	6907	4007	3098	14
Magyar Idők	4235	-	-	-	-	-	927	3293	15
Total	881850	35325	39685	40393	37353	31916	22928	20772	83

Table 4 Categories of the sources of PRD, 2010-2017

Category	Year							
	2010	2011	2012	2013	2014	2015	2016	2017
Political newspapers	35325	39685	40393	37353	31916	22928	20772	83
Economic newspapers	6483	8460	8521	6347	8647	5317	1834	0
Minority newspapers	7248	3681	3798	3329	1494	864	353	0
Weeklies	8820	9311	9381	8160	7853	5161	3867	0
Totalof the 4 categories	51395	56252	53572	49311	43098	28953	26826	83
Number of records in the database	64409	68857	69385	59839	52032	35094	26176	84
Records from other sources in the database	13014	12605	15813	10528	8934	6141	350	1

Hírlap there are just 9 records in HUMANUS, that means that records of three newspapers in IKER became part of HUMANUS, but that of the fourth didn't.

The numbers in Tables 5 and 6 show that the important articles were treated in IKER, while in HUMANUS there are just a few records, mainly thanks to the fact, that it is also a library science database.

Because there are hardly any such records in HUMANUS, we have to try the other databases. In all the other databases there are records from daily newspapers, but there are just two databases (Lit., Min.) which deal with them regularly in recent years (close to 100 records each year). Articles from the dailies of the Hungarian minorities regularly go into Min. (Magyar Szó: 6327, 1165 since 2010, Új Szó: 4852, 465 since 2010), (there can be found also other similar papers) and also in the Trans., in other databases just older ones.

Out of the 10 weeklies four don't have records in IKER and HUMANUS at all, in the case of two of them there are the same records in the databases, two times (HVG, 168 óra) there were records in IKER, none in HUMANUS, and there are just two weeklies (Figyelő, Élet és Irodalom) with some new records in HUMANUS (2 and 22 in this decade). That is not too much.

Instead of the database of articles of our national library we can expect records in some other database according their subject (first of all in the Lit.), altogether it is not too much. The highest number is that of Élet és Irodalom (life and literature), 7713 records in the Lit., 2681 from this decade, but it is only a small portion of its publications, the first part (life, e. g. politics) until now was found in the PRD. It is not usual to include weeklies in table of contents database, but two of them can be found in MATARKA (HVG, Figyelő).

Hungary is rich of literary monthlies. With the example of 4 of them I try to show the difference, how they were treated in IKER, and what is the situation now in HUMANUS.

In IKER one could find just the studies from these journals, they were treated regularly until 2002.

If we look at the number of records in HUMANUS from different sources (the database have good capabilities to make such analysis, there is a need just for some click), we see the highest number of such literary monthlies (beside literature they deal with art, social sciences as well). The reason is that in the case of some journals one can find the records of all the types publications (e. g. studies, reviews, fiction) without any selection, while from other journals just accidentally can be found some items (e. g. because they are about libraries), but there can be changes year by year.

The number of the records for the four journals is very similar between 1998 and 2002: Alföld: 53, 52, 68, 49, 57, Bárka: 18, 20, 56, 50, 44, Jelenkor: 50, 43, 39, 52, 57, Új

Table 5 The number of records of articles of daily newspapers from IKER database, 1992-2002

Title	Total	Year										
		1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
Népszabadság	4490	124	916	947	739	160	109	170	216	266	331	311
Népszava	1101	35	85	116	165	55	21	71	105	95	133	219
Magyar Nemzet	4973	220	1047	1170	807	309	229	214	249	249	210	238
Magyar Hírlap	2638	146	637	691	450	135	116	109	64	62	82	145
Total	13202	525	2685	2924	2161	659	475	564	632	672	756	913

Table 6 The number of records of articles of daily newspapers in HUMANUS database after 2002

Title	Year												
	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Népszabad.	2	1	7	9	7	8	13	12	21	13	9	5	0
Népszava	1	1	2		2	3	1	1	2	8	1	0	1
Magyar N.	0	0	4	8	3	6	6	11	2	8	3	1	2
Magyar H.	0	0	4	1	0	1	0	0	0	0	0	1	2
Total	3	2	17	18	12	18	20	24	25	29	13	7	5

Forrás: 46, 65, 42, 34, 43, in the recent decade there are huge differences: Alföld: 336, 330, 336, 292, 266, 263, 352, 373 (all the publications each year), Bárka: 333, 284, 379, 267, 399, 337, 0, 0 (all the publications until 2015, since then none), Jelenkor: 16, 7, 3, 2, 296, 289, 324, 282, Új Forrás: 3, 5, 1, 0, 0, 1, 0, 0. There is no need for more explanation.

The consequences: on one hand duplications of records in some databases, on the other hand publications that can not be found at any of the databases. E. g. a book review in Élet és Irodalom about Hungarian history or philosophy etc. will not be found in the Lit., because they deal will literature, and not in HUMANUS, because this weekly is not treated recently.

It would be too long to list all the articles that are missing from everywhere. But we can find a lot of examples for duplication, triplication, we don't have words for all the variations. How would we call it if we can find the records of an article in 7 different databases. Here is an example: The title of an article in English: Public education of the Hungarian national minorities in Croatia. Who can guess in which databases they are in? Therefore it is possible to give assignment to my students to find articles that can be found in at least 5 databases, and it is not too hard for Hungarian students, For Latvian students it would be impossible to give such task.

Maybe some of you can remember BOBCATSSS 2011 in Szombathely, and the quiz about György Dragomán's novel, The white king, which was translated into a lot of languages. He and her wife, Anna Szabó T. (who is a poet) were our keynote speakers in 2011. Dragomán's latest novel, Bon fire (Máglya) appeared in 2014, and soon (on March 1 2018) will be published in English.

In HUMANUS there can be found 10 reviews of this book, while in the Literary database 36 (all those 10 plus 22 other from periodicals, 4 as part of book). Why would one search for it in the database of the national library, if can find everything and much more in another one?

Conclusions

While in Latvia there is one database for periodical articles, and they can plan what to include in it (see the plans for some downsizing from 2018), in Hungary the result of the lot of databases without real harmonization is partly duplication of efforts (part of the articles can be found in several databases), but the bigger problem is that a lot of them can not be found anywhere in the system.

The situation is worse than 15 years ago, when somehow all the subjects and periodical categories were represented in the database. The libraries can decide to stop producing their databases, therefore now there are just a a few records from daily newspaers and weeklis, articles of some fields don't have their own databases, and therefore can be found (if at all) just in a table of contents database without any subject headings.

Hopefully we will be able to find solutions, and the example of the Latvian database can give us a lot of help it. Congratulations for their work. I hope there were also some small hints for them, but the emphasis has to be on thanks.

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Reading Data: The Missing Literacy from LIS Education

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Abstract

Data literacy is necessary to serve the information needs of the 21st century patron. This paper presents the results of a content analysis of required course syllabi from three American universities to determine the extent to which Library and Information Science (LIS) schools are providing their students with the necessary data literacy skills for their roles as librarians. The analysis was guided by Calzada Prado and Marzal's (2013) core competencies. The syllabi revealed most data literacy skills result from required research methods courses, but there was uneven data literacy instruction across the programs.

Keywords: Information literacy, Data Literacy, LIS Education.

Introduction

Data are used by businesses, governments, schools, and universities to make decisions that affect all of our lives. To be good students, savvy consumers, and informed citizens, people are now required to understand how data are collected, analyzed, and interpreted to grasp the world around them and to be able to affect change. It is then necessary that all librarians and information professionals must have a fundamental level of data literacy skills to serve the needs of the 21st century patron.

The purpose of the present paper is to examine the need for data literacy in LIS education and to evaluate three American programs in how well they are developing data literacy skills in the future librarians they train. The next sections of the paper involve discussions on the definition of data literacy as it appears in the literature, the necessity for data literacy for all citizens, and the need for data literacy instruction in LIS programs. The paper then looks to analyzes the syllabi of required classes in three American LIS programs to determine how well these institutions are creating data literate librarians using Calzada Prado and Marzal's (2013) core competencies for data literacy.

What is data literacy?

Before understanding why data literacy is so important for library students, the present use of the term "data literacy" requires definition. Finding an agreed upon definition of data literacy is not an easy task. Data literacy is a form of information literacy (Twidale, Blake & Gant, 2013), but there are multiple overlapping definitions and terms including "data literacy" (Calzada Prado & Marzal, 2013; Koltay, 2015), "data information literacy" (Carlson, Fosmire, Miller & Nelson, 2011; Frank & Pharo, 2016), "statistical literacy" (Gal, 2002; Gould, 2017; Gray, 2004; Podehl, 2003), "science data literacy" (Qin and D'ignazio, 2010), and "research data literacy" (Schneider, 2013).

Some of the more common definitions in the literature highlight these intersecting elements to draw out what is most important. According to Frank and Pharo (2016), "data information literacy is defined as the skills needed to understand, use, manage, share, work with, and produce data" (p. 537, emphasis added). This hybrid definition underscores the interrelation between data

literacy and information literacy. In a similar, but more comprehensive definition, Calzada Prado and Marzal (2013) consider what they term simply data literacy to be "the component of information literacy that enables individuals to access, interpret, critically assess, manage, handle and ethically use data" (p. 126). In this definition, the critical and ethical implications of this literacy are expressed. The Oceans of Data Initiative (ODI, 2016) defines data literacy by delineating what a data-literate person can do:

> The data-literate individual understands, explains, and documents the utility and limitations of data by becoming a critical consumer of data, controlling his/her personal data trail, finding meaning in data, and taking action based on data. The data-literate individual can identify, collect, evaluate, analyze, interpret, present, and protect data. (p. 2)

This ODI definition again focuses on the ability to examine data critically, yet adds the aspect of controlling one's own data trail, via apps or online activity, which illustrates the necessity of data literacy for the world in which we live.

Related to understanding and using data is "statistical literacy" (Gal, 2002; Gould, 2017; Gray, 2004; Podehl, 2003) which has been defined by Gal (2002) as "the ability to interpret, critically evaluate, and if needed communicate about statistical information, arguments, and message" (p. 19). According to Schield (2004), since the Internet has made information, statistics, and data access ubiquitous, information literacy, statistical literacy, and data literacy are interrelated aspects of one another, all necessary for critical thinking.

Additionally, there are other related terms that reveal other aspects of this literacy or how this literacy is generally conceived by academic stakeholders. For example, Qin and D'ignazio (2010) refer to "science data literacy" which "emphasizes the ability to understand, use, and manage science data" (p. 2, emphasis added). Although this term is seen less in the literature, it seems from the literature that most data literacy projects are geared toward increasing data literacy among researchers, especially within the sciences. As will be discussed below, much of the way data literacy is currently taught at the academic level primarily educates those in behavioral, social, or hard science disciplines. This is again seen in Schneider's (2013) definition of "research data literacy" which focuses on the role of data management for research. Furthermore, many data literacy competencies address the need for the literate to understand aspects of data curation, management, preservation, conversion, and metadata (Carlson et al., 2011), which are most useful for only those who work with data regularly in the course of their occupation as a librarian might. However, data literacy is not only necessary for those who work with datasets professionally, but rather it is necessary for all patrons of any library making a higher level of data literacy required from librarians in any library setting, not just research settings.

For the present discussion, "data literacy" will be defined as the skills needed by most people in non-research contexts to make informed decisions based on data (Twidale et al., 2013). This paper will focus on data literacy as the combination of information, data, and statistical literacies. Therefore, this paper will use the definition provided by Calzada Prado and Marzal (2013), that data literacy enables individuals to access, interpret, critically assess, manage, handle, and ethically use data since this definition is most useful for a librarian as an information professional. Although all librarians may not need data literacy at the same level as a data librarian, all should have a foundational appreciation for the many technical and social facets surrounding modern data usage (Robinson & Bawden, 2017).

Why do all LIS students need data literacy instruction?

Due to the increasing importance of data in social, political, and scientific realms (Calzada Prado & Marzal 2013), it is the duty of academic, public, and school librarians to provide necessary data literacy instruction to their patrons, but also to have a high level of data literacy themselves for their own work. The literature surrounding academic libraries push for data literacy instruction predominantly for students and researchers working with data in the hard, social, and behavioral sciences (Caravello et al., 2008; Duffner-Ylvestedt & Rayner, 2016; Koltay ,2016; Koltay, 2017). Koltay (2017) strongly and correctly argues the need for data literacy instruction for librarians at academic and research libraries, any librarian going into academe would benefit from a working knowledge of research data services as there is a greater push for data-driven research in the digital humanities and other fields not traditionally associated with data. Because of the greater need for diverse and generalized skills at smaller institutions, those seeking to become academic librarians would greatly benefit from being required to be data literate.

Considering the way that data is used in our society, from governmental policymaking to e-commerce to open access research to dating websites and more, it is necessary for engaged and informed citizens, patients, and consumers to have a basic understanding of how data affects their lives (Twidale et al., 2013). Public libraries serve to provide the information that patrons require. In this way, public librarians ought to have enough data literacy skills to be able to deliver patrons with the information and instruction they need to make sense of their changing world that is being increasingly defined by data and participatory culture (McShane, 2011).

School librarians also require data literacy. As Fontichiaro and Oehrli (2016) argue that as the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, Common Core State Standards, and/or Next

Generation Science Standards require K-12 students to be data literate, a better understanding of how students think about data is necessary. Armed with this knowledge, librarians are best suited to incorporate data literacy instruction into information literacy instruction (Calzada Prado & Marzal, 2013). Furthermore, if librarians surpass teachers as a necessary resource for data literacy in schools, it would provide a substantial benefit toward securing additional job security.

Data literacy is so vital for librarians and information professions. Robinson and Bawden (2017) describe a pilot course for library and information science students at data literacy at CityLIS at City, University of London, in which the authors note that "…all library and information professionals, in all sectors, will need to gain at least a basic appreciation of the issues around data, both technical and socio-ethical" (p. 313). The reason for this is not just what is stated above, since if the librarians themselves do not assist their patrons in the use of data directly, they will most likely still require data literacy skills to assess and improve the services at their institution (Robinson & Bawden, 2017). Therefore, the authors argue so well that all new library and information professionals entering the field ought to have a foundational understanding of the matters surrounding data and its use.

In this vein, the present paper looks to analyze how three American LIS programs are responding to the call for data literacy skills in future librarians. The hope is to illuminate how well these programs are preparing their students to be data literate librarians by looking specifically at the competencies taught in required classes.

Analysis of required course syllabi

In their 2013 article, Calzada Prado and Marzal provide a basic list of core competencies for data literacy. This list was the result of the analysis and synthesis of several researchers and groups seeking to determine the skills necessary for one to be data literate, ranging from the very specific and technical to the more general awareness. The authors created a general five-point framework of core data literacy competencies they argue are necessary for any type of librarian. While some librarians may require a highly specific and technical knowledge of these competencies, others may only need a basic understanding. The first of these competencies, "understanding data," relates to a knowledge of what data are, types of data, how data are used and produced, issues of copyright and reuse. The second, "finding and/or obtaining data," looks at data sources and their critical assessment, as well as research methods for data collection. "Reading, interpreting and evaluating data" is the third competency, which relates to how data are represented and the critical evaluation of data presentation and representation. The fourth, "managing data," describes the process of saving data with its necessary metadata to identify, manage, and access data. The last competency, "using data," focuses on data handling, data synthesis and representation, and its ethical use. (To read the full list of competencies, please see the appendix.)

Using Calzada Prado and Marzal's (2013) competencies for data literacy, required course syllabi were examined from three American universities with prominent LIS programs: University of Illinois, Urbana-Champaign (UIUC); University of North Carolina, Chapel Hill (UNC); University of Texas, Austin (UTA). Each university requires a different number of courses, with only two required in UIUC, eight required at UNC, and three at UTA. Of those required courses, this analysis focuses on courses with learning objectives or outcomes, as well as listed topics that mention any aspect of the competencies for data literacy as defined by Calzada Prado and Marzal (2013). From there, these elements were examined to determine the extent to which they foster data literacy in future librarians. The most recent syllabi freely available on the internet were chosen for analysis.

University of Illinois, Urbana-Champaign

At UIUC, there are two required courses (501 and 502) in the MS/LIS program. Of those two courses, one course 501 is a 10- to 15-week survey course entitled "Information Organization and Access," and this course provides some elements of data literacy instruction, while the other 502 which is a 4-15 week course entitled "Libraries, Information and Society," does not. Each section of this course is slightly different based on the instructor's approach to the material, but the syllabi are very similar with some adjustments made over the years. Within the syllabi of the 501 course taught in the Fall 2017 semester, the learning objectives of each section are the same. These very broad objectives are:

1. To provide a foundation for further study in library and information science, including an appreciation for forms of systematic research in LIS.
2. To introduce central concepts, theories, principles, research issues, and people associated with the practice and study of information organization and access.
3. To advance a common set of ideas that help to define the profession's orientation toward problems of information organization and access.

Although there is no specific mention of any of the elements found in Calzada Prado and Marzal (2013) within these objectives, personal experience with the course indicated a closer examination. As one looks at the topic covered throughout the course, it becomes apparent that the course contains some elements data literacy. The first week's topic is "What is Data? Information? Knowledge?" which appears to be in line with the first competency. However, no required readings for that week specifically mention data. Week 4 focuses

on research methods and evaluations, aligning with the second competency, obtaining data, which relates to research methods and their critical assessment. The next week focuses on metadata, which exposes students to another of the competencies.

Since each week of the course is on a different topic, students are provided with a brief introduction to each. While it is necessary and beneficial to provide such a wide survey of the LIS field and discipline, this introductory course is not designed to offer anything of depth. To say that students are familiar or aware of each topic would be accurate, but it might be a stretch to say they are competent in each of the presented aspects of data literacy. The creation of data literate librarians is outside the scope of this course, although there are many elective courses which do offer data literacy instruction of varying depth. So, while data literacy instruction is present in the program, a student must choose to take necessary courses.

University of North Carolina, Chapel Hill

UNC's program requires the highest number of courses at eight. Of those eight, five are completely excluded from this analysis for not having enough focus on data: one course is credit for writing a master's paper; one is on collection development; one is on professional management; one is primarily a general reference class; and another is general survey of the field. Although the general survey course was used for the UIUC analysis, since UNC has other required classes that are more focused on data literacy skills, the general survey is excluded here.

Of the three remaining classes, two are less focused on data literacy skills as defined by Calzada Prado and Marzal (2013). The first, "Organization of Information" looks at organizing systems (Feinberg, 2017). This is included in the analysis because of the reliance on metadata necessary to create an organizing system, aligning with the "managing data" competency. The second, "Proposal Development," focuses specifically on preparing students to create the research proposal for their master's paper (Anthony, 2017). As such, one of the learning objectives requires students to "select and justify the choice research method(s) for a proposed study." Although students may end up focusing on qualitative data collection and analysis, that is still a form of data. To do this work, one must have an understanding of data and its types, and to think critically about the best forms of obtaining data to answer a particular research question. The last class for analysis here is "Overview of Research Methods" which offers a more in-depth analysis of qualitative and quantitative data collection and analysis, as well as a critical analysis of the quality of data collection and existing data sources (Rawson, 2017). This course requires statistical analysis of data, which entails an understanding of when to use what kinds of analysis. It also has a week dedicated to research ethics, although this seems more focused on ethical practices of data collection more than data use. Other than "managing data," which is somewhat covered in the "Organization of Information" course, this course covers all of the major points from Calzada Prado and Marzal's competencies. While the syllabus acknowledges that not all of the students will go on to be researchers, the goal of the course is to provide a basic level of understanding and critical thought regarding data and its collection, use, and analysis. From these three required courses, future librarians should be able to take this understanding to provide introductory data literacy instruction, library assessment techniques, and improved reference services to whatever kind of library they later find themselves.

University of Texas, Austin

UTA requires three courses for all students in their MSIS program. Of those, two general overviews of the profession and the field which may offer some cursory level of data literacy instruction. However, UTA also requires a research methods class. According to the Fall 2017 syllabus's (Gwizdka, 2017) learning outcomes, future librarians will be able to:

- Recognize authors' philosophical stances towards research;
- Understand research design, and know how to evaluate the appropriateness of designs;
- Understand the difference between, and the relative benefits of, quantitative and qualitative research;
- Be aware of the main research designs and methods;
- Be better able to discern the quality or soundness of research.
- Recognize when hypotheses, propositions, or research questions are appropriate;
- Understand descriptive statistics, and know how to represent a collection of numbers;
- Understand inferential statistics and hypothesis testing;
- Appreciate the strengths, weaknesses, and validity concerns of a variety of research methods.

Each of these points relates to the competencies. This course seems to focus specifically on giving students the tools to be able to critically examine methods and the underlying philosophical choice behind those methods. Additionally, there are four class sessions dedicated to providing students with experience in quantitative data analysis. While this might be insufficient to make anyone a statistician, this is more than enough to create a foundational statistical literacy. Similar to the UNC research methods course, this class does not focus on data management. Unlike the UNC program, the other required classes do not provide data management instruction.

Conclusion

From the above analysis, it appears that UTA and UNC prepare their students with a working knowledge of most facets of data literacy, while UIUC offers a brief

introduction to some of the aspects. While the research methods courses are designed to help students with their research, the skills learned there can translate later in their work as librarians regardless of setting. However, unlike CityLIS which teaches a course explicitly for the purpose of data literacy education, these classes do not hit all points of data literacy skill and leave the students to extrapolate other uses for these skills.

This analysis is very limited in scope. However, this brief and exploratory analysis of the required classes from only three LIS programs makes one thing very clear: data literacy instruction is provided unevenly across the foundational coursework in LIS education. While it appears that LIS programs are moving toward increasing their level of data literacy education, which would be revealed in analysis of the syllabi and changing offerings of elective courses over the past ten years, there remains many ways in which this mandatory education could be improved to ensure that all LIS students are graduating with the necessary basic data literacy skills required to be successful librarians. Therefore, not only should LIS programs increase their required data literacy instruction, but libraries should promote professional development that would encourage working librarians to develop the skills necessary to have a functional level of data literacy, which would not only serve them in data literacy instruction and reference interactions, but it would also help them to better use library assessment techniques to improve library services (Robinson & Bawden, 2017).

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Residential homes and public libraries from Barcelona: How to reach a community of users with access difficulties

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Abstract

The demographic tendencies of the last decades show an increase in elderly population. This fact prompts the question if public libraries from Barcelona can adapt to this change while maintaining a quality service for this population target. To do so, we have performed a field study with the objective of knowing which services and activities public libraries offer to residential homes, since there we find a special collective among elderly users, ones with a high dependence level that makes it even harder for them to access library services. From the total of 54 public libraries in the Barcelona area, only 23 had specific programs targeting residential homes and 15 from those 23 only offered one kind of activity. Among those, the clear majority only offered reading aloud sessions and special book borrowing shipments to the facility. Although these results may be disappointing, public libraries are aware of the actual social demographic situation and all of them perform services and programs targeting aged users.

Keywords: Elderly population, public libraries, residential homes, Barcelona, users of the library community

Introduction

Population ageing is becoming more evident over time. While natality rates are plummeting, life expectancy increases. In Europe, 19'2% of the population is over 65 years old, but only 26,7% are in the 0-24 years old range (Eurostat, 2017). Even if statistically the young population is larger than the elderly population, the demographic tendency of the past decades and their projection to the immediate future shows a progressive increase in the last category.

These two population groups have obviously different situations and needs, and public libraries need to be able to adapt so they can offer the best possible services to their social specifics. An especially delicate and vulnerable situation is that of the people living in residential homes, due to the fact of them usually having a rather high physical or mental dependence rate, which modifies the conditions of their access to public library services.

Even though this is a known and aware situation among our society, the research regarding this issue is scarce. One way to prove that statement is conducting a quick search in the LISA[1] database, where "library AND elders" shows up a total of 767 essays.

On the other hand, the search "library AND children" provides 55 times more data than our previous research regarding elders.

[1] Library and Information Science Abstracts (LISA). Retrieved from: https://search-proquest-com.sire.ub.edu/lisa/advanced?

Figure 1. Results from the search "library AND elders" on the LISA database.

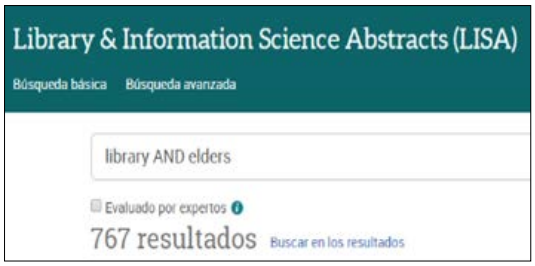


Figure 2. Results from the search "library AND children" on the LISA database.

This search has been regarding "elders", but we are left with even less results if we try to find information regarding "residential homes". That search is almost blank as most of the results are documentary white noise and very few are relevant for our research.

In addition to the previous statements regarding the relevant information found, very little is written about Barcelona or Europe in general, since the most prominent focus for this type of search is Australia and the United States, countries where there's a populational focus on "baby boomers".

Thus, keeping in mind these results and stating that the demographic tendency of Barcelona is the same as the rest of Europe, we have tried to find out which are the programs ongoing in public libraries now and if they are already suited to provide services to the elderly community or is it still an ongoing process. To assess this premise, we have performed a field study in which we surveyed the public libraries of the city, if they offered special services or activity programs to residential homes and, if so, what were their specifics.

Finally, it's important to emphasize that in this paper when we refer to the elderly community we are talking about those users whose ages are 65 years old and above, as it is determined in the surveys performed at the public libraries, since that's the social retirement age and the minimum age the library management software, "Sierra", considers as elderly population in statistics. This is interesting as there is often the conflict as to who consider and elder user, for example, in the Guidelines for Library and Information Services to older Adults from ALA (ALA, 2008) the selected age for elders is 55 years old or above, but it is highly likely that any user in their fifties would consider themselves offended upon being treated as an elder. Although this case may also happen with users above 65, due to the fact that "the elders" is a concept linked with someone without proactivity and in a situation of dependence. Thus, it is important to learn early that there are different kinds of elders, and most of them still are very much interested in learning and the world around them. As it is part of the duties of public libraries is enhance this interest and proactivity in their most aged users.

Context of the situation in Barcelona

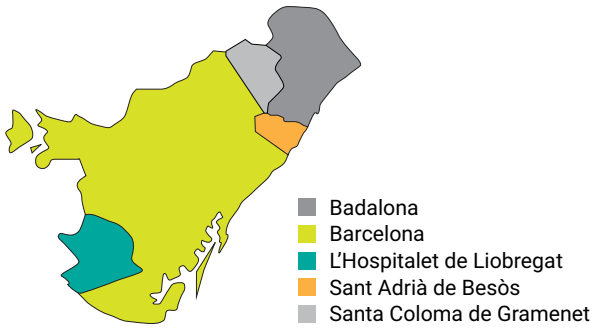
This essay focuses in the Barcelonès region, in the province of Barcelona (Spain). This location comprehends the totality of the city of Barcelona plus Hospitalet de Llobregat, Sant Adrià del Besòs, Santa Coloma de Gramenet and Badalona. The Barcelonès region has a total population of 2.232.833 people, with 389.061 among them with ages comprehending between 65 and 84 years old (IDESCAT, 2016). To provide services for this section of the population, the Barcelonès region has 649 elderly support centres, being 298 of those residential homes (Generalitat of Catalonia, 2017; Badalona City Hall, n.d; Barcelona City Hall, 2017; Hospitalet City Hall, n.d; Sant Adrià del Besòs City Hall, n.d; Santa Coloma de Gramenet City Hall, n.d).

Regarding libraries, the Barcelonès region has a township connected network managed by a coalition of the Barcelona City Hall and the Barcelona Deputation. There's a total of 59 libraries scattered among the several local regions.

Projects in place targeting the elderly population

There's an increasing number of activities and programs with the objective of making the most aged sector of the population an active and participative part of the local library community, which helps in minimize the social precariousness and extreme solitude these users usually live in (Pere Tarrés Foundation, 2016). One of these projects is "Radars" (Barcelona City Hall, 2016), a social community network between neighbours, local stores, pharmacies, and other neighbourhood oriented services which try to be aware of the needs elderly people around them might have and help in the prevention of risks while minimizing the solitude most of them suffer from; nowadays this project is spreading through every neighbourhood of the city of Barcelona. Another example would be "Vincles BCN" (Barcelona City Hall,

Figure 3. Local regions of the Barcelonès.



2017), an innovative and creative program with the focus of palliating the feeling of loneliness of the elders through technology and a support team focused on strengthen social bonds of the users, being those with other people from their age, family relatives or livelong friends.

Methodology

First, we conducted a LISA research with the objective of learning the social context and situation of the issue of the essay, as well as finding information about the activities targeting this population that were already in place in public libraries.

Regarding the field investigation, we sent an email to the 59 public libraries of the Barcelonès region asking for their programs and activities targeting elders. After 15 days we decided to call the public libraries that still have not answered the email at the time, so as to increase the answer rate of the data. At the end, 93% of the public libraries answered our question and 4 were left out, where two among those were closed due to construction and remodelling reasons.

The next step was to perform three in-depth interviews, two to the head librarians of their respective libraries and a third one to the person in charge of activity programs and services of their library. In all three cases the library was one of reference in their respective districts in Barcelona, and that district played an important part among the urbanistic design of the city. The three libraries also had strong activity programs in place targeting the elderly population and/or residential homes:

- Public Library from the Eixample district, the Sagrada Família-Josep M. Ainaud de Lasarte Library.
- Public Library from the Horta-Guinardó district, the Horta-Can Mariner Library.
- Public Library from the Gràcia district, the Jaume Fuster Library.

The research focuses exclusively on residential homes, although it takes into consideration, even if it does not include, libraries which performed activities in adult day-care centres, since usually the users from these centres do not have a high dependence situation and, thus, do not have the same user profile as those with difficulties accessing library resources and services.

Results

From the 55 libraries which answered our email or call asking about their programs and activities for their most aged users, 44% did not have any kind of activity in collaboration with residential homes in place; 42% did have a collaboration program with residential homes; 7% did not have any although at some point they did but had to cancel it due to diverse circumstances; and, finally, another 7% had programs in collaboration with adult day-care centres, but not with residential homes.

Among the 23 libraries that did have a collaboration program with residential homes, we found out that not all of them did the same type of activity, even though the most popular one was sending volunteers to residential homes to read aloud (15 libraries). The second most common project, being held in 7 different libraries, was the special delivery borrowing system, consisting in the shipment of book sets, most usually with Lectura Fàcil[2] publishing specifications, for a long period of time so that the residential home would be able to use them in different settings, from book clubs to personal readings of the inhabitants of the home.

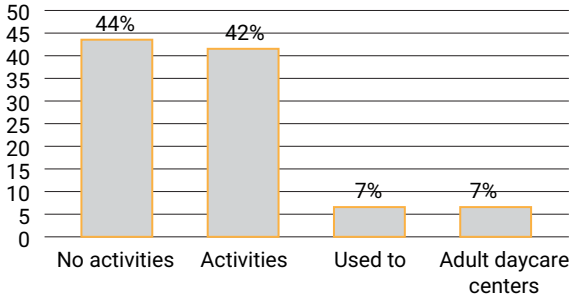
Another activity being performed in various libraries, concretely in 4 of them, is the book club for the elderly, which is different from the last stated activity in residential homes because the book club sessions are managed by a librarian or a volunteer send by the library, not one of the staff members of the home.

Aside from these reading related programs, 2 libraries also offered the possibility to accompany the elderly with a relatively low dependence rate in cultural outings.

Two other libraries also offered free Introduction to Digital Technologies and Media courses, to give the opportunity to learn how to navigate the digital world to those users willing to do so.

[2] Lectura Fàcil (Easy to Read) are a collection of books, administrative and legal documents, informative texts, webpages, etc. which follow the international guidelines of the IFLA and of Inclusion Europe regarding language, content and structure of the texts. The Lectura Fàcil Association is responsible for revising, editing and validating the materials; it is a non-profit organization which encourages cultural and information accessibility, with a special focus to those with reading-related issues. Lectura Fàcil Association. Retrieved From: http://www.lecturafacil.net/

Figure 4. Public Libraries according to the activities they perform for the elderly.



Finally, 2 projects only taking place in one library respectively were the exhibition of a collection of paintings by an elder man from one of the residential homes and the interchange program where a group of children go to the residential home and the elders there share their life experiences with them.

It is important to notice that more than the 50% of the libraries that perform an activity targeting elderly population only have one in place, 30% of the libraries have 2 activities in place, and only a 5% of them conducts 3 or more activities.

Discussion

Albeit less than half of the libraries targeted have no activities in collaboration with residential homes, most of them do offer projects and services for the elderly that are able to go to the library. Furthermore, there are libraries that at some point had a project with these characteristics in place, but for diverse reasons they had to stop; and other libraries had activities in collaboration with adult day-care centres even if not with residential homes.

As we have been able to see in this research, the most common activity program consists in reading aloud sessions in the residential home. This is because many elders suffer from sight or reading-related issues, even if the books have special publishing conditions, such as the Lectura Fàcil books; but they enjoy intensely the narratives that unfold. Another plus side of this reading aloud activity is that allows for companionship, a gesture extremely important to this population. Besides the residential homes, this project also takes place with volunteers that go to the homes of people with physical and age dependence issues, while following the guidelines of the UNESCO manifest for public libraries to reach to everyone with limitations to access the library building (UNESCO, 1994). Among these volunteers there are people of all ages, although most of them are also part of the elderly community, which is recommended in the Guidelines for Library and Information Services to older Adults from ALA (ALA, 2010).

The second most performed project in libraries for these circumstances is the borrowing book shipment, even if there are many elderly people with reading-related problems, there are different types of aged population and those who do not have issues might prefer to read alone or increase their reading frequency because they think a session once a week is too little. Furthermore, is not always possible to find a volunteer with enough free time to do reading aloud sessions, or the residential home might have other projects in mind.

A service that only takes place in two libraries but would be interesting to spread to other locations are the Digital Technology courses, since the digital world is a powerful resource for communication and might help those users who feel isolated and unable to connect with the outside world. Even more, if they knew how to operate a computer the libraries could plan online projects. However, it is true that it is not always possible to perform this type of activities since not always the people from the residential homes are able to learn digital technologies due to their health situation, or the home might not have computers or the means to mobilize their elders to the library building. It is important to keep in mind that elderly people need an adaptation and alphabetization process in this type of technologies, but in the near future it is an interesting and new field of activities with lots of possibilities, since most of the population would already know how to surf through the net.

Conclusions

As initially thought, this research has allowed to prove, specially with the three in-depth interviews, the current

Figure 5. Activity services currently in place at the surveyed Public Libraries targeting the elderly community living in residential homes.

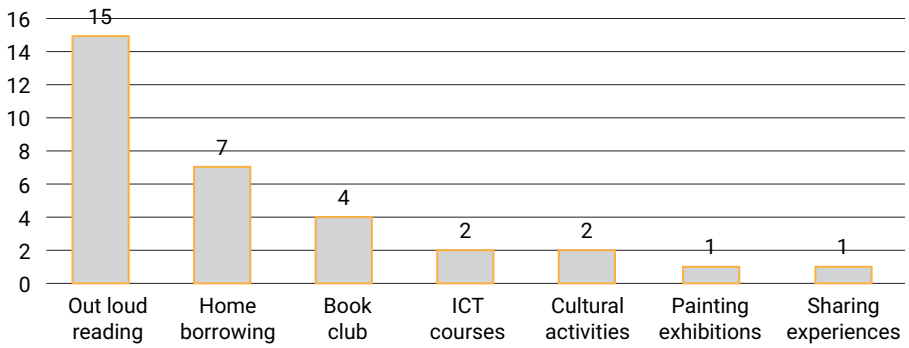
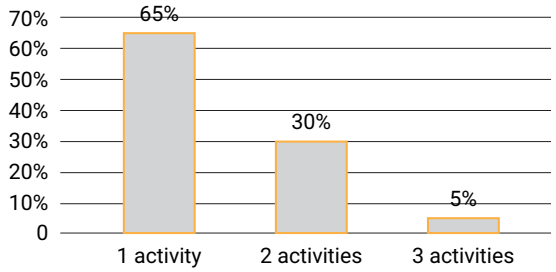


Figure 6. Number of activities currently in place at the surveyed Public Libraries targeting the elderly community living in residential homes



difficulty in reaching out to residential homes and provide services for them. Usually both the library staff and the residential staff are overwhelmed with their work-related duties and solidifying a collaboration is not a top priority. But the main difference is that the public library is extremely aware of the importance of these activities and of them being one of their duties as an institution, as it is stated in the UNESCO manifesto for public libraries (UNESCO, 1994), while the residential homes are usually unaware of this potential collaboration. At the same time there might be a shortage in volunteers or the library might be too far away from the residential home for the volunteer to go over there and, especially, for the elderly to go to the library. It is also important to notice that most residential homes have rather strict schedules.

On the other hand, even if not all public libraries from the Barcelonès region have services for residential homes in their areas, all of them have a high level of accessibility within the building, so that when the elderly users come to the library they have no issues navigating their way around. For example, all libraries are able to provide users with sight-related problems with a magnifying glass to aid in their reading.

Another aspect to take into consideration is the fact that sometimes the activity programs are too focused in one specific kind of elderly users, and their likes and needs. We consider this to be of utmost importance since the activities should always be satisfying to their users. It would be interesting, though, if they were not only adapted to the public, but also if they would change their mechanics over time as new possibilities come along. For example, audiobooks adapt nicely to users with reading-related issues and allow the session to take place even without a volunteer; alas, an interesting activity could be audiobook club readings while doing other tasks, such as crochet.

In general, even though there is a generalized will from all public libraries to reach the elderly population and the residential homes, there is still a long way to go in this field. What needs more awareness, though, is the fact that the population is aging, and this community will grow over time, also, even if elders were not used to go to the library in the recent past (Unescocat, 2009), this is a changing fact.

Lastly, it is important to point out that this research is only an aspect of the whole situation, since the main point of view is those of the librarians, but the opinion and research of the residential homes is yet to be known.

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Shared Reading in Families With Children With Special Needs: Parents' Experiences and Attitudes

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Abstract

For people with special needs or intellectual difficulties who often cannot read by themselves, but may express the desire and the need to read, the role of parents as intermediaries in reading experiences becomes crucial.

The aim of this research is to present the experiences and attitudes of parents or guardians of children with special needs on reading to children with special needs. A quantitative survey method was used in the form of print and online questionnaire that was distributed to associations that bring together people with developmental disabilities and children with special needs.

Specific research questions were as follows:
1. *To what extent is shared reading present in families with children with special needs?*
2. *What are parents´ attitudes towards shared reading with their children with special needs?*
3. *How do parents of children with special needs choose books to read to their children?*
4. *What is the role of different institutions, including libraries, in promoting reading to children with special needs?*
5. *What are the obstacles that parents meet in shared reading experiences with their children with special needs?*

Our findings show that reading in families with children with special needs and intellectual difficulties is highly present and that parents of children with special needs poses a high level of awareness concerning their child's needs for reading. As far as the role of the library in encouraging reading in children with special needs is concerned, the results show that parents opinions are divided with slightly more than a half of them not considering public libraries a highly important supporter of reading abilities in children with special needs.

Keywords: persons with special needs, parents of children with special needs, reading for pleasure, reading aloud, public libraries

Introduction

The ability to read is an important prerequisite for personal development of each and every individual. Numerous studies show various cognitive, psychological and emotional benefits of reading, especially reading for pleasure. To children who have not yet developed the ability to read, time spent with a (picture) book with their parents and reading aloud is especially important. When it comes to children and people who cannot read or have difficulties reading, and whose reading skills cannot be advanced, the

importance of reading for pleasure and shared reading should not be neglected.

People with disabilities are often unaware of their shortcomings and want to participate in all activities in which their healthy peers participate, which naturally includes their need for reading. As people with difficulties often cannot read by themselves, but may express the desire and the need to read, the role of parents or guardians as intermediaries in reading experiences becomes crucial.

Therefore, the aim of this research is to present the experiences and attitudes of parents or guardians of children with special needs on shared reading with children with special needs. Furthermore, we will examine the role of libraries in facilitating the access to literature for children with special needs and their place in encouraging reading in children with special needs.

Literature review

According to recent data (Collins, Muggli, Riley, Palma & Halliday, 2008, Shin et al., 2009) the number of people with special needs and intellectual difficulties is on the rise. In the past, people with special needs and intellectual difficulties were often excluded from various activities that their healthy peers participated in. One of them was reading. Due to labelling people with special needs as a group that is "ineducable" (Cologon, 2012a, Smith, 2011), there were many misunderstandings regarding the development and encouragement of reading habits in children with special needs and intellectual difficulties resulting in unnecessary limitations in reading and learning opportunities (Cologon, 2012a; Kliewer, 2008). Today, on the other hand, there is a prevalent opinion that people with special needs and intellectual disabilities can be and ought to be taught to read and write (Colozzo, McKeill, Petersen, Szabo, 2016). Their wish and need to communicate, to socially interact and to read is quite similar to that of their healthy peers with the only difference being that, in order to read, they usually need assistance from their parents, teachers, librarians or other experts.

Some research has shown that professional help and involvement by applying certain hybrid reading techniques (audio-visual strategies), can make an obvious improvement when it comes to reading ability of preschool children with special needs (Colozzo, McKeill, Petersen, Szabo, 2016), which creates the basis for further learning and development of reading skills.

According to numerous research, parents' interest, beliefs and involvement from the earliest child age are the key factors for children's later reading interest. The more they are read to and the more pleasant their experience with reading is, the greater the chance they will keep their interest in reading (Baker, Scher, Mackler, 1997).

When it comes to children with special needs and developmental disabilities, the parental factor is even more important. Their task is to help bridge the barriers that are preventing their child to connect with other similar children and the world in general.

Research

Aims and research questions

The aim of this research was to gain insight into shared reading experiences in families with children with special needs from the parents´ perspective. Specific research questions were as follows:

1. To what extent is shared reading present in families with children with special needs?
4. What are parents´ attitudes towards shared reading with their children with special needs?
5. How do parents of children with special needs choose books to read to their children?
6. What is the role of different institutions, including libraries, in promoting reading to children with special needs?
7. What are the obstacles that parents meet in shared reading experiences with their children with special needs?

Methodology

Quantitative methodology in the form of print and online questionnaire was used. A convenience sampling method was employed to obtain as many respondents as possible. The study was conducted during November 2017. Print questionnaire was distributed throughout two counties in Croatia (Vukovar-Srijem and Osijek-Baranja) to associations that bring together people with intellectual disabilities and children with special needs as shown by the Table 1.

Online version of the questionnaire was sent to the official contact address of the Ivan Štark Education Center in Osijek and various closed Facebook groups that gather parents of children with special needs, such as Life in Spectrum - Parent Therapist and Parents of children with Down syndrome – a support group, from which we received a total of 45 responses.

Table 1. Number of sent and returned printed questionnaires

Organization/ association	Number of sent questionnaires	Number of returned questionnaires
Little stars	10	8
Pigeons	25	23
Ladybug	30	27

Table 2. Age of child with special needs

Ages of children	Number of children
Under 1 year	1
1 to 3 years	7
4 to 6 years	26
7 to 9 years	17
10 to 12 years	26
13 to 15 years	11
18 to 20 years	3
21 to 29 years	6
32 to 37 years	5

Altogether 103 respondents, parents of children with special needs, completed the questionnaire.

The questionnaire consisted of twenty-four questions, with a mix of multiple choice and open-ended questions. Questions were divided into four groups: background information about the respondents, questions about shared reading experiences, questions about shared reading attitudes and the role of different institutions, including libraries, in promoting reading to children with special needs.

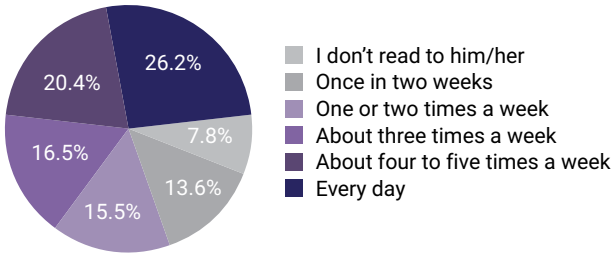
Results

The questionnaire was completed by 103 respondents/ parents of children with special needs. Respondents were asked to indicate the exact disorder that their child is suffering from. Two most represented disorders were autism spectrum disorder (N=43) and Down syndrome (N=31). Others were epilepsy, cerebral paralyses, cognitive retardation, ADHD etc.

Following table shows ages of children with special needs whose parents participated in the study. Slightly less than half of the children were under 10 years of age (N=51), with the youngest being 11-month-old, and the oldest 37 years old.

Starting from our first research question "**To what extent is shared reading present in families with children with special needs?"** following graph shows that the great majority of parents practice shared reading with their children with special needs. Almost half of our respondents read to their child every day (N=27, 26,2%) or four to five times a week (N=21, 20,4%). Only 8 parents (7, 8%) do not read to their child with special needs.

Figure 1. Reading frequency measured in days per week



With the following question we wanted to find out which family members practice shared reading with their children with special needs. As we can see from the Figure 2., all family members are to a certain extent included in shared reading (father N=62, 60,2%, grandmother N=29, 28,2%, sister N= 27, 26,2%, brother N=20, 19,4%, grandfather N=13, 12,6%), with mother being the most often mentioned family member who reads to the child with special needs (N=90, 90,3%).

When asked "*Who is the person who most often reads to your child with special needs?"* mother was also the most frequent answer (N=77, 74,8%). Father was mentioned by 12 (11, 7%) of respondents, sister by 5 (4,9%) and grandmother by 1 (1%).

Following research question stated "**What are parents' attitudes towards shared reading with their children with special needs?"** In the questionnaire respondents were given nine statements with which they expressed their agreement on the scale from 1 (I completely disagree) to 5 (I completely agree). Following figure shows distribution of answers regarding each statement.

Great majority of respondents completely or mostly agree that shared reading with their child with special needs is important to them (N=89) and that shared reading has positive effects on many different developmental aspects in lives of their child with special needs (socio-emotional

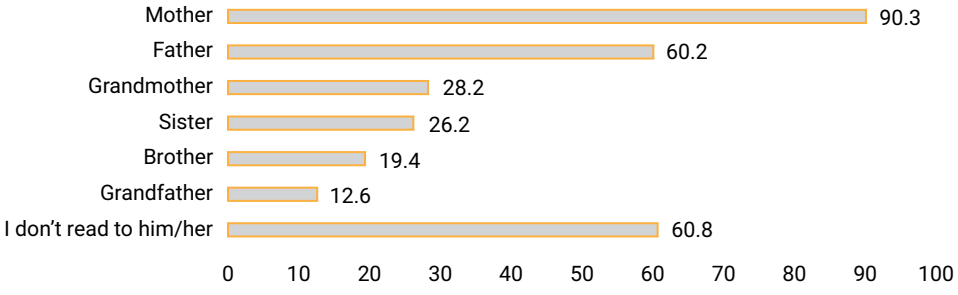
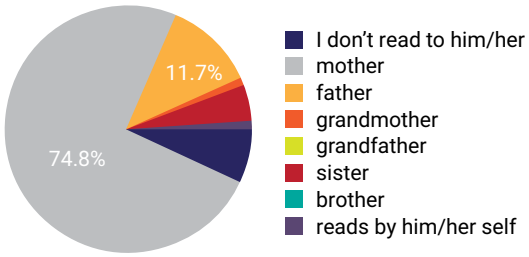


Figure 2. Family members that practice shared reading with child with special needs

Figure 3. Members of the family who most often read to child with special needs



development N=87, verbal and linguistic development N=80, social development N=80, child's joy and satisfaction N=74, connecting with child N=86). Great majority of parents find shared reading to be important even when child is not being able to understand what he/she is being read to (N=69).

Next research question asked **"How do parents of children with special needs choose books to read to their children?"**

In order to answer this question, respondents were asked several questions first of which was *If you read to your child with special needs, what type of material do you read?* Following figure presents parents´ answers to this question.

Illustrated stories (68, 9%) and illustrated fairy-tales (66%) are top two shared reading materials that parents use for shared reading. Picture books in rimes (44,7%), easy to read materials (40,8%) and illustrated fables (40,8%) are used by slightly less that half of respondents for shared reading, while digital picture books (14,6%), comic books (10,7%) and audio books (9,7%) are least represented type of materials used for shared reading with children with special needs. In the open-ended part of the question few parents stated that they read encyclopaedias (N=2), books on animals and dinosaurs (N=2), books for schools mandatory reading (N=2) and poems (N=1).

Next question stated *How do you choose books for shared reading with your child with special needs?* Following figure shows that great majority of parents rely primarily on their own experience (68,9%). Next, they find recommendations online on forums, blogs and social network sites (34%). The same number of parents get recommendations from other parents (34%). Teachers and educators serve as a source of book recommendations for 31,1% of parents and librarians for less than a quarter of parents (21,4%).

10% of parents in the open-ended part of the question stated that they choose books together with their child, according to his/her interests. Two parents stated that they choose books at the recommendation of the psychologist and speech pathologist.

Moreover, we wanted to know how parents get the books for shared reading with their child with special needs. Following graph shows distribution of answers to this question.

Three quarters of parents said that they buy books that they read to their child with special needs (74,8%). Slightly more than a third of parents said that they borrow books in the public library (38,8%). 19,4% of parents get the books through the associations for children with special needs, 17,5% in the school library and 13,6% in some other institution their child attends.

Next, we were interested in the characteristics of the books that parents choose for shared reading with

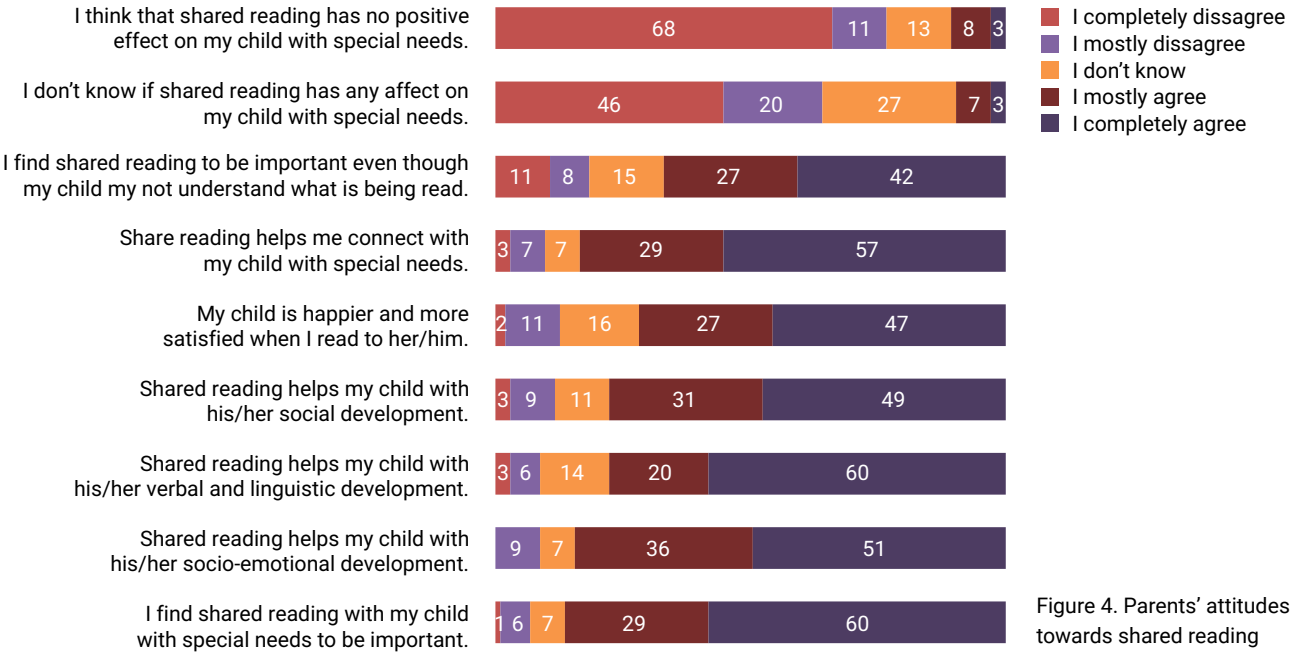


Figure 4. Parents' attitudes towards shared reading

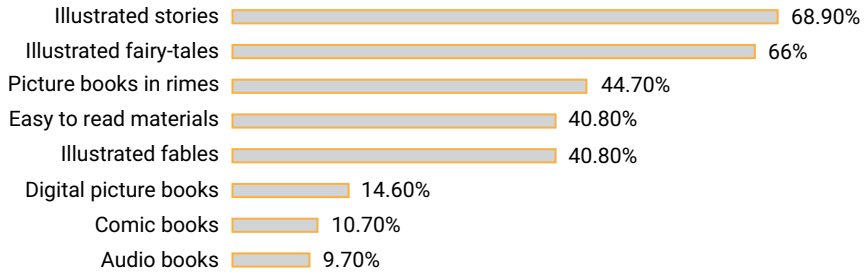


Figure 5. Type of material chosen for reading

their child with special needs. As we can see from the following figure, great majority of parents found **mostly important or completely important** following characteristics of the books they choose for shared reading: being able to learn from the story (77%), bright and positive story (70%), ending that a child can understand (69%), presence of simple words and concepts child is familiar with (66%), presence of both positive and negative emotions in the story (66%), stories linked to real life situations (65%), simple and realistic illustrations (65%) and clear moral lesson (63%). Appearance of unknown concepts (53%) and imaginative and unusual illustrations (44%) were slightly less important than other characteristics.

Next research question was **"What is the role of different institutions, including libraries, in promoting reading to children with special needs?"**

Respondents were asked to rate to what extent are different institutions or organizations contributing to the development of reading habits of their child with special needs on a scale from 1 (Not at all) to 6 (Completely yes). Following Figure shows distribution of answers regarding each institution or organization.

Attitudes are highly divided with slightly more than half of the respondents not considering any institution or organization useful for the development of reading habits of their children with special needs (public library 61,1%, school library 61,1%, pre-school 56,3%, association for children with special needs 55,3%, the school/institution the child is attending 51,4%). However, slightly less than a third of parents having answered mostly or completely yes, have positive experiences with different institutions regarding development of reading habits of their children.

Figure 10 presents answer to the question *Which of these services would you like to have available in your local library?* Two thirds of the respondents (66%) would like a larger selection of books intended for children with special needs. Education for parents on reading to their child (55,30%) and motivating their child with special needs to read (54,40%), as well as organized story telling are considered necessary by slightly more than a half of the parents (53,40%). Workshops for making picture books (49,50%), individual reading programs (47,60%) and organized shared reading programs (44,60%) are considered necessary by slightly less than half of the parents.

Finally, the last research question asked was **"What are the obstacles that parents meet in shared reading experiences with their children with special needs?"** In the questionnaire, respondents were given six statements with which they expressed their agreement on the scale from 1 (Not at all) to 5 (Completely agree). Following figure shows distribution of answers regarding each statement.

Slightly more than a half of the respondents completely or mostly agree that the proper books for their child with special needs are not available to them (N= 54) and

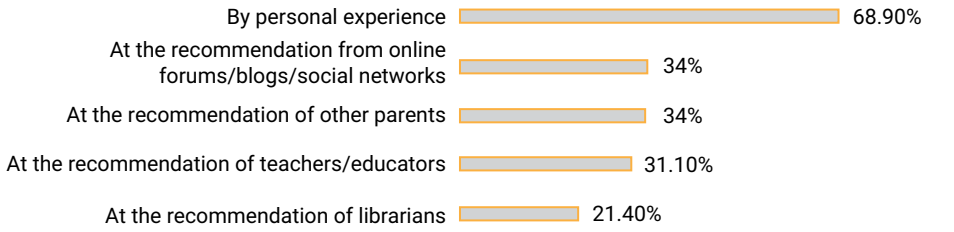


Figure 6. The criteria for choosing books for shared reading

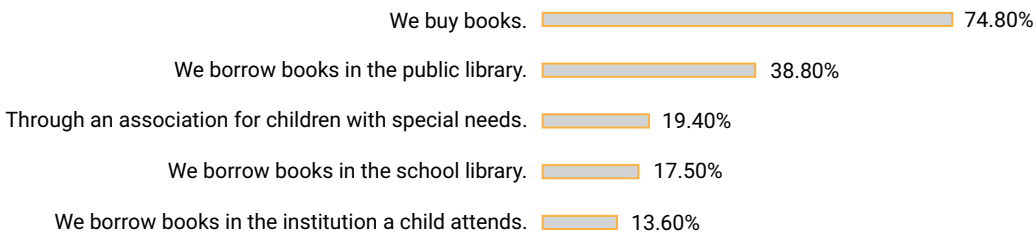


Figure 7. Ways of obtaining books to read to their child with special needs

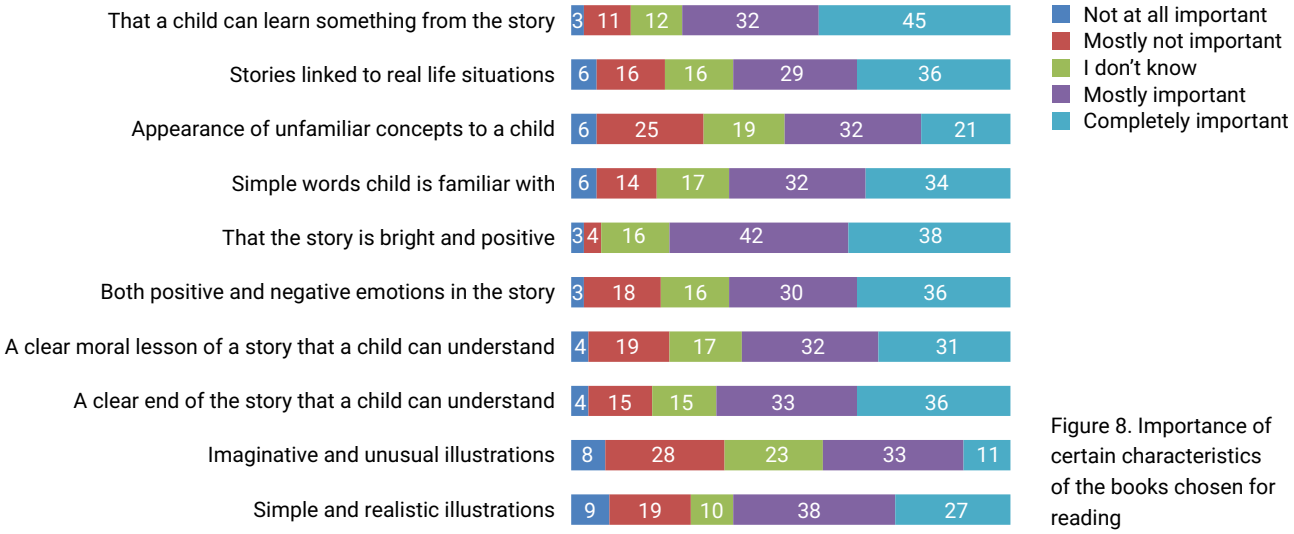


Figure 8. Importance of certain characteristics of the books chosen for reading

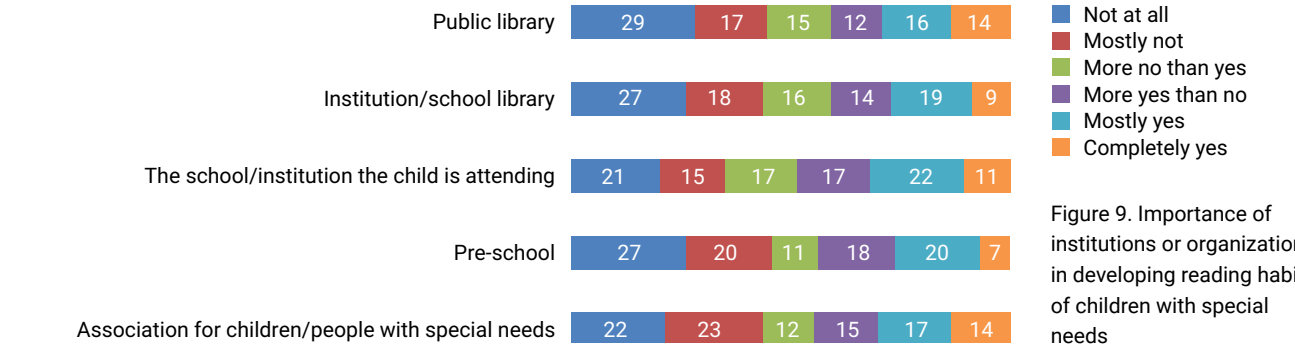


Figure 9. Importance of institutions or organizations in developing reading habits of children with special needs

that there are not enough proper books for children with special needs (N=59). More than a third of respondents (N=44) find it hard to pick a proper book for their child with special needs.

Concluding discussion

Our findings show that reading in families with children with special needs and intellectual difficulties is highly present. Parents of children with special needs poses a high level of awareness concerning their child's needs for reading. The research shows that parents usually buy and choose books according to their personal experience. Three difficulties that stand out are lack of proper books for children with special needs, inaccessibility of proper books and choosing a proper book to read. In line with said, two thirds of the respondents would like to have a larger selection of books intended for children with special needs in their libraries. Slightly more than a half of parents would also like to have available education for parents on reading to their child and motivating their child with special

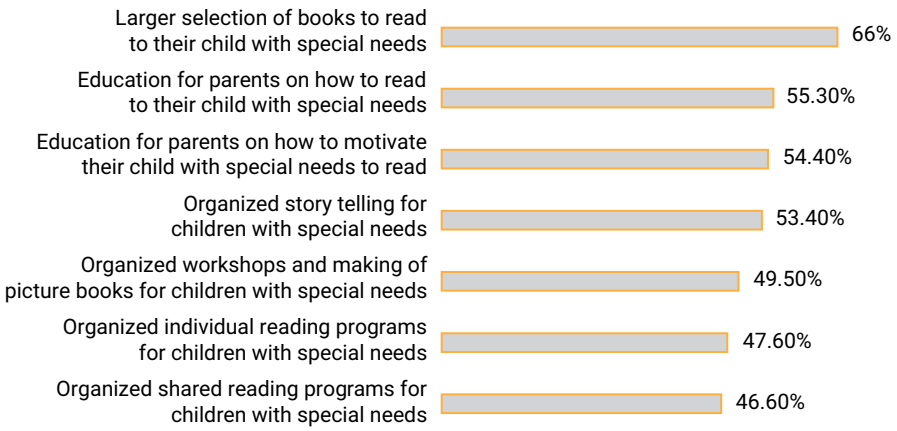


Figure 10. Services in local libraries that parents would like to have available in the context of reading to child with special needs

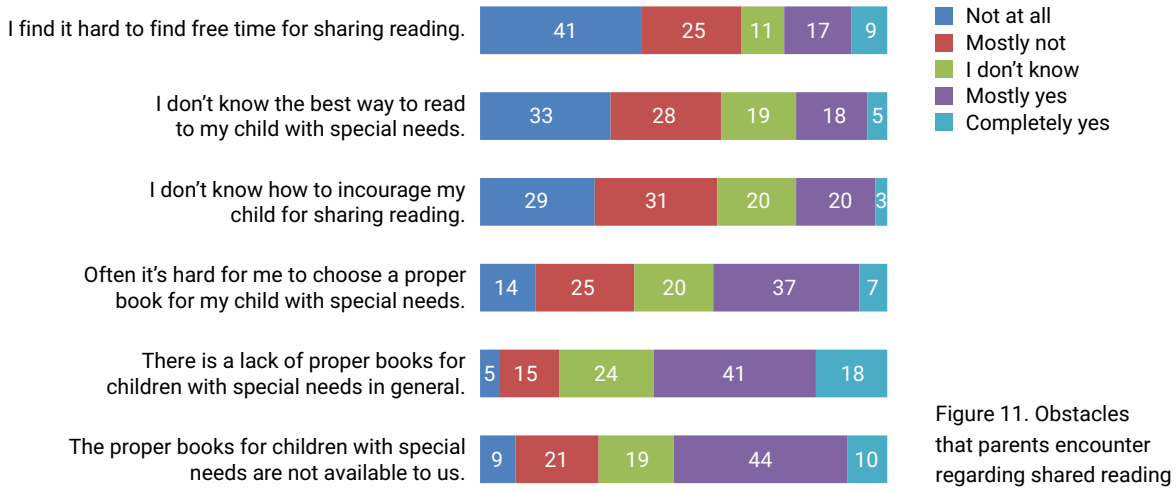


Figure 11. Obstacles that parents encounter regarding shared reading

needs to read. Results of the study show that attitudes of parents about usefulness of different institutions, including libraries, for the development of reading habits of their child with special needs are highly divided. Slightly more than half of the respondents did not consider any institution or organization highly important source of content tailored to their children's needs. However, slightly less than a third of parents have rather positive experiences with public libraries regarding development of reading habits of their children. Considering the increasing number of people with special needs, more research is needed regarding their needs and the possible role of public libraries in meeting their needs. More qualitative research into reading experiences of parents and children with special needs could shed more light on this important topic.

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The Connection Between Gamification and Information Literacy

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Abstract

The education changes in the 21st century continuously. Nowadays methods are based on plans like National Basic Education Plans and their expectations are obsolete. We can see many innovations in the methods of education but these contains using PC-s and interactive boards, and we hardly believe in these. ICT devices are the part of the modern society. These devices bring the appearance of virtual spaces or worlds; these are real life situations in virtual reality. The future of education depends on these teaching and studying methods, but now we have to figure out a way to make it ordinary in Hungary too.

In our research we are looking for answer in the question of theoretical and practical development in gamification way of information literacy. The target of the research is to represent the new systems for the teachers to the students with changed learning needs in the public education for a better and easier studying method in the future. We compare the gamification and the obsolete education system to see which is more effective in the development of information literacy. We give practical advices beside the theoretical parts to convince the sceptical people about the new education methods effectiveness in our examination.

The examination is based on analysis of literature and games. We plan to make basics for a future big project with our examination, to see clear the foreign models and decide that, will be a place for these in the Hungarian education.

Keywords: Gamification, Public Education, ICT, Applications

Introduction

In public education we face many challenges in the 21st century. The different besides helping to acquire knowledge skills, emphasis should be put on competency development. But the 20th century teaching methods are not suitable for generations of Z and Alpha at all. The emergence of new generations, changes in learning needs and habits result in the emergence of new pedagogical methods. However, the latest teaching-learning methods will only be very hard and long-lasting and will be incorporated into everyday pedagogical activities. Particularly important is the role of a device in development, such as an interactive boards, smartphones, games, and other software.

The most up-to-date teaching methods and models not only help to acquire a knowledge element or a competence, but to develop complex and diverse skills and knowledge of students at the same time.

Many initiatives have been launched to develop educational methods, but these are most of them are exhausted in the basic application of computers and interactive boards, in the face of the well-formed demands for the use of 21st century information tools. Today's society is increasingly an integral part of ICT tools, a good example is the wandering of virtual worlds or the application of the extended reality that many Hungarian companies have been using for years, for example. to help orient yourself to major events[1]. Future teaching and learning methods cannot be without modern technology solutions.

Gamification means involving gaming and playing elements in a variety of situations. This can add a

surplus to the education process by which it is proven that more knowledge and skills can be learned than traditional pedagogical tools.

Gamification as a method of empowering learning more effectively plays a vital role in the effective learning and acquisition of knowledge of young generations. Particularly important is the use of basic skills (writing, reading, counting) in the development of 21st century competences, such as school-based and non-school education.

Our hypothesis that we have set out in the course of further research: gamification as a new educational method could be key to the development of information literacy as a key competency and learning in learning more effectively.

The overview of conceptual frames

In the introduction of our study, we need to clarify the two concepts in the title: information literacy and gamification. The two terms are not unknown to those who are engaged in education. The term information literacy was published in the 1970s, but its domestic spread to the age of two thousand. Gambling is a much more popular expression, since it was almost immediately introduced by professionals in the early 2000s and has been considered one of the most advanced teaching methods ever since.

In addition to basic skills, 21st century competencies are also extremely important are the development directions. Most of the 21st century competencies emerged as a result of technological advances. Thanks to the rapid development, this process has not stopped, newer and more specific competencies are emerging. This results in a constantly changing and widening competency system, which still has no permanent place for individual skills, since they are in constant change. Overall, the competences of the modern age can be said to be multimodal, as they affect all aspects of life. Competences are constantly changing learning opportunities, opportunities provide interactive communication and understanding and use of media messages.

Information literacy

The exact Hungarian equivalent of English “literacy” is: “1. erudition, reading, 2 able to read and write. Several definitions have recently been made to explain the term. The founder of the concept is the American Association of School Librarians[2], according to their definition: “Information literacy - the ability to find and use information is the cornerstone of lifelong learning” (Beverly, 1999). Components of information literacy include: efficient and effective information search, critical evaluation, accurate, creative and ethical use. Accordingly, the individual must have appropriate information search strategies and critical thinking to solve the problems of life novelty with the help of selected, synthesized and critically evaluated information. The most frequently quoted definition of the American Bookstore Association is as follows: “Information literacy means that an individual recognizes when he or she needs information and is able to find, evaluate, and utilize it.”(ALA, 1989) Know how to learn, know how to organize knowledge, how to find the information and how to use it. According to Jamie Mackenzie’s definition (McKenzie), a person with information literacy can achieve success, hence finding and sorting relevant information and sorting them out. You can interpret the data, convert it to opinion and conviction. You can create new ideas, get new inner convictions. Three basic elements of the information literacy system are access, evaluation and utilization as outlined in IFLA’s 2006 proposal (Varga, 2008). These international standards help each country to create its own “information literacy” program.

The gamification

Over the past few years, gamification as a concept and method has been growing worldwide it seems to be widespread. In recent years there is a strong and steady growth in the appearance of the literature on gamification, which is closely related to the appearance and spread of games and other applications based on the new method. True, there have been computer software in the past decades that helped to learn and gain information in a playful environment, but the notion of gamification was unknown at the time.

First of all, James Paul Gee made it clear what we mean by the term, without using the term gamification. Learning Theory, Video Games, and Popular Culture (Gee, 2011), that human brain and thinking are basically based on simulations, that is, together they form a simulation environment, learning and experiencing in this “environment” the most effective. Further analyzing the idea, we can go all the way to the games, concluding that they are a kind “simulation environment” they meet. Accordingly, it would be plausible to place the learning processes into a simulation environment and to modify the curriculum in such a way, thus facilitating its more efficient acquisition.

Starting from Gee’s theory, gamification is the activity of a player elements into real-life situations so we can pass information, learn skills, and develop skills in an easy-to-read way.

- Gamification itself consists of three main parts:
- motivational tools / affordances;
- psychological outcomes;
- additional behavioral outcomes.

To be a gambling, application or other game based on gambling methods everywhere, there is a need for some motivational power that the individual feels as a

personal motivation, helping them to formulate reasons and reasons for their participation in the activity.[3]

Motivating forces can be, for example, the collection of points, with the help of a ranking, a so-called. Setting up a “leaderboard”. With the help of point acquisition, not only the desire to advance in the rankings can be produced, but also the winning of different achievements, prizes, badges (see www.moly.hu, www.duolingo.com) or any leveling can be a motivation. It is very important that the goal is clearly and clearly formulated. This makes it easier to “remember” it while retaining the “players” motivation. It is also very important that the participants are constant to receive feedback on their work and their achievements. When designing a gambling-based learning environment, the most important thing is to challenge the participants who seem to exceed the current level of knowledge and thus lose their motivation for continuous learning. It is important that the goal is clearly defined and that it will require a high level of energy and time to reach the higher level to meet the challenge.

The gamification’s options in the public education

Introducing gambling methods into public education which would greatly contribute to facilitating the learning of younger generations.

Information needs of generational students in Z and Alfa in public education, thus in parallel, their information search strategies have also changed. They want a great deal of new information and knowledge, but they do not want to do it in the strict sense of “learning”, a much faster solution to “search the Internet”.

ICT tools are closely linked to the new needs of generations. The presence of information and communication technologies in education, their use in learning and teaching would make them more effective in learning curriculum. But schools, and most of all, teachers are not prepared to apply new techniques. The use of some devices is considered problematic, and the extra time and energy costs that the digital devices require.[4] Smartphones and tablets are duly rejected because of their many features, they may not be able to see the slideshow, leaving frontal education, reading textbooks, and highlighting the essence, and at the end of the lesson, thesis. But this kind of teaching, the education methods developed in the last century, are no longer suitable for generations of Z and Alpha.

Our previous research, which is the introduction of ICT tools in public education it has been shown that in vain the tools are found in an educational institution, and the students lack the willingness to use them, their teachers do not use their potential many times, even if they do not abandon the role of gamification.

Our previous research shows that we can talk about three ICT tools, which can be found in most of the schools. These are the interactive board, computer and projector. Their combined use is not a challenge, but can greatly contribute to making the lessons of students with an increased demand for interactive and interesting lessons.

The development of information literacy with gamification

The development of information literacy is a cardinal issue today. The the information society has become the most important information nowadays. The Internet the readers, the information became consumer authors, share content of content - information, so over the years we started to get us an information smog around us. In order to find an immeasurable information set, critical thinking, recognition of the relevance of information, and source criticism are essential.

Through the gamification method, you can easily develop competencies like mathematics, meaning literacy, writing, reading and reading comprehension,

Figure 1. Minecraft building.
[resource: http://data.whicdn.com/images/174770815/large.jpg]

Figure 2. The picture of Angry Birds.
[resource: my own user account]

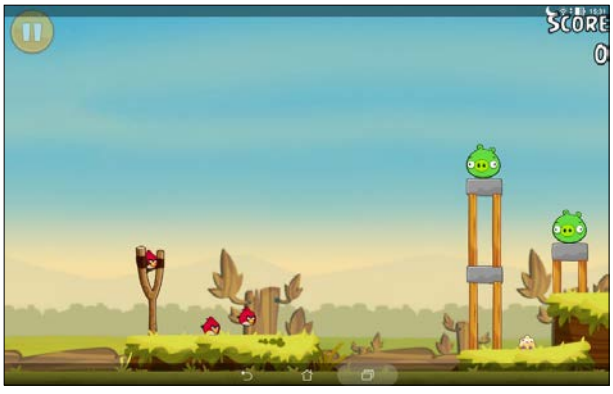
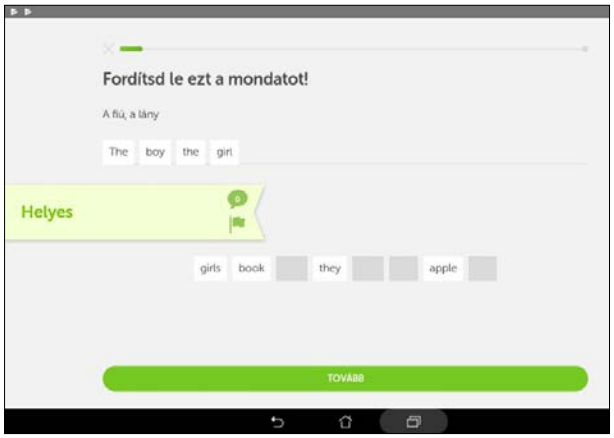


Figure 3. The picture of Duolingo.
[resource: my own user account]



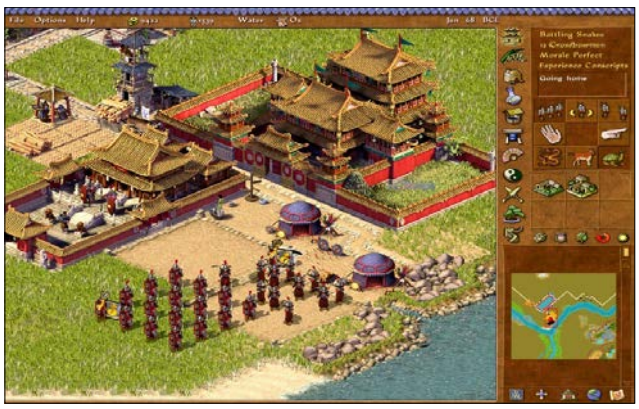
logic, or economic skills, but even though NAT is dealing with these areas, we often forget about developing information literacy and critical thinking even though learnable and teachable skills.

Educational games, quiz games, unintentionally create a feeling for players to look up, learn and search for information. If we do not know the answer to a question, but we are curious, we are forced to look at it, recognizing that we need information that is one of the pillars of information literacy. Search strategies are evolving, and the need for source criticism is increasingly present, usually because it is not enough to find a single source, more is needed to determine the information - deemed correctness.

Numerous initiatives, ideas and opportunities in Hungary we can meet with ourselves who, based on gambling training methods, makes or can make every day learning and teaching more interesting.

An excellent example is this article published by Gergely Nádori in 2015, which is rightly so is also known for introducing Minecraft, a popular game that has become popular in education today. A Literature, History teacher, Bognár Amalia's Minecraft, reads in the article (Nádori, 2015) who actively used the game with his students to make their lessons exciting, and readings and curricula more understandable.

Figure 4. The picture of Der Erste Kaiser. [resource: http://www.pcgames.de/screenshots/original/2002/09/snap319.jpg]



In addition to reading articles about how Minecraft can be used, among other chemistry (Molcraft (Nádori, 2015)), mathematics, physics[5] or foreign language lessons, Bognár Amália also explains how his subjects help. In the history class, there is the possibility of a well-known battle scene, a venue for the construction of an era, while the literary lesson can be used to process readings, create a venue and make the story more understandable.

No one thinks about Angry Birds as a training game, but there are far more opportunities than we think. It would also be able to eliminate the monotonicity of the physical lessons by teaching the proper part of the curriculum with this, the games known to everyone.

Many people would not think of a great popularity among students, how much they learn about the interaction of different forces, acceleration and gravitation, and their effects on the bodies.

One of the most popular "educational apps" is Duolingo. Live in gamification as the goal is to learn Lingot in addition to language learning, that is, collecting points by solving each level. Its great advantage is the development, easy use and easy handling of foreign language vocabulary. Its disadvantage, however, is that it does not practice the grammar in a specific form, the resulting simplicity and the fact that English is only English-related (speaking with other languages with Duoling (eg German, French, Swedish, etc.). The system could be transposed into public education, even by leaving the language learning framework. For example, in the history teaching, dating the dates to an event or literary works, epochs and historical associating events. All of these would help to build the complex knowledge required by competence-based education.

In order to prove that gamification is not a novelty thing, I need to I would like to point out the game Der Erste Kaiser: Aufstieg des Reichs der Mitte (Emperor: The Rise of the Middle Kingdom), which appeared in 2002 as the sixth part of the famous Citybuilding Game Series. The essence of the game is to create a well-functioning state, to build homes and create jobs, while meeting the needs of our city's residents. If the population is dissatisfied, they move away in the hope of a better life, leaving their homes to the fate of the past, which in time will become abandoned, rundown.

To develop a well-functioning state requires thorough knowledge of history. But it is not enough simply to know the customs, the living conditions and the needs of the people, and the logical thinking is indispensable, as life requires water, fire, canals, houses and food. The action of the game will process real historical data.

The simplest version of SimCity is the more modern version of the game was released in 2013 and its popularity has remained unbroken since then. Like the Der Erste Kaiser, here is the construction and operation of a well-functioning city, as well as meeting the needs of the residents who, instead of leaving the city, are giving ideas to find out why they do not feel good about "us". To make our game, and thus our city succeed, logical thinking requires some economic sensitivity and conscious decisions. The SimCity Build It version of the game has been developed for smart devices, which is available for Android, iOS, and Windows platforms.

Today's communication is playing a bigger and bigger role in social media surfaces. We look forward to keeping your Facebook or LinkedIn profile, we spend hours reading the Facebook news feed. A great idea was Éva Vajda, a Facebook idea of the Imre Madách Imre Grammar School in Budapest. His students were given the task of making Facebook a profile for deceased, iconic authors. This is how Sándor Petőfi, Júlia Szendrey, Kornélia Prielle, János Arany, Mihály Vörösmarty and Ferenc Kölcsey were born.

Involvement of social media in this form of education is affected by gambling methodology. For students – who were forced to do a lot of research and to read a number of literature in order to solve the problem correctly – a "reckless hobby" and a collecting of acquaintances, rather than customary collection of points, were a great reward, as we are talking about public profiles.

During the use of social media, their success experiences were solved while solving the tasks, and the "feedback request" formulated by gamification was also fulfilled.

Summary and outlook

One of the basic tasks of public education is that it is necessary for learning and working build and develop skills. It is essential to keep up to date with the latest competences as well as teaching and learning methods. Teachers are faced with a huge task when they are focusing on the development of key competences, the learning outcomes of the given generation and the most fashionable pedagogical methods besides the subject knowledge. But the more the task, the less energy they can use to detail, such as adding new methods to everyday teaching or developing competences in addition to knowledge. Gamification enables more knowledge and competence – such as information literacy – to be developed at the same time, almost unnoticed. That is why it is increasingly wider to promote this teaching method, as this may be best suited to develop the Z and Alfa generations. In addition, it would be necessary to raise information literacy among key competences in NAT, as by acquiring this knowledge, students will be able to acquire and develop other skills more easily.

Figure 5. The picture of SimCity BuildIt [resource: https://lh3.googleusercontent.com/6Vvm4k2czPhKxNUKHVd00hoz4sShdXnvFzQTDmKDvj875gUhvX4UmKht7Pv6i4NMUIc=h900]

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[1] Cyber-gyerekeké is a Sziget: http://24.hu/elet-stilus/2010/08/09/cyber_gyerekeke_is_sziget (2017. augusztus 4.)

[2] American Association of School Librarians AASL

[3] The gamification method can be called, for example, the point-collecting action of the large chain of stores, which encourages buyers to buy more. Well-formulated "motivations" can be talked about, since after 10-15 points you can get them at a reasonable price or as a gift to the coveted object. Besides the fact of gamification, this is a great economic grip, but this is not the subject of this study.

[4] The findings can be made based on the answers given in our previous questionnaire.

[5] Minecraft Physics. https://www.wired.com/2012/02/minecraft-physics/

The Cultural Landscape of The City Library of Jelgava: Reading Histories and Rethinking Value

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Abstract

New libraries are built and the old are renovated and modernized. In Latvia and the world alike libraries are perceived not only as social spaces with specific design to shape and engage the community but also as physical, cultural, and historic architectural landscapes. The City Library in Jelgava has an incomplete historical narrative, much is unknown, and the building is in need of modernization. It has proven to be challenge for both the employees and guests to understand and acknowledge the tangible and intangible values that the Library stands for.

It is a rather complicated task to construct a historical narrative of a building and a public institution in Jelgava – just before the end of the World War II, in 1944, the city was bombed and burnt down, destroying 90% of its infrastructure and buildings. The building that houses Jelgava City Library is one of the few that suffered damage but was not destroyed completely. The building has been recognized and preserved as an architectural monument of local importance.

This report is an introduction to the master's thesis looking to constitute a comprehensive narrative of the history of The City Library of Jelgava and the building that houses it, thus contributing to the knowledge and understanding of the cultural heritage and values that shape our lives. The motivation for this research is establishing local identity of Jelgava City library, a cultural institution of great local importance. Reconstructing the missing historical narrative of the building is seen as a crucial detail in the identity building process.

This research, the case study, applies landscape reading method, which helps to tell the story of the library – the story to be taken and integrated into the modern changes and the future of The City Library of Jelgava.

Keywords: The City Library of Jelgava, cultural landscape, values, local identity

Introduction

Although a small-scale revival of Latvian public libraries can be observed, the individual stories are everything but simple. The buildings that house the public libraries are very different – each has its own story, and the estimated value differs from the yes viewing.

Since 1984 a three-floor residential building has been the home for The City Library in Jelgava. The building, which dates to the end of the 19th century, the beginning of the 20th century, has later been adapted to the needs of the library. Although the library needs a serious long-term reconstruction, currently it is not possible for various reasons, as a result everybody must accept it the way it is and make the best out of far from optimal circumstances. It greatly affects the overall mood and the attitude of library employees. Quite often we feel tired of the constant moving, bringing books from one room to another, dust, and the smell of paint. Quite often we hear our employees saying that it would be much easier to simply build a new building instead of trying to fix this one.

But it is a fact that the city has no plan to build a new library. Nevertheless, the current library building gradually and fortunately becomes more attractive. And it seems that the main thing that our library is missing is not a new place. It is something more. The feeling of belonging. The feeling that this location is something special. We lack knowledge and understanding about the treasures that our poor old library holds.

For better understanding, it is worth it to go back to the past for a moment. It is 1944. The epilogue of the Second World War. On the 24th of July Soviet forces began airstrikes on Jelgava – they were bombing the city for a week and it burned for three days, destroying 90% of its structures. Only a tiny part of the bombed area was renovated, most of the ruins were removed so giving place for the construction of new serial soviet

houses. The extensively rich historical heritage of the city was burned and swept away from the public memory. During the war, a major part of Jelgava city archives was destroyed, as a result there is almost no historical documentation of the library's building before the Second World War.

The aim of the research was to gather and analyze the available information about the building, its history and the changes it has undergone with time passing to evaluate whether and how this information could be applied to strengthen the local identity of the City Library of Jelgava as an organization. Reconstructing the missing historical narrative of the building is seen as a crucial detail in the identity building process.

Theoretical and Methodological approach

The theoretical background for this master's thesis is based on the theories of Axiology and Information worlds. Axiologist's Max Scheler's idea that *value is phenomenon that appears in the act of emotional intuition and that values are eternal, constant, however, their experience changes* (Kūle&Kūlis, 1998) can be fully attributed to the research about the history of the library building, because it focuses on the change in values and attitudes, what is possible by identifying the values kept by the library building. The value – the library building – is the same, however, the newly acquired information in the research gives the opportunity for the change in knowledge and attitude.

Also, one of the core concepts of the second level theory, Information worlds theory, used in this research, is the value of information – what value information holds in the context of different information worlds, how value is attributed and how it changes in different historical conditions and in various social groups (Burnett&Jaeger, 2011). When analysing the information obtained about the library building of Jelgava city, and evaluating the memories of nearby residents, the potential value and change in attitudes of this varied information was investigated. All of the above mentioned becomes possible in the moment when this knowledge about the library building's history is available and understandable for the employees of the library and its visitors.

However, G. Burnett, when analysing the role of the library in information worlds, writes that the library has significantly expanded its borders outside the traditional library services and it is one of the cornerstones of the information's prevalence, value, and accessibility within the context of vast culture (Burnett, 2015). Within the scope of this paper, the library building is regarded as an *information system*, and the relationship between this information system and the library employees and the local community has been identified as the central point of this research.

The most important aspect of this research is also the identity of organisation and its relationship with the individual identities of its employees. M. Castells writes that dominant institutions can induce identities, however, they can also become the identities of the representatives of these institutions only then when they are internalised – innerly, subjectively accepted (Castells, 2010). When analysing and researching the building of Jelgava city library and its historical values, I wanted to show that this process of discovering, analysing, and telling can become a part of any library's employee's internalisation process – the story of library's history can play an important role in strengthening and accepting the identity of an organisation by seeing and discovering the values kept by the library building.

Method applied for collecting and analysing the data was Landscape reading method that includes content analysis, semi-structured interviews, and oral history methods.

The main tasks of the research were divided in three focus areas: work in archives to look for documented information about the building; identification of building's architecture along with the specifics of its physical space, fixation of changes performed over the years; collection of the memories from the former residents of the building, employees, and residents of the nearby houses by using oral history interviews as a method for uncovering and understanding the processes of different historical events, to compare different versions.

The data obtained were analysed through the framework of information worlds theory, paying special attention to the "small worlds" concept defined by E. Chatman (Chatman 1999).

Results and discussion

Currently there are some gloomy and varying stories being told about the building that houses the library. One of the most striking stories, told by a neighbouring house resident, was that prisoners sentenced for very serious crimes were living in this house after being released from the nearby prison. This story is believed to be a fact by many locals. But was it so? During the research, when interviewing the former residents who spent their childhood in the building, a different story is revealed. The building was in fact the property of Jelgava prison, however, not the prisoners, but the employees of the prison and their families lived there. So why is there this story about prisoners? Until now the unclear questions were never asked to the ex-residents of the building. These childhood memories about the ex-prisoners residing in the house come from a resident of the neighbouring house. During the interviews with the residents it was discovered that the prisoners were the ones who helped to renovate the ruined house after the bombing, they were also renovating the inside of the building. It is clear that a child overlooking the

prisoners during a working day from the windows of the opposite house could really have had the impression that they also lived there. These exciting ways of legend formation have also been revealed in other episodes, when collecting memories. They help us not only to read the life of the library building over the course of time, but also show wider context. Maybe these different and often contradictory stories should be seen as the added value of the library?

There are also untold stories kept by the library and its building, the potential of which has not been completely used so far. One of many examples is the K. Barons hall of Jelgava City Library made in 1986 by removing partitions separating the spaces that formed the apartments in the building. The result was a hall for library events that gave access to larger groups of visitors. The walls of the hall decorated with paintings bare the memories of the Awakening (Atmoda) of the 80s, when people were expressing their desire for freedom through symbols and metaphors. It is the only K. Barons hall in Latvia. K. Barons was the most prominent collector of Latvian folk songs, his contribution is considered to be one of the corner stones in the formation of Latvian identity.

However, the hall has been in a critical condition for the last couple of years. It was hard to find funding for the restoration because of a lack of understanding from officials who did not see the value in "this kind of soviet paintings". We were told to make it easy for everybody and just give the wall a fresh coat of paint. But, with great pleasure I can say, that finally the restored hall was opened for visitors again in January 2018.

As a scope of my research, there was a public discussion held with historians, art scientists and society about the deeper meaning of this place – about the relationship of art and politics. Also, a workshop for secondary school students was organised, named "Walls that Speak" so helping them see the story not of one library room, but also of the city and Latvia. This is the true value of the hall – it can be the cause for important discussions in the society, it can become a "learning room" for studying different cultural-historical processes.

Conclusion

Vast amount of information about the history of the library building's history was obtained during the research. However, the library employees should be the agents of the obtained information. Library visitors must know that the information about the history and values of our building is available. For instance, offering excursions, lectures, and access to local history materials about the building and its history to our visitors would give the opportunity to understand the cultural space of the library better.

By identifying and updating its historical value, the library as a public institution can represent the role of mediator more fully. The building with its history, the status of the architectural monument of local importance, discussions about the questions related to these values, firstly, represent itself as the institution of memory, secondly, it serves as the basis for discussions for questions significant to all community. For instance, issues regarding the protection of architectural monuments and their importance at a local and state level, the necessity of determined future vision of the municipality in the context of library building reconstruction etc. Library is the place where discussions of social importance are possible, it can be the place where new ideas are born. It can be the contact and interaction point of any type of small worlds.

When analysing the research data, special attention was paid to the phenomenon of the small worlds, because in the historical context of Jelgava City Library building it can give better understanding of the notions about this building, which have formed over the course of time. Perhaps the phenomenon of the little world has influenced why there has been no in-depth interest about this building – it relates to the use of this building for the needs of Jelgava prison during the time of second soviet occupation, as well as the common belief that the study of Jelgava history has been difficult due to the loss of many archive materials in the bombing and fire in 1944.

When analysing the information obtained during the research, it is evident that the new knowledge and understanding about the historical events can be a part of every library employee's internalisation process – the story of the library history can become a significant part in strengthening and accepting the identity of the organisation by seeing and discovering the values kept by the library building.

The building of Jelgava city library and its historical values can be the base elements of identity, which should be accessible to everybody. It is possible to provide this access only after the history of the building has been studied. This paper looks at this certain building by using the case study method – the history of the library building, and the values connected with it, however, the importance of the results can be generalised and gives the opportunity to continue in-depth studies both about Jelgava city library and the public library buildings in Latvia, their trends in its use and management historically and now, as well as look at the impact on the library and the organisation.

The obtained results reveal all the main elements, which traditionally are looked at when studying the cultural-historical landscape: its history, importance, landscape as an agent and provoker, the landscape as the implementer of a certain discourse (Schein, 2009).

The most significant part of the time of the second soviet occupation is formed by the memories about the time spent in Jelgava from the former residents of this

building as well as the nearby inhabitants, which gives insight and helps to better understand the daily life of that time, the opinions and attitude of that time, which have formed the vision of the local community about the library building and its surroundings.

As this building has been under the supervision of Jelgava prison after the end of the World War II, there is this presumption that the historical-cultural landscape of the library building is closed territory and it is not typical to talk about it (nowadays – about the building, which has no or little information about its history). In conversations with the nearby inhabitants, one can clearly observe the differences in the evaluation of the world outside one's place of residence, it includes the comparison of life realities on both sides of the concrete wall, and different presumptions and beliefs. The phenomenon of little worlds, when life was happening in quite a limited territory, can be clearly observed in the stories told by the respondents.

Rich and significant material has been collected in conversations with the inhabitants of the building and nearby houses. It gives the opportunity to better visualize and to understand the daily life of that time, and those factors, which have influenced the relationship. By understanding that how the historical understanding about the history of the building has formed, it is possible to better show these facts in daily life. By not dividing the small worlds as such which never meet but show the links to the building and merge the borders with the help of narration.

Although the building is the architectural monument of local importance, so far this potential has not been used in the work of the library. During the research, the message kept by the building with its architecture and the construction trends of its century was revealed.

When analysing the architecture of the building and its changes over the course of time, it can be concluded that also this aspect can be the centre of vast and significant narration, which can also be used in the work of the library, it also gives a more complete insight into the reading of the historical landscape, and the opportunity for an in-depth understanding about the library building and its cultural-historical landscape.

Research showed that the history of Jelgava City library building is remarkable and a very broad narrative that could considerably complement to the library's identity as an important local organization.

Our library is not only about the available books in its collection. Also, the building itself should become an important part of the collection along with its unknown and untold story. We have to learn how to read the rich information whispered to us by the walls of the library. We still must learn how to read, even from the walls. So, this is where the real power of reading has been hidden.

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The libraries of Karl Wolfskehl – a Virtual Reconstruction of a Writer's Personal Collections

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Abstract

Jewish poet Karl Wolfskehl fled Germany in 1933, leaving behind most of his 8,800-volume library. He sold his collections, but built a new personal library in his home in exile. Nowadays, Wolfskehl's libraries are scattered around the globe. The German Literature Archive, as part of the research project „Writers' Libraries", has launched a project that aims to virtually reconstruct and reconcile Wolfskehl's collections. The project hopes to furthermore enable the tracing of the various paths the volumes have taken, and to give new insights into the work and life of Wolfskehl as an example of a Jewish writer in exile.

Keywords: provenance research, indexing, personal library, exile library, reading habits

An introduction to Karl Wolfskehl and his collections

Karl Wolfskehl was a German Jewish author of poetry, prose and drama, as well as a translator. Born in Darmstadt in 1869 to a well-respected banker and lawyer, he later went on to study in Gießen, Leipzig and Berlin.

Wolfskehl, who recognized the shift in Germany's political climate early on, fled to Switzerland the day after the Reichstag fire in 1933. In 1934, he travelled on to Italy. However, the increasingly close political relations between Germany and Italy, between Adolf Hitler and Benito Mussolini, and the resulting anti-Jewish tendencies in 1937 did not go unnoticed by Wolfskehl, which subsequently led to his emigration to New Zealand in 1938.

When he fled to Switzerland, Wolfskehl had left behind his personal 8,800 volume library at his home near Freiburg. In 1937 he sold most of these volumes (excluding items that were of particular personal value) to publisher Salman Schocken, who paid 20,000 Reichsmarks and committed himself to pay an annuity for life. Wolfskehl used the proceeds to finance his emigration to New Zealand, having to pay not only for his travel and for a new home, but also Reich Flight Tax (Jessen, 2017).

Wolfskehl used the books he had obtained in and taken from Italy to New Zealand as a basis to build a new library for himself. His new collections were enriched by both his own endeavours in Auckland's book market and books sent by friends from all over the world (Lepper, 2015).

When Wolfskehl died in Auckland in 1948, ten years after settling down in New Zealand, he left half of his collections to Margot Ruben, and the other half to his friend Paul Hoffmann. Hoffmann, who had been exiled in New Zealand, went back home to Vienna in 1951, taking Wolfskehl's collections with him. He would move back to New Zealand, to Wellington, in 1959 to teach at the university, before he was finally called to the University of Tübingen in 1970. He died in Tübingen in 1999, and left both his own and Wolfskehl's collections to his wife, who later gave them into the possession of the German Literature Archive where smaller parts of Margot Ruben's inheritance can also be found.

The volumes Wolfskehl had sold to Salman Schocken in 1937 were first brought to Berlin to be assessed. Then, after having been recorded in a register, the collections were quickly exported to Jerusalem, where they were safe from destruction by the Nazis. After Schocken's death in 1959, the collections were entrusted to his heirs, who decided to keep the Hebrew volumes and Judaica.

These are now part of the Library of the Schocken Institute (the Schocken Library) in Jerusalem. The parts of the collection that weren't Hebrew or Jewish were sold by auctioneers Hauswedell & Nolte in Hamburg in 1975 and 1976, and came into possession of many different people and libraries, including the German Literature Archive (Jessen, 2017).

The project, its aims and collaborators

The German Literature Archive is one of the most significant literary institutions in the world. It was established in 1955 as an extension of the Schiller National Museum in Marbach am Neckar, where the famous author Friedrich Schiller was born in 1759. The Archive's collections are generally open to the public and can be accessed for research through the library, the archive, the Schiller National Museum, and the Museum of Modern Literature.

The Marbach Weimar Wolfenbüttel Research Association (Forschungsverbund Marbach Weimar Wolfenbüttel, MWW) is a cooperative consortium formed in 2013 between the German Literature Archive in Marbach, the Klassik Stiftung in Weimar, and the Herzog August Library in Wolfenbüttel. The Research Association aims to "collect, preserve and provide access to sources that are crucial to the study of German literary and intellectual tradition" by developing research projects and methods of preservation, supporting researchers, and furthering cooperation between different institutions (Forschungsverbund Marbach Weimar Wolfenbüttel, n.d.).

The German Literature Archive, as part of the research project „Writers' Libraries" of the Marbach Weimar Wolfenbüttel Research Association, has launched a project that aims to virtually reconstruct and reconcile Wolfskehl's collections. The majority of these volumes, but most importantly the 8,800 volumes sold to Schocken in 1937, have been scattered around the world and are thus largely inaccessible to researchers and other interested parties. The purpose of the project is therefore to virtually reconcile as many of these volumes as possible and to display this reconstruction of Wolfskehl's libraries, as well as making visible the paths Wolfskehl's books have taken. Another part of the project is the recording of provenance marks. Wolfskehl liked to leave letters, postcards or even leaves in his books, as well as making notes on the front page or in the margins.

By providing centralised data on the whereabouts of Wolfskehl's collections, the paths they have travelled, and the traces Wolfskehl left behind in them, the project collaborators hope to allow any interested parties a look into Karl Wolfskehl's reading, working methods, and thought processes, as well as generally providing a view of the private and work life of a Jewish author in exile.

An attempt at reconciliation

The first step was to locate as many of Wolfskehl's volumes as possible. The register Salman Schocken had made in 1937, as well as the Hauswedell & Nolte auction catalogues of 1975 and 1976, proved to be of great help in this venture. Wolfskehl's collections were found not only in the German Literature Archive and the Schocken Library in Jerusalem, but also in the possession of individuals and libraries around the world, such as the British Library in London, the Beinecke Library in Yale, the Bavarian State Library in Munich, and the University Library in Berlin. The volumes located by the project were listed and described either on location at the holding libraries, or with the help of colleagues in these libraries, who sent copies of front pages and peculiarities.

Around 170 physical copies of books from Wolfskehl's collections are held by the German Literature Archive. These volumes came into possession of the Archive in four different ways: as part of Wolfskehl's inheritance in 1972, through the 1975 and 1976 Hauswedell & Nolte auctions, through later acquisition from antiquarian book sellers, and as part of Paul Hoffmann's inheritance in 2014.

While some of these copies had consequently been made available in the German Literature Archive's library and its online catalogue decades before the project was launched, the copies within Paul Hoffmann's inheritance and a few more recent antiquarian purchases had yet to be catalogued. While these records include all the descriptors that can usually be found in a library catalogue – titles, authors, publishers, etc. – they also include data relating to provenance research. This provenance information is collected in a standardized way through keywords and linking that use the Integrated Authority File (Gemeinsame Normdatei, GND), an authority file used throughout German-speaking Europe for the organisation of personal names, corporate bodies, and subject headings.

All of Wolfskehl's volumes in the possession of the German Literature Archive can now be found and borrowed for use within the Archive's premises via the library's OPAC.

Around 500 volumes from Wolfskehl's collections are presently still held by the Schocken Library in Jerusalem. These are the volumes Salman Schocken's heirs decided to keep in 1975. As this is the largest intact part of Wolfskehl's personal library, it plays a notable role in its reconstruction. It is particularly important for the project to record these volumes. However, the parts of Wolfskehl's collections that are held in other libraries around the world can not be neglected.

In order to make records of all the volumes available to the interested public they are being catalogued in the German Literature Archive's online library catalogue largely in the same fashion as the copies that are actually in the Archive's possession. The volumes are

being recorded on the basis of the list that had earlier been made on location or with the help of colleagues in the various libraries. This list includes all the common descriptors, as well as provenance information, if applicable. Instead of attaching a physical copy to the catalogue record, a virtual copy is added instead, signalling to library users that this volume is not actually available for borrowing.

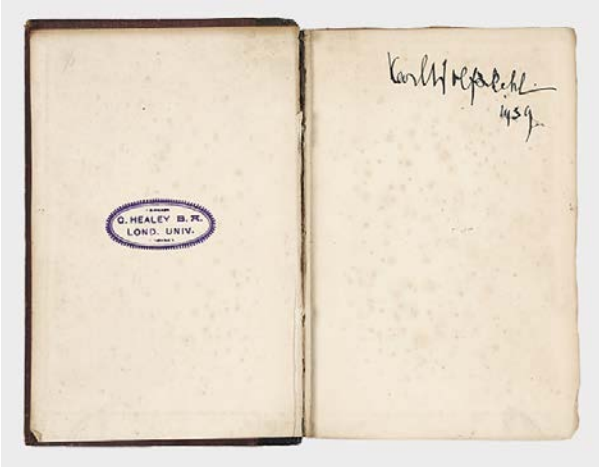
Example 1: The book-hunter

The first example (Fig. 1) shows marks of provenance in an edition of John Hill Burton's "The book-hunter etc." published in 1885.

The copy contains a stamp by "Q. Healey B.A., Lond. Univ.", a signature by Karl Wolfskehl with the added date "1939", and notes in Wolfskehl's hand on the last page. Additionally, excerpts from a book and a newspaper article have been left between the pages of the volume. All of these marks provide useful information pertaining to Wolfskehl's life and work and are therefore recorded in the library catalogue.

Fig. 2 shows the record for this copy of "The book-hunter" in the Archive's library catalogue. It contains the call number (Signatur) under which the book can be found in the closed stacks, the information that it is on location in the library (Ausleihstatus: Am Standort), and the complete provenance information. The book is linked to any former owners (Vorbesitzer), in this case Karl Wolfskehl, Paul Hoffmann, and Hoffmann's wife, Eva Hoffmann. It is also linked to the collections it is part of (In Bestand), in this case Paul Hoffmann's inheritance and the reconstruction of Karl Wolfskehl's library. Most importantly, the record contains standardized provenance keyword strings (Provenienzketten) that depict marks of provenance in a consistent way and give information on who left which traces in the book. A novelty for this particular project of reconciling Wolfskehl's collections is the additional creation of Time-Place-Strings within the keyword strings.

Fig. 1: Marks of provenance in "The book-hunter" (DLA Marbach)



For "The book-hunter", it is possible to trace the paths of this copy as follows: the volume came into possession of Karl Wolfskehl in 1939 and stayed with him in Auckland until his death in 1948. After this, the book came into possession of Paul Hoffmann, who took it to Vienna in 1951, Wellington in 1959, and then Tübingen in 1970, where it stayed with his wife after his death in 1999 and was finally given to the German Literature Archive in 2014.

Any information on the volume that can not be expressed in keywords can be given as a formless note (Vermerke) in addition.

Example 2: Nathan der Weise

The second example is a 1779 copy of Gotthold Ephraim Lessing's "Nathan der Weise" (Fig. 3). Unlike "The book-hunter", this item is not in possession of the German Literature Archive, but is held at the Schocken Library in Jerusalem.

This volume does not contain any obvious traces of provenance by Karl Wolfskehl, but numbers on the very first page unmistakably link it to Salman Schocken's 1937 register of books he bought from Wolfskehl: an inventory number (60688) in the upper left hand corner, and a subject number (243) in the lower right hand corner. Furthermore, this volume contains notes and a Jean Paul quote by an unknown former owner.

Fig. 4 shows the catalogue record for this volume. Like the physical volumes held in the Archive's library, this external volume is specified by a call number, former

Fig. 2: Catalogue record for "The book-hunter"

Signatur	BPH:0008
weitere Signaturen	G:Hoffmann, Paul (Teilbibliothek des Germanisten) G:Wolfskehl, Karl (Virtuelle Rekonstruktion des Buchbesitzes)
Mediennummer	AU007452987
Medientypcode	benutzbar
Standort	Bibliotheksmagazin
Ausleihstatus	Am Standort
Exemplarstatus	verfügbar
PROVENIENZ	
Person (Vorbesitzer)	Wolfskehl, Karl Hoffmann, Paul Hoffmann, Eva
Provenienzketten	Healey, Q. / Stempel Wolfskehl, Karl / Autogramm / Datum / 1939 Wolfskehl, Karl / Notiz Wolfskehl, Karl / Einlage: Zettel: Zeitungsausschnitt 1939 / 1948 / Auckland / Wolfskehl, Karl 1948 / 1951 / Auckland / Hoffmann, Paul 1951 / 1959 / Wien / Hoffmann, Paul 1959 / 1969 / Wellington / Hoffmann, Paul 1970 / 1999 / Tübingen / Hoffmann, Paul 1999 / 2014 / Tübingen / Hoffmann, Eva 2014 - / Marbach am Neckar / Deutsches Literaturarchiv <Marbach, Neckar>
Vermerke	Mit Stempel "Q. Healey B.A., Lond. Univ.", sowie mit Namenszug von Karl Wolfskehl, 1939, und umfangreichen eigenhändigen Notizen zum Exemplar auf dem hinteren Spiegel
In Bestand	G:Hoffmann, Paul (Teilbibliothek des Germanisten) G:Wolfskehl, Karl (Virtuelle Rekonstruktion des Buchbesitzes)

Fig. 3: Marks of provenance in “Nathan der Weise” (Schocken Library)

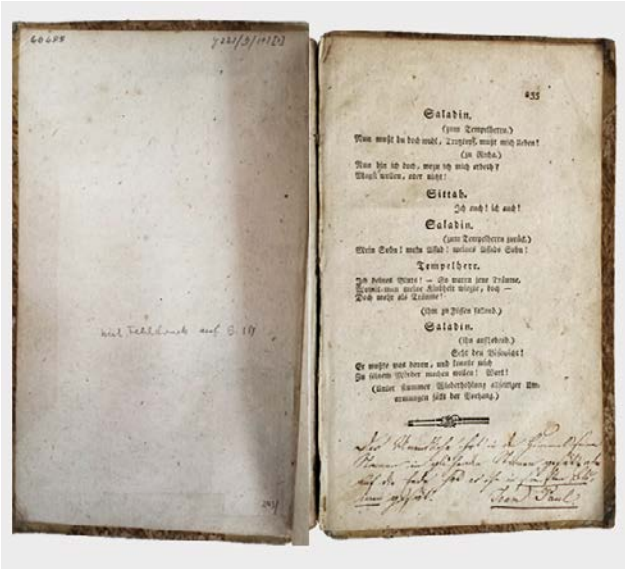


Fig. 4: Catalogue record for “Nathan der Weise”

Titel	Nathan der Weise : ein Dramatisches Gedicht, in fünf Aufzügen
Signatur	BKW:I-1-13-20 (Jerusalem SL) IL-SHOK
weitere Signaturen	G:Wolfskehl, Karl (Virtuelle Bibliothek Kiechlinsbergen 1937) G:Wolfskehl, Karl (Virtuelle Rekonstruktion des Buchbesitzes)
Standort	nicht im Bestand des DLA
PROVENIENZ	
Person (Vorbesitzer)	Wolfskehl, Karl Schocken, Salman
Körperschaft (Vorbesitzer)	Schockenbibliothek
Provenienzketten	Unbekannt / Notiz Schocken, Salman / Nummer 1937 / Kiechlinsbergen / Wolfskehl, Karl 1937 / 1938 / Berlin / Schocken, Salman 1938 - / Jerusalem / Schockenbibliothek
Merkmale	KW0688
Vermerke	Notiz auf Vorsatz: "mit Fehldruck auf S. 111". - Auf S. 255: Jean Paul-Zitat von unbekannter Hand. - Mit der Nummernsignatur der Bibliothek Salman Schocken: 60688. - Mit Klassifikation der Bibliothek Salman Schocken: 243
In Bestand	G:Wolfskehl, Karl (Virtuelle Rekonstruktion des Buchbesitzes) G:Wolfskehl, Karl (Virtuelle Bibliothek Kiechlinsbergen 1937)

owners and provenance keywords. In this case, the call number is the number used at the institution where the book is held as well as the institution’s official abbreviation and ISIL code. The book’s availability is marked as “not available” (nicht im Bestand des DLA), signalling to library users that this volume is not part of the Archive’s collections. The book is also linked to any collections it is part of, in this case the virtual reconstruction of Wolfskehl’s libraries in general, and the virtual reconstruction of the volumes he held at his home in 1937. The Time-Place-Strings report that this copy of “Nathan der Weise” was part of Wolfskehl’s personal library in Kiechlinsbergen (his home near Freiburg) in 1937. It is not known when the book came into his possession. From Kiechlinsbergen “Nathan” traveled on to Berlin in 1937, where Schocken’s register was compiled and the inventory numbers added, and then on to Jerusalem, where it has been held at the Schocken Library since 1938.

Conclusions and prospects

As a last step in the project, the Time-Place-Strings will be used to visualize the paths of some of Wolfskehl’s volumes on a map. The project also plans to take photographs of distinguishing features of the books, for example marks of provenance, as well as providing catalogue records.

Once the project is finished, it will allow new insights into Karl Wolfskehl’s life and work. His collections will be reunited, if not physically, in a virtual space that will allow them to be put into historical and literary context.

Working as a memory institution, the German Literature Archive aims to keep memories of Wolfskehl tangible, as an example of a German Jewish writer in exile.

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The Politics of Literacy: Libraries and Information Literacy in the 21st Century Political Context – Three National Case Studies

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Abstract

Recent elections in the UK, US, and Germany were influenced by misinformation. Libraries are one potential bulwark against misinformation and the subsequent polarization that can result. Using an historical lens, this paper discusses the traditional role of libraries in information literacy and democratic education in the USA, the UK and Germany. It examines and compares the ways in which libraries are or are not stepping in to correct misinformation and teach critical thinking skills to their patrons. It is recommended that librarians teach critical information literacy with the aim of reducing bias and therefore acceptance of misinformation.

Keywords: information literacy, instruction, misinformation, political elections, critical thinking, democracy

Introduction

After the 2016 Brexit vote in the UK and the 2016 presidential election in the United States, it became clear that the elections were significantly affected by misinformation campaigns orchestrated by forces both within and outside their borders. Most recently, the 2017 German election was influenced by fake news campaigns around migrants and refugees. In a "post-fact" postmodern environment where many people get their news from social media filter bubbles and partisan sources, it is easy for fake news and misinformation to find ever-larger audiences and for polarization to grow stronger.

In the 1970s, UNESCO assigned libraries the task of educating users in information literacy (Basili, 2011). Since then, information literacy has waxed and waned in policy importance in individual countries; however, it is now becoming more recognized that information literacy should be a key policy goal for social, economic, and educational reasons (Virkus, 2012). The problem of misinformation will only grow more intense in the future. Libraries are one potential bulwark against misinformation and subsequent polarization. Using a historical lens, this paper will look at the traditional role of libraries in information literacy and democratic education in the USA, the UK and Germany in order to examine and compare the ways in which libraries are or are not stepping in to correct misinformation and teach critical thinking skills to their patrons.

Misinformation Crisis

There are many reasons for the current misinformation crisis. Unfortunately, some of it has been purposefully created. US intelligence services have assessed that the Russia government "ordered an influence campaign in 2016 aimed at the US presidential election" (Assessing Russian…, 2017, p. ii). The same report also noted "We assess Moscow will apply lessons learned… to future influence efforts worldwide, including against US allies and their election processes" (p. iii). CEPA Stratcom, a new EU program create to combat external misinformation, discusses misinformation dissemination strategies. They are: dismiss the critic; distort the facts; distract from the main issue; and dismay the audience (Lucas & Nimmo, 2015). Other misinformation is created for financial benefit; a Guardian piece by Cadwalladr (2017) discusses the fact that media companies are often owned by billionaires with political agendas who purposefully manipulate information.

One of the more pernicious aspects of misinformation is that it takes advantage of human cognition processes. All people are subject to cognitive biases as they are necessary to successfully make sense of thought, but they can cause errors in judgment and make people susceptible to misinformation campaigns. This is especially prevalent now, because many people are wrapped up in social media filter bubbles and do not engage with outside points of view. Due to biases like confirmation bias and motivated reasoning, our brains are primed for misinformation to flourish (Taber and Lodge 2006, Lilienfeld et al, 2009). One potential way to ameliorate our biases, and thus the efficacy of misinformation campaigns, is information literacy education.

Information Literacy for Democratic Citizenry

Information literacy has many definitions. The ALA (1989) provides one of the more widely accepted ones: information literacy is the ability to "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information" (para. 3). CILIP (2011) defines it similarly, though adds an ethical dimension: "Information literacy is knowing when and why you need information, where to find it, and how to evaluate, use and communicate it in an ethical manner" (para. 1).

However, these definitions, while useful, do not consider the need for deep critical analysis of information. Analysis and evaluation of sources is a socio-political act which is dependent on societal belief about reputable sources; often this evaluation is helpful, but as the media becomes more slanted, it can be harmful. Anderson (2005) discusses this and notes that "Information literacy must also… include 'the capacity to look beneath the surface of discourse' as this is crucial in a world that is more and more mediated and shaped by many forms of information speaking on behalf of many interests that try to affect our daily lives" (p. 215). The ability to look deeper takes our definition of information literacy a step further to what Smith (2013) calls critical pedagogy. "Critical pedagogy is an educational movement which gives people the opportunity to develop the knowledge, skills and sense of responsibility necessary to engage in a culture of questioning" (p. 15). Smith points out that this goes much further than critical thinking; as much as critical pedagogy is about the need to engage critically with ideas, it is also about the need to engage critically with the power structures behind the ideas.

At the risk of creating yet another definition of information literacy, but with the hope of creating a more useful definition for future activities, this paper will use the term information literacy both more comprehensively and more narrowly. It is here defined as the ability to know when and why information is needed and to be able to locate and effectively use it, while simultaneously being able to engage with it on a societal level in order to know why it was created, by whom, and for what purposes. It specifically speaks to people's interaction with information coming from media sources. Because the term is not used consistently among cultures, libraries, or librarians, this paper will refer to this definition of information literacy as critical information literacy when comparing it to other forms.

In recent (and in some cases, further distant) decades in the US, UK, and Germany, librarians have had the goal of disseminating information with the intention of helping to create more active, involved, and knowledgeable democratic citizens. In the current political climate, this new more comprehensive definition of information literacy is critically important. Democracy means that citizens have both rights and responsibilities, and their responsibilities cannot be successfully discharged without the ability to critically engage with the information provided in their news sources.

Correia (2002) suggests 3 prongs for the promotion of an active citizenship. They are:

1. Education for Citizenship (as a continuous process, both in the formal education system and in the informal adult education system for lifelong learning) – the role of information related skills is explained;
2. Creation of an information environment, through the implementation of Information Policies – with the emphasis on access and provision of quality information for citizenship;
3. Public and Civil Society Institutions as Information Intermediaries. (p. 13)

Libraries can and should be integral to all three of these prongs. Correia calls librarians the champion of the independent learner because they provide access to quality information for citizens. When misinformation abounds, libraries and librarians are ideally placed with their emphasis on democratic education and their information literacy expertise to step in to assist in creating a more informed and critical citizenry. They only have to take that step.

United States

Libraries in the United States

Most libraries in the United States are locally funded. 85% of public library funding comes from local sources, while academic, special, and state libraries are most often funded by the organizations or states to which they belong. Because of this, they "serve communities where the multiple groups who founded, funded, and managed them, and ultimately the millions who used them, interacted in numerous ways" (Wiegand, 2015, p. 4). Wiegand notes that three major reasons that Americans love their libraries (in this case, public libraries) are

access to information, access to public spaces, and because "stories they circulated… helped users make sense of phenomena in the world around them" (p. 3). Today, even though trust in public institutions has dropped almost across the board, a 2013 PEW study noted that there has been no reduction in trust of libraries. The only other organizations that had no drop were first responders and the military (Wiegand, 2015).

Early public library benefactors like Andrew Carnegie donated the money to build libraries out of a desire to prepare citizens for democratic participation (Mickelsen, 1975). This idea has rightfully been criticized; many have pointed out that there may have been more interest in "solidifying class distinctions, morality, and social control" (Walker, 2014, p. 1). Early libraries were careful to only stock books and information that they felt would improve their patrons' minds (Wiegand, 2015). However, that beginning solidified in American minds that libraries and democracy are linked. Indeed, libraries are the only consistent cultural institution in the United States where citizens have free access to information. Access to information and public meeting spaces are necessary for democratic participation. In recent decades, libraries have begun to truly embrace their democratic roots, regardless of the legitimacy of the roots' origin. All types of libraries are positioning themselves as engaged community spaces, conversation conveners, and civic educators (Walker, 2014).

As librarians in the United States begin to re-consider civic education, information literacy again comes to the forefront. National and international guiding documents call for a focus on information literacy. Jacobs & Berg (2012) note that heretofore librarians in the United States have focused on a more technical style– teaching people to use technology – and have failed to consider guiding documents like the ALA Core Values as they teach. The Core Values exhort us to "examine the broader social goals of information literacy" (p. 385). Post 2016 election, we are beginning to see a change towards the more holistic critical information literacy approach.

2016 Election and Response

Fake news and misinformation were major topics of conversation during the US election. However, it was after the election ended that librarians truly began to see the magnitude of the problem. Almost immediately they started to host talks on the topic of recognizing fake news which, in some cases, filled rooms and garnered thousands of online views (Dollinger, 2017). Journalists quickly saw what libraries were doing and started to write about it, which has helped further solidify libraries as a place where people can go to learn about misinformation in the minds of many of the public.

Librarians are now going much deeper than hosting talks. The Dallas Public Library is holding a joint eight-week course on community journalism with reporters from the Dallas Morning News. Librarians at Indiana University East have developed a comprehensive LibGuide on identifying fake news (Banks, 2016). Librarians at the University of Michigan have developed a "Fake News, Lies, and Propaganda" course (Dollinger, 2017). Librarians at the University of Illinois and Simmons College were awarded a major grant to develop a symposium titled "Know News: Understanding and Engaging with Mis- and Disinformation" (Ashwill, 2017). Wilkinson (2017) has written about current issues with information and media literacy education and offered teaching solutions that consider students' biases. Librarians from all types of libraries are discussing misinformation and its correction amongst themselves and with their patrons. While they cannot solve the problem alone, they are working towards a solution.

UK

Libraries in the United Kingdom

Libraries in the United Kingdom have a similar history to those of the United States, even down to Andrew Carnegie helping to fund their creation. Kerslake and Kinnell (1998) discuss libraries as democratic institutions. Their paper was written at the beginning of a difficult time for libraries in England. They noted that libraries were beginning to be viewed as defunct because the market could provide the "individualized information provision" that was the main purpose of libraries. In the 2010s, when Britain began The Big Society program and entered austerity, public libraries began to close in large numbers (Goulding, 2013). The BBC reported that 343 libraries closed between 2010 and 2016 and that 8,000 library jobs were lost. Many public libraries that remain have transitioned from librarian-run to volunteer run or volunteer staffed. During the same period as the closures and the job losses, libraries recruited 15,500 volunteers (Wainwright et al, 2016).

However, it is not all bad news. The presence of over 15,000 new volunteers means that people care deeply about their libraries. A report by the Carnegie UK Trust (Peachey, 2016) discusses ways in which libraries are reinventing themselves as innovative community spaces. A recent House of Commons report on Public Libraries (Woodhouse & Dempsey, 2016) discusses recent developments in libraries as well as a 2014 paper commissioned by the Department for Culture, Media and Sport (DCMS) titled *The Independent Library Report for England*, which states that "libraries should play a major role in rectifying literacy standards as well as helping to create digital literacy and fluency" (p. 9). It also states that the existence of libraries as community hubs is a national good and exhorts the government to recognize their importance. In 2015, based on this paper, the government set up the Leadership for Libraries Taskforce. The Taskforce has overseen the construction of universal wifi in libraries as well as six entrepreneurial hubs in major branches.

The Carnegie UK Trust report notes a major way in which libraries can assert their importance:

> *Part of the way for libraries to make themselves more relevant may be to promote themselves as working on a range of issues that appeal to people. Librarians are trained information professionals whose role is rooted in enabling access to a very wide range of published materials. Through this they aim to support educational advancement, acquisition of knowledge and civic and democratic participation. Currently, librarians are positioning themselves in a world where tremendous amounts of information, knowledge and culture can be accessed 24 hours a day and almost instantaneously. As information professionals, librarians are well positioned to help people to navigate the vast array of information and knowledge available online (Peachey, 2016, p. 13).*

Unfortunately, the current UK government may not fully see the relevance of libraries and information literacy. Goldstein et al (2017) noted that CILIP and InformAll, an information literacy advocacy company, tried to connect with DCMS during 2016 to talk about the relevance of information literacy and libraries to DCMS' digital literacy agenda, and were met with disinterest.

Despite the difficulties in the UK, librarians, particularly academic and school librarians, are still best positioned to teach information literacy to patrons. If they teach critical information literacy, they will be crafting a strong argument to the government for the continued importance of libraries in everyday UK life.

Brexit Referendum and Response

After the Brexit referendum, DCMS convened an Inquiry into Fake News. CILIP and InformAll submitted a report stating: "Librarians in schools, college and universities … encourage[] students to verify and check stories that are reported on social media and the internet. They have also developed a wide range of resources, including infographics, guides and online tutorials that can be used by teachers and other professionals" (Goldstein et al, 2017, para. 21). However, despite this, there is a dearth of information on what specific actions librarians have taken or programs they have instituted in response to the misinformation surrounding the Brexit campaign. Instead, librarians have catalogued and preserved. Librarians at Middle Temple University have been working on collecting and disseminating information on the legal aspects of Brexit (Geidt, 2016). The National Library of Scotland has created an EU referendum collection (European Union…, 2016).

It is possible that this dearth of information on specific actions is because libraries did not institute new programs beyond what they already had. Another possibility is a lack of publicity, which could stem back to library funding. It is also important to note that when misinformation correction is referred to, it is almost always in the context of school or academic libraries rather than public libraries. This too may be due to a lack of new programs or a lack of publicity. Another possibility is that the idea of public libraries as purveyors of critical information literacy has not yet obtained full buy-in.

Regardless, British librarians are strongly declaring that they are well-positioned to teach information literacy around fake news. In 2017, CILIP debuted its "Facts Matter" campaign to underscore the value of accurate information during that years' General Election (CILIP, 2017). Morris (2016) discusses why academic librarians have not yet responded to misinformation and then notes that librarians can help with misinformation challenges. CILIP and InformAll state that "librarians and information professionals can, and already do, play an important role in helping people in both formal education and other settings to develop a critical approach to their use of information sources" (Goldstein et al, 2017, para. 21). McGuinness (2016) is even more firm. She believes librarians are ideally positioned to help and states that if librarians do not advocate for information literacy, who will?

Germany

Libraries in Germany

The Germany library environment is decentralized. It consists of about 11,000 libraries, all with their own specialist areas and target groups. Around 2,000 of these are public libraries. Like the United States, funding is more often local than federal. Partly this is because of the history of Germany. Germany is made up of what was once many states, and many of its governmental processes still work along these lines. Funding for libraries comes from the individual states and local governments (Giersberg, 2012). Because there are so many kinds of German libraries, it is hard to generalize. That being said, libraries in Germany have historically tended to focus more on access to information than on information literacy.

Libraries in Germany have not traditionally seen themselves as democratic institutions. Prior to WWI, the German states were part of a monarchy. Post-WWII, the environment included the East/West split as well as the devolved-nature of the states that made up modern Germany (Seefeldt & Syré, 2011). As such, libraries have focused on efficiency of services and the challenge of the digital revolution rather than on democracy and social equity (Rösch, 2014).

Giersberg (2012) notes that "German libraries see themselves as guarantors of free access to information and knowledge. They tirelessly broaden their range of services in an attempt to offer their users barrier-free access" (para. 10). However, German libraries, including public libraries, do charge fees for service. While these

fees can be waived in cases of hardship, they create a barrier to access; Locher (2005) found that usage increases when a fee is instituted, but the number of users drops. Part of the reason for fees is that they "increase [] the likelihood that librarian issues are discussed in the municipal council" (p. 317). In addition to the greater government support granted by fees, German libraries may lack resistance to them because they have not considered themselves democratic institutions.

However, the idea of libraries as democratic institutions has now started to take hold (Seefeldt & Syré, 2011). Librarians are also discussing what they can do to remain relevant in society (BuB no. 8, 2017). Rösch (2014) notes the four major functions of modern libraries in Germany: educational, cultural, political, and social. The political function includes promotion of democracy and participation, while the social function encompasses inclusion of migrants and minorities. Though Locher (2005) pointed out that in 2005 Germany public libraries were only open an average of 18 hours a week, libraries are now working to expand their hours and increase access to e-books (Mund, 2015). The Germany Library Association's 2015/16 Report on the State of Libraries mentioned the importance of libraries to information and media literacy. The report also mentioned that many Germany libraries are struggling with funding under austerity, which may harm their ability to revamp themselves as community organizations.

Germany librarians are best positioned to teach information literacy around fake news to their patrons by virtue of their wide presence and focus on educational, cultural, political and social functions. They have made important strides by becoming more community focused, and are already offering misinformation correction programs.

2017 German Election and Response

Like the 2016 US election and the Brexit referendum, the 2017 German election was influenced by misinformation campaigns. The German government has responded, but not through libraries; the government has passed the Network Enforcement Act which requires social media sites to regulate their content. Social media sites like Facebook have now hired third-party fact checkers to "get into the filter bubble of people who are reading fake news" (Shuster, 2017, para. 16). However, the government is largely fighting a losing battle. There are always sources available to those interested, and social psychologists tell us that misinformation correction does not work unless there is an equally compelling story to replace it (Paul & Matthews, 2016). Critical information literacy must be the answer.

Though the government has not recruited them, many German libraries have begun to offer programs in critical information literacy. Before the election, in 2016 and 2017, the Munich Municipal Library held classes on fake news. In summer 2017 they began offering "opinion-forming courses" about the election with the topic of fake news. Astrid Meckl, one of the librarians organizing the course, stated: "Libraries are places for obtaining information and promoting democratic opinion-forming, so it was obvious we would focus on such topics" (Fehrenbach, 2017, para. 5). The course asks patrons to examine a piece of news and determine its veracity using critical thinking techniques. The Central Library of Schleswig-Holstein is developing a "Fake-Hunters" game for children that will be debuted in 2018; it will give them the role of a detective who has been given an assignment to discover the truth of a story. The library is also intending to develop a program for adults. Both the Munich and Schleswig-Holstein Libraries are training their staff in fake news (Fehrenbach, 2017). Additionally, many school libraries in Germany follow the Spiral Curriculum model when teaching their students about information; this model use an "intellectually honest" method to teach complex subjects to children (Marquardt, 2010 and Johnston, 2012).

Recommendations and Conclusion

The societies and politics of the US, the UK, and Germany have been deeply affected by misinformation. Libraries in each of these countries are well positioned by virtue of their mission, their public trust, and their wide availability to the public to embark on campaigns of information literacy education. Many are already doing so. If critical information literacy techniques are used, libraries may be able to help inoculate their publics against misinformation. In addition to the societal good, doing so will increase library relevance in the eyes of their publics and governments.

However, this is particularly challenging in light of the current misinformation environment. If propaganda and misinformation influence citizens to question more and not take anything at face value, and information literacy also demands students to question where their information comes from, could librarians exacerbate the problem? If we do our jobs well, the answer will be no; we will teach our students to recognize propaganda in all forms, and to think critically about sources. Still, librarians must tread cautiously so that students dont paradoxically become more susceptible to misinformation.

In addition to promoting democracy, libraries around the world are promoting the 2030 UN Sustainable Development Goals. They are particularly promoting goal 16, which states that we will "promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels" and target 16.10, which states that we will "ensure public access to information and protect fundamental freedoms, in accordance with national legislation and

international agreements" (IFLA, 2017, para. 4 & 5). If we indeed intend to promote peace, true access to information, fundamental freedoms, and effective, accountable, and inclusive institutions, then we must teach comprehensive and critical information literacy.

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The Prescribed Literature Readings in the School Curricula: Views and Experiences of Croatian Literature

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Abstract

The prescribed reading lists in elementary and secondary schools are extremely important because their aim is not only to introduce pupils to national and global literary classics but also to facilitate reader development, and encourage and nurture their love for reading. Therefore, the selection of titles that are included in those prescribed lists, in the context of national school curricula, should be done very carefully. In order to research students' attitude and experiences with secondary school an interview was conducted with 20 graduate students of Croatian language and literature. Main purpose of the interviews was to find out whether students read in secondary school regularly or not, did they read because they had to or because they wanted to and also with what kind of problems they faced during reading the titles of the prescribed literature in first grade of secondary school. The findings suggest that half of the respondents did not read in secondary school and in most cases, they read because they had to. One of the main issues was complexity of the language because, on the list of prescribed literature for the first grade of secondary school, main focus is on literature from Ancient Greece and Rome. Many of the respondents stated that kind of literature is inappropriate for the age of a pupil and that some changes should be done regarding prescribed literature list.

Keywords: reading, prescribed literature, literature students, Croatia

Introduction

The prescribed reading lists in elementary and secondary schools are extremely important because their aim is not only to introduce pupils to national and global literary classics but also to facilitate reader development, and encourage and nurture their love for reading. Therefore, the selection of titles that are included in those prescribed lists, in the context of national school curricula, should be done very carefully. Recent studies conducted in Croatia indicated that 54% of the 8th graders in Croatian primary schools does not read all of the prescribed literature titles (Kovacevic, 2000). Also, a total of 55% of the 8th graders does not like to read the obligatory literature prescribed by the school curricula, and only 23% think of it as pleasurable activity (Tudman, Banek Zorica, Mikelic 2005). In addition, in the draft document of the *National Strategy For the Promotion* Of *Reading, developed by* Croatia's *Ministry of Culture*, it is emphasized that prescribed literature readings in school curricula do not facilitate the development of reading literacy and do not promote adequately children and teenagers' reading habits (Republic of Croatia Ministry of Culture, 2015). It is believed that the problem lies, in general, in the large quantity of books that children must read every school year and the inadequate titles selected for prescribed reading list for each grade. For example, 11 out of 22 prescribed literature titles for a 15 year old student are Greek and Roman classics (e.g. Homer, Ovidius, Vergilius, Plaut, Euripidus, Sofokles). Those are surely too complex texts for pupils'. They cannot understand

the context, depicted situations and the language of the these literary classics because they do not possess the required life experience, language and reading skills, let alone the interest for such literary text. In this paper authors will present only a portion of the results obtained in the study whose aim was to understand the personal experiences of Croatian literature students in relation to the prescribed reading lists.

Methodology

The study was conducted with the help of qualitative methodology (in-person structured interviews) among graduate Croatian Language and Literature students at Osijek University in Croatia. The study focused on this specific student population for three reasons. First, traditionally these students are believed to enroll into this study program because they love to read and have a rich reading experience. Second, these students are required (as a part of their study program) to read extensively. Since some of the titles on their university reading lists are also listed on prescribed reading lists in secondary school it was expected that they will be in the best position to compare the reading experience of selected titles now and then (as teenagers). And third, these students are future teachers of Croatian Language and Literature in elementary and secondary schools and it is within this course that prescribed reading lists are incorporated. Since they will be soon responsible for developing reader competencies and the love of reading of pupils in elementary and secondary schools across Croatia, it is extremely important to hear their voice. The interviews were chosen because they provide a means to explore the topic more broadly and gain deeper understanding of the studied issues.

Structured interviews with open-ended questions were conducted with twenty students volunteers (R1 through R20) in December 2017 at Faculty premises. The average interview took ten minutes. All interviews were audio recorded and later transcribed, coded into meaningful categories and analyzed. The content analysis of the transcripts was carried out manually. The data were analyzed qualitatively but also, where appropriate, quantitative results were identified in order to make the interpretation of the results less subjective (Chi, 1997).

Results

Nearly all students enrolled into the Croatian Language and Literature study program because they had a strong preference either to study Croatian language (N=9) or Croatian literature (N=7). Only a few preferred both aspects of the study program and could not state whether language or literature was more important to them. It is interesting to note that two respondents reported that their preference has changed after they began their studies: both initially preferred literature but at the moment they are more interested in language.

When asked to think about the prescribed reading lists in the secondary school (as a part of their course Croatian Language and Literature) and to report if they read regularly the titles on that list, half of the students indicated that they read them regularly, and half admitted that they did not read them. Those who read the prescribed titles regularly did it in most cases (N=7) because they were required to read them (e.g. to get a passing grade). Only a quarter of students found the required titles interesting. One student reported that he read those titles because he thought it would be useful later in his life, and one because he felt that reading those titles is a matter of general culture.

> *"Yes, I read them. I like to read, in general and that was my motivation. I even read books that I was not required." (R19)*
> *"I mostly read them because we were required to do so to get a mark, but also I liked reading some of the titles." (R4)*
> *"I did not read regularly the required book, but I did read some. I read what I found interesting but I did not read those titles in which I could not make sense. I do not see the reason why the classical Greek literature should be read in the first year of secondary school." (R16)*
> *"I did not read all of them, but I tried. I generally like reading, but those are boring and not interesting books. I like to fulfil my obligations so I tried to read them. However, I did not manage to finish some of those books. On the other hand I think some of those books are classics and shuld be read at some point in life." (R20)*

Out of ten students who reported that they did not read the required titles in the secondary school, a few explained that they were simply too lazy to read them but the majority admitted that those titles were too complicated to them (they did not understand them and they did not find them interesting).

> *"No, I did not feel like reading those books. Some of them were too complicated, like for example the Greek tragedies… I did not finish the Illiad by Homer, Electra by Sophocels, Medea by Euripides…" (R5)*
> *"I loved reading in the secondary school, as I do now, but I did not like to read the books listed on the prescribed reading lists. And I did not read them. Antigone by Sophocles for example… it is horrible. Then Illiad and Odysseus. Awful. It is very difficult to read these books when you are 15. Even now I find it difficult. And I do not like to read them even now. I think this kind of stuff should be read later on in life, earliest at the end of secondary school." (R15)*
> *"During my secondary education I read books, but not those on the prescribed reading lists. Those were very boring. For example, Illiad, Antigone… They are far too old." (R17)*

"I did not read the required titles regularly. First of all because they are too complicated and I could not understand them. It was extremely difficult to understand them because of my age at that time, it was all too abstract for me. Maybe later it would have been easier…" (R18)

The list of prescribed literature in Croatia is, in most cases, strictly defined and structured for every grade. The results have shown that nearly all respondents (N=18) had strict, non-flexible list of prescribed literature which they had to read in secondary school. Only two respondents stated that they had an option to choose between some of the literature works which were on the list of prescribed literature.

"We got the list of 20 works that are on the list, than we had to choose 15 works from that list." (R15)
"At the end of secondary school some titles were optional. If I remember well, once a month we could choose something we like to read." (R8)

Even though some schools offered a free choice of literature works, pupils could not just choose any literature work. They had to choose from the prescribed literature list which, in the end, does not offer a lot of choices. For example, exams and papers that pupils are taking in classes refers only to the works that are on the list.

Taking notes while reading is very important. It helps pupils to better understand complicated and extensive literature works and it also aids when it comes to remembering some details about characters, plot, etc. As it already stated, some of the literature works are very difficult to comprehend and it takes a lot of time for a pupil to understand a message that writer wanted to convey. More than a half of the respondents (N=12) stated that they did not take notes while reading prescribed literature works.

"I did not take notes while reading, because I do not think it makes any sense. Most often we discussed and interpreted what we read through conversation and debates in the class." (R11)

Rest of the respondents (N=8) took notes while reading because professors made it obligatory or they took notes because it was the easiest way to remember the details, even though it was not obligatory.

"We did not have to take notes while reading literary works, professor did not demand that, if I remember well. Sometimes I took notes on my own if book was complicated" (R20)

There is more than one way to discuss the literature works in the classroom. It is up to professor to decide in which way he/she will evaluate pupils' knowledge regarding some literature work. In most cases (N=14) respondents stated that they had oral examinations about read literature work. This way of evaluation motivated pupils to read required literature work and it also helps professors to estimate pupils' knowledge about literature work.

"We had oral exams, sometimes debates and it was interesting. In this way we were motivated to read prescribed book." (R17)

Only a couple of students stated that the only evaluation was done through written exams or a combination of written and oral examination. Above noted types of examinations sometimes enable pupils to find easier way to get passing grade. That way includes reading online summaries of literature works, reading manuals with short and simplified versions of literary texts etc. When asked whether or not respondents used some of these helping methods, more than half of them (N=11) answered positively. Some of them described that they used online summaries and reading manuals as a method of reminding themselves about some details before the exam.

"After I read the book, I used the internet to read summaries in order to remind myself and to understand what I have read." (R14)

Entire examination experience for most of respondents was undefined (N=11), but significant number of them (N=6) find that experience interesting and motivational. Only three respondents have negative experience when it comes to knowledge assessment regarding literature works.

While reading prescribed literature respondents faced several problems. Nearly all respondents (N=16) found the language as a main issue. Language difficulties lies in the way some literature works were written and translated, mostly works from Ancient Greece and Rome literature ("Antigones", "Illiad", "Methamorphoses" etc.).

"Language in books like "Antigones" and Iliad was too complex. I think that these books are too difficult and that they are not appropriate reading material in secondary school. It was hard for me to read that and I think it is a waste of time because I was not able to understand what was going on for the most time." (R15)

Literature works of Ancient Greece and Rome are prescribed for the first grade of secondary school and the respondents claimed that those works are inappropriate for pupils in that age.

"Literary works are absolutely inappropriate for first grade pupils. Those works contain a significant amount of philosophy. Even now when I read those books I find myself having trouble understanding them." (R16)
"The main problem was that most of the literature works are intended for a lot older readers than first grade pupils. It was plenty of unknown vocabulary and the content of the books which is hard to

comprehend at that age, which resulted in my re-reading of those books again in college in order to fully understand them." (R1)

Finally, the respondents were given a list of prescribed literature for the first grade of secondary school. They were asked to mark literature works they read and to cross out works they would cut out from the prescribed literature list. This quantitative method has pointed out, for example, that a novel "Goldsmiths gold" by Croatian author August Šenoa was read by all respondents (N=20). Second most often (N=18) read are "Tales from long ago" by Ivana Brlić-Mažuranić and "Antigones" by Sofocles. If we compare foreign literature and domestic literature and all of their titles from the prescribed literature list for the first grade of the secondary school, results show that respondents have read more foreign titles than domestic titles. Even though respondents have read foreign literature more than domestic, they had more issues with understanding foreign literature in comparison to domestic literature. To confirm their negative stance towards Ancient Greece and Roman literature works, most of the respondents selected "Methamorphoses" by Ovidious, "Illiad" by Homerus and "Eneida" by Vergilius as literature works they would cut out from the list of prescribed literature works.

Concluding discussion

The first grade pupils in secondary school often face various challenges regarding reading prescribed literature. Croatian prescribed literature list is structured chronologically, which means that pupils have to read older titles first, rather than modern titles, which are relatively more easier to understand because at least they use language which is more closer to the language used by students. As the results have shown, respondents stated that they had issues mostly with language. It is very hard for pupils to understand the context of literature work, especially older ones (Ancient Greece and Roman, but also domestic, Croatian literature). Due to complexity of prescribed literature list, many pupils are discouraged to read in first grade of secondary school, they read only because they have to, not because they want to. Furthermore, some of the problems are related to lack of interest for reading due to topics which fail to stimulate pupils interest for reading. Also, respondents which enjoyed reading stated that professor plays an important role in creating reading habits. In conclusion, the respondents in most cases do not agree with the list of prescribed literature. It should be more appropriate for ages of the pupils in order to increase their reading habits and stimulate their interest toward reading.

Limitations of the study are several. For example, in order to obtain a more generalizable results a wider study should be launched which would include a larger sample of students from other Croatia's universities. Also, some limitations inherent to the methodology used were noticed. Despite the fact that they were informed at the beginning of the interview that the study is anonymous, authors noticed that several students were very careful in stating their opinions and some tried to provide answers that they thought the authors expected or answers that would present them in better light (as if they felt that being a student of literature they should have read everything they were supposed to read in secondary school and that they should not say anything negative about the prescribed reading lists). On several occasions, when authors noticed this problem, they tried to create a more relaxed situation and chitchat pupils into a more informal state of mind. As a result, some of these respondents revealed a different and a more honest account of their experiences. It is believed that the fact that interviews took place at Faculty premises (a formal setting where respondents felt they were being examined) contributed to this. In the future studies it should be arranged that student interviews take place in a more informal, relaxing environment where pupils would not be under such a pressure.

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The Study of Infographics Readability/Usability Using Eyetracking Technology

The study of infographics readability and usability using eyetracking technology

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Abstract

The readability and reception rate of data play key roles in the process of proper transfer of information via the analytical dashboards. The visualization of information using the tools that report the synthesized information in a single window should attract the recipients attention to the data that are most critical for them; thus it should comply with the principle of "at the speed of thought". The popularization of dashboards results from the immediacy of communication which is mainly based on the raw numerical data presented in a graphic form.

The studies have been carried out on the pilot 10-person group of age: 25-35, with sex distinction, having own businesses in the office services and thus constantly using reporting and analytical tools. The prepared infographics and reports were presented to the subjects along with a survey that was designed to locate specific pieces of information using the eyetracking technology.

The analysis of the survey results indicates that the response rate of a recipient to the challenges they face accentuate the roles of information visualization, colour selection and sizes of the presented reports. The analytical tools, when properly optimized using new research methods may not only form a significant factor in the development of the cognitive process but also a support in terms of safety, optimizing the computing networks and other areas making use of large data sets.

Keywords: eyetracking, dashboards, readability, usability, background, experiment

Introduction

As a testing method, eyetracking has been known from the late 19th century. It has become one of the most important tools that helped to understand the process of reading and observing the reality by man. However, as in any field of science, the origins of recognition of the principles of action of one of the most important human senses were very much restricted, for they focused on the research tool rather than on the testing process itself. As describes Jerzy Grobelny (2010), initially, this research was based primarily on tracking the eyeball movement in the course of reading. The next step was to apply special surgically installed lenses. The contemporary definition of eyetracking emerged in 1958, along with the idea of the superimposition of the eyeball movements on the image of camera reflecting the eye-field of the subject. Only in subsequent years the researchers worked on improvement of the existing solutions and development of other technologies in the field of human vision activity (Szalach & Osinska, 2017).

Today we have technologies that give us – researchers – a number of tools enabling a thorough analysis of the cognitive process. This is also true for the areas such as cognitive sciences or information visualization which undoubtedly strongly emphasis the problem of the vision sense organ in the processes of cognition, science or understanding the reality. The above fact appears to be the key in the age of development of the digital content available in the network in which the audience decides which information they wish to observe, read or analyse.

Therefore, the role of the originator is to identify to the largest extent possible all the preferences of the potential recipients of their message – recognition of the qualities that the receiver notes first when faced to specific issues, and the stages of absorption of subsequent information. It is, or should be, primarily determined by the economic or ideological interest of the originator. This is also the reason why the collection of the largest possible amount of information on the audience plays a key role in the development of presentation of the digital content, and adjustment

and preparation of the latter to the expectations of the potential recipient. Also significant here is the fact of the growing e-commerce market share in the GDP of virtually any global economy, since it actually affects the look and feel of the internet services and provides funds for the development of hardware or innovation in consecutive media services or social networking sites. As Barbara Wasikowska suggests, this technique is particularly useful in studying the behaviour of online store customers (2014).

However, to speak about the development of the information communication, undeniably large amounts of data on the users are necessary for such a process. Not only the interests are vital here, or given site visits, the equipment used, screen resolution, browser and even the operating system, but also age, gender or even the social status of the user.

The tools that collect information on the users of websites are readily available and used by many services and businesses. However, not every one of them presents the collected data in a legible and reception-ready manner. As we know, the statistical data are also collected by the operators and server administrators, however very often they are highly limited and difficult to analyse.

It is also worth to note that the process of creating websites involves a number of people who are related only to the purely technical part of a portal, and not to the data analysis. If we have a small, non-commercial website, the statistical data do not play such an important role as in the case of large social services, thematic portals or discussion groups as suggest Peter Beare (2008). For the latter, appropriately collected and above all properly interpreted and used results of the statistical surveys carried out on specific users can contribute to increasing the attraction of service. And vice versa – any unskilled use of available data may lead to decay of interest in specific services, even because of their misalignment with the requirements or expectations of the potential recipients. ”Theoretical models of information seeking help explain how people find information by taking holistic look at the ways in which people hunt for information in their lives. Understanding them may not solve immediate web design problems, but an awareness of their basic principles can help you understanding broader navigations issues” (Kalbach, 2007; Hearst, 2009) Taking this extremely important fact into account, let us therefore consider how important is the issue of the analysis of statistical data of users of web pages and other information media in the age of today’s overwhelming digitisation.

Making connections between the synthetized statistical data originating from the dashboards together with the research carried out by eyetracking allows for more thorough recognition of the process of analysis of infographics, charts, statistics or for drawing attention to the improvable elements. As we can see, information collected with application of this method can genuinely contribute to improving the quality of reception of the read statistical data. With the simultaneous improvement of the dashboards’ usability, it may lead to an increased profitability of online services and the proper preparation of more attractive content for the potential recipient. “Why is this important? In displaying information, it is often useful to be able to show things “at a glance”. If you want people to be able to identify instantaneously some mark on a map as being of type A, it should be differentiated from all other marks in a preattentive way” (Ware, 2004,s.151)

The article presents pilot studies carried out using the Google Analytics tool to import statistical data from a proprietary website devoted to the automotive sector. This site is located at http://www.napedzani.pl and now has approximately 2 thousand of unique users.

Experiment’s description

The selected and presented infographics and charts were prepared and analysed using an eyetracker reading the pupil position using infrared diodes. The graphical analysis used a proprietary software that indicated positions of the vision focus using ASCII code, and drew fixation and saccades occurring in the process of the displayed graphics. The size of the circle on the graphic at the vision fixation point is dependent on the time expressed in milliseconds.

The pilot group was comprised of 11 subjects who had neither interrelations in terms of profession or hobby nor connections with the site and the statistical data they were presented. The age range of the subject group was from 21 to 34 years with the distinction of gender, education and occupation.

Below we describe the group as follows:
- 60% of the subjects had higher education degrees
- 70% of the group declared that in their education or occupation they used or formerly used statistical data and graphical report analysis with focus on data associated with spreadsheets
- only one of the subjects indicated occasional use of Google Analytics in past.

The respondents were given static images to observe displaying selected sections of the tested dashboard. The aim of this approach was primarily to focus the audience attention on a concrete job of searching for specific information and to quantitative and qualitative analysis of the statistical data covering the period of the last six months of this website operation. For each of the images, the pilot group was given from one to two questions on the image and was expected to answer within from 30 to 60 seconds. The duration was primarily dependent on the complexity of the graphical elements and the amounts of the presented data.

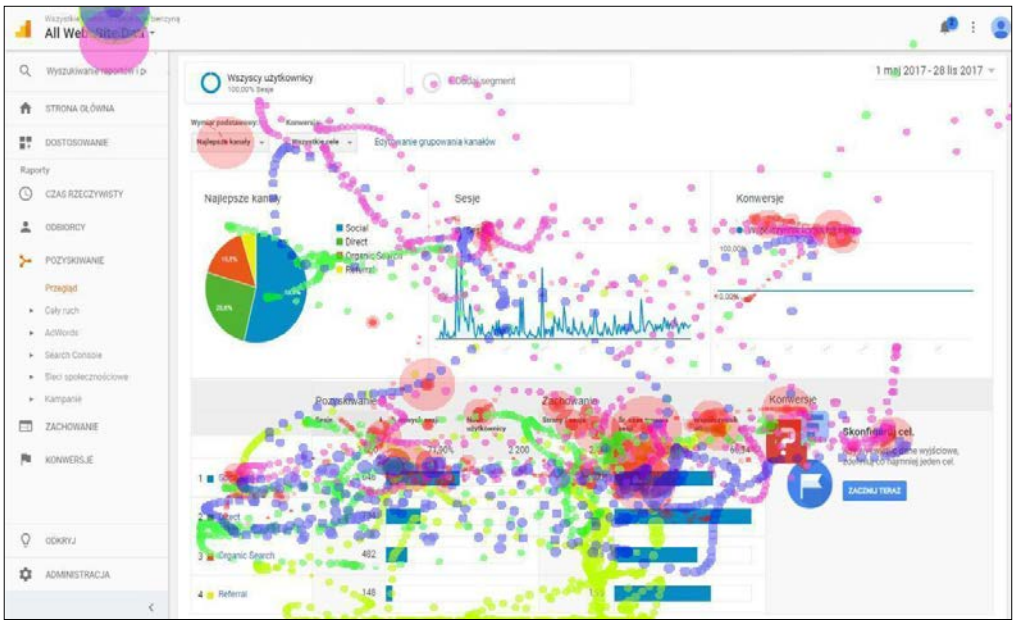

Figure 1. Results of the dashboards' legibility testing on the example of visits statistics

Results and discussion

The first infographic presented to the subjects concerned the sources of redirectors to the site in which social media played a key role. The analysis of the pie chart and basic statistical information posed no difficulties to any of the respondents (due to the explicit percentage illustration in the pie or bar charts in a horizontal orientation). The differentiation of the colour saturation along with the meaningful blue colour for the most popular social media (i.e. Facebook, Tweeter) allowed the subjects a 100% accuracy in identification of the correct sources of the most popular redirections to a site even before the expiry of the time indicated for response.

These data are important because the chart legend was given in a language the subjects did not speak, which could cause a problem with the correct reading of the information and the actual source.

Quite differently looks the problem of identification of a number of open subpages from given redirection source on the basis of the same graphics. Despite a clear explanation as to the substance of the information sought and the knowledge of a chart, only about 45% of the group were able to provide correct answers to each question. More than 55% of respondents wrongly associated the number of redirections from given source with the number of subpages displayed. As indicated Anscombe should be remembered that, graphs can have various purpose such as: help us perceive and appreciate some board features of data, to let us look behind those broad features and see what else is there (1973) This error may be indicative of a incomprehension of questions by the subjects, unfamiliarity with the technical concept of number of displayed subpages or illegible denotation of this statistic in a dashboard. The denotation used by Google Analytics "Page/sessions" does not necessarily indicate the legibility of the index of averaged number of subpages opened by a user during a session initiated from given redirection (*Find answers to your questions about Google Analytics*). It would be worth considering whether such titles of tables mean a simplification understandable to a recipient who is not a specialists in a given field. The problem with understanding of a particular issue in this case may also arise from the imprecise translation of the terms.

In accordance with the dashboard data, the largest number of the subpages opened during sessions originated from directly going to the site and not from linking in social media and other websites. Even though the respondents were rightly looking at the information table headers (Figure 1) the correctness of the answers given was not unambiguous.

Another graphic presented to the group required from the subjects a longer observation and identification of a hourly range when the top activity was noted from the users who went to www.napędzani.pl. The information displayed was limited to the recent 30 days with an averaged weekly trend. An increased user activity took place from the early afternoon (around 01:00 PM). As the fixations indicate, numerous of the respondents performed a comparative analysis of the legend colours against the colouration intensity in the table. Even though the subjects rightly adopted the principle of data recognition, due to the amount of data included in the presented image and colour saturation for a given time frame it led to a considerable fluctuation of results. Another, equally important aspect of the presented infographic is the fact that the hourly breakdown of the most frequent visits also indicates a dependency on the day of the week which impedes the assessment of the interrelations between the specific times of visits and the days of the week. The presented results of the vision

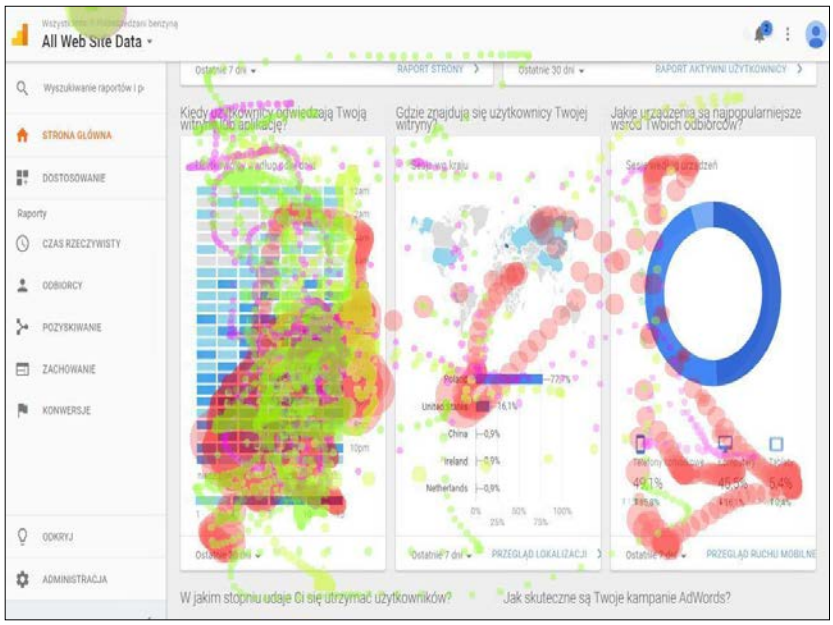

Figure 2. Examination of the hourly breakdown of the most frequent visits on the site.

fixation clearly prove that the information verification took the form of analysis, but the amount of data included in the infographic hampered an unambiguous identification of specific hours. As shown on Figure 3, a considerable number of subjects made note of the weekly breakdown, but the denseness and duration of the vision fixation within 30 seconds reveals the problem with specification of the expected result.

Question two, concerning the same graphic pertained to the devices used by the users to display the site. A large and legible chart provided with an infographic to define an approximate format of given device enabled fast (less than 30 seconds) and precise response. Only 18% of the group chose incorrect responses.

The third presented infographic was related to the geolocation issue. Based on the map of Poland broken down into voivodships, the subject was expected to indicate respectively: residents of which voivodships most often and least often visited the site.

Due to the hardware restrictions, the statistical table was located immediately by the map. However, the statistical table sorting followed the alphabetical, not the quantitative order. In order to facilitate the understanding process and due to possible issues related to confusion of the voivodship names, the administrative division was accordingly described in the subject native language.

In the course of the research process, the subjects were given two separate questions for this task. Having analysed the results, it turns out that the identification of the highest numbers posed no difficulty. The colour saturation and visibility of the three key voivodships (Masovian, Kuyavian-Pomeranian and Lower Silesian)

Figure 3. Location analysis of the site users

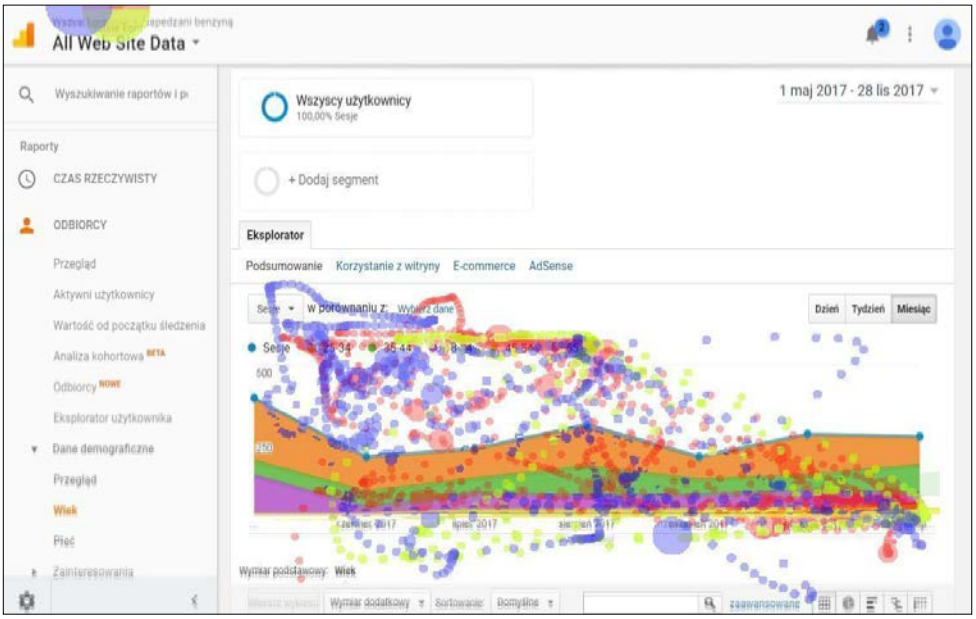

Figure 4. Analysis of the chart of area distribution of the user activity by age

were readily identifiable to the subjects. Consequently, the respondents only indicated four voivodeships featuring the highest activity, while one voivodeship was given in the answers only in the cases of two subjects. When analysing the results for this infographic, it is puzzling that many of the users totally disregarded the information table in favour of full focus on the colour saturation. Around 30% of users only included from 3 to 5 table data in the analyses, and then returned to the observation of the map. In this case, the comparative analysis process was skipped.

Completely different results were noted for the second part of the question that is the least share of voivodeships in the page views. As Figure 3 indicates, despite they knew the graphic, the respondents sought for a colour differentiation, alternately with searching for information in the table. However, due to the time restriction, they only did a superficial analysis of the presented table and when noted the alphabetical order instead of quantitative one, they would go back to the map. Also a different phenomenon was observed compared to the results of the previous question. The subjects, although they knew the graphic and were aware of the missing quantitative sorting in favour of qualitative one, intuitively directed their observation to the lower part of the table, while the lack of expected results made them more ten go back to the map analysis. The resultant analytical issue was reflected in the fact that the subjects indicated as many as 8 voivodeships with the smallest share of activity. A 100% conformity of the answers was only true for Lubusz Voivodeship which as per statistical data did not feature the smallest share in the site views and was the second least often visiting location.

The final presented graphic was to display the age distribution of the service users (Figure 4). In the course of the survey, 60% of respondents declared they had sporadically encountered statistics presentation on a area chart. During this infographic presentation, the subjects were inquired about the age group to least often visit the site. Even though the subjects indicated wrong answers 2 times in the total of 11 cases, the first given answer was the age range from 45 to 54 years, followed by a correction with the age range from 55 to 64 years. As the subjects later explained, their difficulties were related to the poor visibility of the last range. The eye movement flow in the event of graphic (Figure 4), presumably, enabled the users to familiarize themselves with the dashboard interface. Here, we see much more often process of the comparative analysis between the legend and the chart alone. The colours of the age distribution are more legible than in the case of the hourly or location breakdown, thus the pace of the information search is faster. The only problem pertained to even inappreciable share of the oldest age group in the site views which was accordingly noticeable from the chart alone.

Summary

The process of correct reading of the infographics or statistical charts largely depends on the many individual characteristics of a person facing the data. Also the professional experience and education play vital roles here, as well as the social status of a subject. Nevertheless, despite these characteristics or skills, the correct comprehension of statistical data, not only those related to the Internet services, is closely related to the usability of a tool we use. The legibility of graphics and charts tends to be crucial in a decision making process or in a diagnosis of a problem or issue. The correct analysis of charts, assuming an optimum setup of a statistical tool, provides a variety of development and optimization opportunities, at the same time decreasing the misinterpretation risk.

Summarizing our studies, we can make following observations.

1. Google Analytics is a toll that enables an easy use of information contained. The years of experience related to the key role Google has played in the Internet market, and knowledge of the aspects necessary to manage the web services have lead to profiling the dashboards toward the effective segregation of numerous data that are important for the administration and edition of those services. Accordingly, the website developers have an ongoing and permanent access to statistics.
2. Another fact worth considering is enabling the users to affect the visual aspects of selected functionalities in order to facilitate the assimilation of the interesting data. The presented research method, despite a pilot survey only, revealed some shortcomings as to the message legibility via the Google Analytics dashboard. A rapid, short-time interaction with such designed dashboard, even if the subjects have professional experience in analyses and statistics, turns out to be a relatively challenging task. In turn, the research method alone for the statistical data using a device such as the eyetracker, has proven to provide even broader perspective for optimisation of the analytical tools from the level of Internet services.

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Web-Archiving: Responsibility of Public Collections in the Preservation of the Digital Culture

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Abstract

This paper introduces the international context of web archiving in general. It offers a short summary about the relevance of web archiving to libraries, archives and museums. It also provides a brief overview about the web archiving pilot project in the Hungarian National Széchényi Library. Basic conception and goals are being described in this context.

Keywords: World Wide Web; Web-Archiving; international web-archiving efforts; long-term digital preservation; web archiving pilot project; National Széchényi Library

Introduction

In Hungary, the acquisition of born-digital books started in 1994 and an e-journal collection established in 2003. However, web sites and web materials have not been the integral part of the national library's digital collection. Only some institutional tests were established in this field (Kampis & Gulyás, 2013). In May 2017 by the framework of the National Library System Development Programme a web archiving pilot project (National Széchényi Library, 2017) has started at the National Széchényi Library (NSZL). On this paper, we would like to offer an introduction into the field of web-archiving with its international context and describe briefly the Hungarian pilot project.

Why Web Archiving? Current challenges, efforts, international context

Archiving the world-wide web is essential to preserve the status of the online world for future generations. Without internet archiving it will not be possible to research the history of the virtual world, and the online appearance of real world events. Analysing and describing large digital datasets harvested from the web have become a major research field. Web archiving is also needed to reference virtual resources permanently in scientific publications and in education materials. Web archiving efforts covers the whole public collection sphere including libraries, archives, museums with different kind of specific tasks. Not just the archiving of digital objects is essential but we have to preserve the software and hardware architectures in order to emulate them perhaps hundred centuries later on virtual machines. UNESCO Charta about the digital cultural heritage states that "The digital heritage consists of unique resources of human knowledge and expression. It embraces cultural, educational, scientific and administrative resources, as well as technical, legal, medical and other kinds of information created digitally, or converted into digital form from existing analogue resources. Where resources are 'born digital', there is no other format but the digital object. Many of these resources have lasting value and significance, and therefore constitute a heritage that should be protected and preserved for current and future

generations. This ever-growing heritage may exist in any language, in any part of the world, and in any area of human knowledge or expression. The world's digital heritage is at risk of being lost to posterity. Contributing factors include the rapid obsolescence of the hardware and software which brings it to life, uncertainties about resources, responsibility and methods for maintenance and preservation, and the lack of supportive legislation. Attitudinal change has fallen behind technological change. Digital evolution has been too rapid and costly for governments and institutions to develop timely and informed preservation strategies. The threat to the economic, social, intellectual and cultural potential of the heritage – the building blocks of the future – has not been fully grasped." (UNESCO 2003). UNESCO advices to establish strategies, policy guidelines, training programmes in order to reach our goal.

The current situation is not really ideal. David Rosenthal has just written an article about the status of the current web archiving efforts. He is quite afraid that we can lose this battle. He points out that granting the necessary recourses is mainly an economic challenge. "With an unlimited budget collection and preservation isn't a problem. The reason we're collecting and preserving less than half the classic Web of quasi-static linked documents is that no-one has the money to do much better. The other half is more difficult and thus more expensive. Collecting and preserving the whole of the classic Web would need the current global Web archiving budget to be roughly tripled, perhaps an additional $50M/yr. Then there are the much higher costs involved in preserving the much more than half of the dynamic 'Web 2.0' we currently miss." (Rosenthal, 2017).

Nowadays the International Internet Preservation Consortium (IIPC) is the organisation that offers a solid international framework for most of the stakeholders that are active in web archiving fields in order to make joint efforts to better policies, guidelines, training programmes in this field. (IIPC, 2017). The other main international actor in this field is the Internet Archive ("Internet Archive," 2017.) It is a private non-profit company that has already harvested Hungarian content of the world wide web. They are searching for collaborative partners, like national libraries to run the complex tasks of web archiving in a shared platform. Internet Archive is taking snapshots from the selected webpages. The problem is that these snapshots cannot be display individually by their Wayback Machine software, but a comprehensive overview is being offered based on different snapshots made in different periods. The question of authenticity is a central issue in this context. The libraries can pay more attention to this aspect of web archiving than a private company does. Currently around 40 national web archives exist in more than 30 countries. In some cases, the National Library is responsible for these tasks (for example in Austria, Czech Republic, Denmark, Sweden). In other countries a national consortium is responsible for web archiving efforts (Australia, United Kingdom). In some other cases a loose coordination exists among different cultural institutions that are active in this field including the National Library and the National Archive (for example in the Netherlands).

Web Archiving activities in the context of cultural heritage collections

As we briefly mentioned above web archiving activities can effectively fits to the portfolio of libraries, archives and museums in different ways.

The web archiving projects in libraries ideally set by the legal deposit law. The collection guidelines are focusing on the public content of the web as a kind of publication resource. Materials must be selected and enriched with metadata. The public access of these selected materials depends on the actual legal environment. Selection can be topic-based or event-based. In almost all countries with legal deposit law libraries can select web documents without restrictions however the permission of the content-owner needed to offer them in a public service environment. Without permission these materials can be accessed through the library intranet on dedicated terminals only for archivists and researchers. The selectively harvested materials can be an integral part of the national bibliography and the library catalogue. Offering permanent linking to various resources is also an essential goal. Some general harvest as a snapshot of the current status of a national segment of the web can also be done, however this collection cannot be used publicly due to the copyright law, it is mainly a preservation task to the future.

The web archive of the archives mainly consists non-public, unpublished materials (e-documentations of companies, institutions, intranet, non-public groups and websites on the internet). The other main resources are the publicly available personal materials (forums, personal blog, photos, videos, social network pages and channels etc.). These web materials can be managed to a set of digital fond perhaps together with offline digital materials. A special archive task is the collection and preservations of government and public administration based digital materials, websites and other online materials.

A web archive of a museum is the main repository of the web objects related to fine arts and industrial arts. The web presence of artists also can be archived. Museums can be builds up selectively harvested web collections that fit to the institutional profile (for example local history web collection local events broadcasted online, photo collection, museum of sports, e-commerce based materials, web documents related to different kind of technologies and tools etc.). Museums can be primary places to historical research based on web archive materials. The first examples through cases studies of concrete projects of these

kind of research activities can be found (Brüger et al. 2017). This book offers a good introductory overview about web archiving and the case studies offers a really good insight of various collaboration forms with linked data research field and various disciplines in arts and humanities.

Internet Archiving Pilot project in the National Széchényi Library

Based on the international experiences our main aim is to build-up a workflow, that can function permanently from 2019 to archive the Hungarian segment of the web. The main aim of the pilot project is to test the available software tools, administration software products and available hardware. Software tools are all open source products. The main challenge is that only a limited number of people are developing open source software in this field with restricted capabilities. To build up our own portfolio a high level of customization of different software products is highly needed.

We do not want to collect audio-visual materials as it is out of scope of the library collection portfolio. Hopefully the Hungarian Audiovisual Archive will be active in this field.

A main issue by the establishment of a web archiving workflow is the setup of the harvesting policy. We would like to focus on three types of harvesting. General harvesting is offering a snapshot twice a year from the Hungarian segment of the web. It includes a representation of the content under the .hu domain and a set of websites in foreign servers related to Hungary and to the Hungarian culture. Event-based harvesting is focusing the online appearance of special events through selected websites (for example parliamentary elections). By selective harvesting a curated set of websites are being harvested regularly that contains cultural, educational, scientific, social and political topics. Building partnerships with several online content providers and memory institutions is essential to select and curate the born-digital resources.

As the first phase of the pilot project, we are currently testing the capabilities of the Heritrix 3.3 and the Wayback-Machine software to harvest and display a small segment of Hungarian library homepages or other cultural websites and electronic journals. The pilot of general harvesting of the .hu domain is being planned from the end of 2017 till the spring of 2018.

We are planning to implement the Memento protocol to offer our harvested content for joint search and retrieval services to establish fruitful collaboration with foreign web archives.

We have established a temporary pilot project homepage with a wiki of the important factual data in web archiving field (National Széchényi Library, 2017). We are offering a large selection of international articles in a bibliography. The members of the pilot project groups are taking presentations, writing articles to professional journals, organized a workshop to focus on the broader context of web archiving and introduce the project to broader audience. Another main future task is to provide educational materials and organize trainings in web archiving field. a course has planned in cooperation with the Hungarian Library institute for cultural heritage professionals and hopefully will be introduced in 2018. Furthermore, we are a member of the training group of the IIPC that coordinates the international efforts in web archiving education field.

Followed by the pilot period similarly to most of the national library practices we hope that a model for permanent web harvesting can be implemented from 2019.

Epilogue

The rapidly developing domain of web archiving makes a central importance in order to preserve our digital cultural heritage. We have already lost a significant part of our web heritage and it is our common responsibility to set the necessary conditions of long-term web preservation to prevent the emergence of a digital dark age from a future perspective.

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POSTERS

Book Selection for Reading Promotion Program "Children, Youngsters and Parents Jury" 2012–2016

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Abstract

Studying materials for "Children, youngsters and parents jury" authors found that there are 10 criteria which includes best original literature and successful translations. Poster authors chose to compare the difference between the both. After gathering and analyzing data for language and author nationality there is a problem for aggregating data - the difference between the language and nationality. For example, Latvian author writing in English or Belgian author writing in French.

Each year from 2012 to 2016 except year 2015 compiled more translated literature than original literature. For example, In 2012 there were 9 original literature books and 15 translated literature. In 2014 the difference between original and translated literature were small – 11 Latvian and 13 foreign author books. 2015 was the only year when the original literature was included more than translated, with 17 Latvian and 11 foreign author books Most of the books were translated from English, which compiles 28 books.

The results shows that it is not only important to popularise Latvian authors between the children in Latvia, but also introduce them with literature and culture from abroad.

The extended results of language and author nationality difference in each year are compiled in the form of charts and diagrams.

Information about all books in the project from 2012–2016 authors took from the posters of the "Children, youngsters and parents jury" published each year.

To clarify the nationalities of authors and from which language books are translated, authors used data from union library catalogue of Latvian libraries.

Keywords: reading promotion, reading motivation, book selection, Latvia, children

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Lasi un vērtē! : lasīšanas veicināšanas programmas "Bērnu un jauniešu žūrija" 15 gadu pieredze / [sastādītāja Māra Cielēna; dizains: Rauls Liepiņš]. Rīga : Latvijas Nacionālā bibliotēka, ©2015. 40 lpp. : il. ; 25 cm. ISBN 9789984869711.

BOOK SELECTION FOR READING PROMOTION PROGRAM "CHILDREN, YOUNGSTERS AND PARENTS JURY" 2012 – 2016.

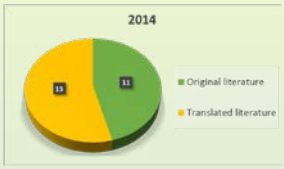
VECĀKU ŽŪRIJA

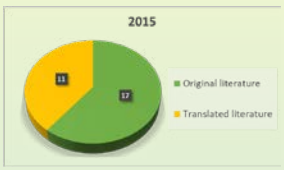
THE PROJECT INTENDED AS A READING PROMOTION FOR CHILDREN, YOUNGSTERS AND PARENTS. BOOKS ARE SELECTED FOR EVALUATION TO FIVE DIFFERENT AGE GROUPS: 5+, 9+, 11+, 15+ AND PARENTS. FOR THE READING PERIOD, THERE ARE 6 BOOKS IN EACH GROUP. THE PROFESSIONAL JURY SELECTS INTERESTING LITERATURE FOR CHILDREN AND YOUNG ADULT JURY COLLECTION. THE MOST IMPORTANT THING FOR THE EXPERT COMMISSION IS TO KNOW THE CHILDREN'S LITERATURE AND TO MANAGE READING SOCIOLOGY ISSUES.

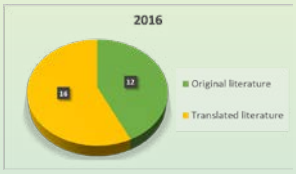
10 criteria for choosing books:

1. *Best works of the original literature issued during the last year;*
2. *Most successful translations representing the literature from different countries;*
3. *Picture books for the smallest ones;*
4. *Comics or publications in interesting shapes;*
5. *Works of the fantasy literature;*
6. *Literature for boys;*
7. *Literature for girls;*
8. *Poetry (suggested in each age group);*
9. *Classic literature or literature, which has been most favorite reading for the parents or grandparents generation);*
10. *Realistic literature for the youth problems.*

Comparison between the original and translated literature







The results shows that it is not only important to popularise Latvian authors between the children in Latvia, but also introduce them with literature and culture from other countries.

Information about all books in the project from 2012-2016 authors took from the posters of the "Children, youngsters and parents jury" published each year. To determine the nationalities of authors and from which language books are translated, authors used data from union library catalogue of Latvian libraries.

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Developing the LIS Curriculum in TUAS

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Abstract

The changes in practices of communication and knowledge-production brought about by digitalization has challenged libraries as spaces and as a profession. The changing role of librarians in Finland can be seen in the 2017 New Library Act. The Act lessened proficiency requirements for the field and promoted libraries as open event venues engaging citizens with different backgrounds in societal dialogue. This begs the question, what is the future of library education and the image of memory institutions?

LIS teaching organizations need an understanding of the competencies demanded in libraries now and in the future. How are these competencies being taught? What kind of pieces do we need for the puzzle that is library education?

The Turku University of Applied Sciences (TUAS) set up a Working group in 2017 consisting of both faculty members and students to revise the curriculum for LIS study programme. The Working group arranged a workshop, themed ”library know-hows”, for library professionals in the spring of 2017. The conversations were documented, round-up and analysed. From the analysis emerged core substance competencies, meta-skills and specializations skills, which were turned into know-how profiles.

The core substance competencies discovered were assemblage work and information retrieval, pedagogical, juridical and societal know-hows. Meta-skills gathered from the discussions were people and team skills, tolerance for instability, self-management and problem-solving skills. Five know-how profiles, Developer, Social Education, Marketing, ICT, Leadership and Financial Administration, were created to serve both students and faculty in their effort to aim their work to contemporary directions.

Keywords: librarian competencies, changing librarianship, core skills, specialization skills, meta-skills

Developing the LIS Curriculum in TUAS

Workshops and Service Design Methods

#Excellence In Action

Introduction

The changes in practices of communication and knowledge-production brought about by digitalization has challenged libraries as spaces and as a profession.
In Finland the New Library Act (passage 1.1.2017) also weighs in on questions about the future and image of memory insitutions.

The Act, emphasizing public libraries as open event venues engaging citizens with different backrounds in societal dialogue, consolidated an on-going trend, where culture and event planning skills, youth and social pedagogy and ict-skills are valued skills in library personnel.

In this situation the LIS teaching organizations need a clearer understanding of the skills needs in the field. What are the skills and competencies demanded in libraries now and in the future?

Methodology

1. A working group utilized **service desing process and methods** to acquire data and understanding of the skills needs in the field.
2. A **workshop for LIS studyprogramme stakeholders** was organized. Participants discussed the topic in groups and documented their disussions.
3. The materials each group produced were saved and **analyzed using an affinity diagram and formulated into service design personas.**

Results

The data from the workshop was dissected into categories: **core substance competencies, meta-skills** and **specializations skills**, and these were all then **combined to know-how profiles** (service design personas).

The know-how profiles were **used as frames of reference in the drafting of the curriculum**, which has been sent back to workshop participants for a round of comments.

The curriculum is **built around skills and competencies**, and takes advantage of innovation pedagogy.

Core skills

- Collection Work
- Information Retrieval
- Pedagogy
- Juridical Skills
- Societal Skills

Metaskills

- People and Team Skills
- Tolerance for Instability
- Self-Management
- Problem-Solving Skills

Innovation Pedagogy

Innovation ⟹ the principle of continuous improvement.

Innovation competencies ⟹ individual, interpersonal and networking.

Pedagogy ⟹ Working-life orientation, activating learning methods, integration between studies and RDI activities and multidisciplinarity.

Specialization skills

Social education | Leadership and Financial Administration | Marketing | Developing | ICT

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Grave Witnesses: The Circulation and Manuscript Forms of Richard Rolle's Lessons of the Dead

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Abstract

Although medieval texts are typically preserved today in bulky manuscripts bound between two hard covers, throughout the Middle Ages they circulated in a greater diversity of material forms. Large volumes were certainly produced, but medieval readers more frequently encountered texts in softbound booklets or even smaller parchment pieces. Though these alternative codicological forms rarely survive today as discrete units, evidence for their existence, and for the important role they played in the dissemination of specific texts, can nevertheless be identified in other, bigger manuscripts. One such text is the English mystic Richard Rolle's commentary on the Lessons of the Dead. Written in the fourteenth century, this text presents Rolle's analysis of nine readings from the book of Job which featured prominently in the Church's liturgical commemoration of the faithful departed. Rolle's text is preserved in over fifty manuscripts, sometimes as a stand-alone text, sometimes as part of a larger anthology as a previously discrete booklet that is now bound with other materials, or in a collection of Rolle's writings. Widely copied but rarely studied, Rolle's commentary has the potential to tell us more about both the devotional reading practices of the late-medieval English clergy and the now less readily accessible material forms in which such devotional texts were read. Having surveyed the contents and formal details of all of the surviving manuscripts, my poster will focus the Bodleian manuscripts 52 and 315, and will seek to define more specifically the wide range of contexts in which his work was read.

Keywords: manuscript studies, history of the book, medieval text dissemination

Grave Witnesses: The Circulation and Manuscript Forms of Richard Rolle's Lessons of the Dead

Kathryn Funderburg
University of Illinois at Urbana-Champaign, United States

ABSTRACT

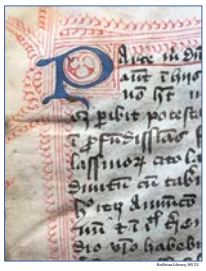
Throughout the Middle Ages manuscripts circulated in a greater diversity of material forms. Large volumes were certainly produced, but medieval readers more frequently encountered texts in softbound booklets or even smaller parchment pieces. One such text is the English mystic Richard Rolle's commentary on the Lessons of the Dead. Preserved in over fifty manuscripts, the text has the potential to tell us more about both the devotional reading practices of the late-medieval English clergy and the now less readily accessible material forms in which such devotional texts were read.

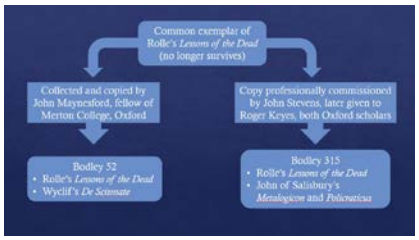
WHO WAS RICHARD ROLLE?

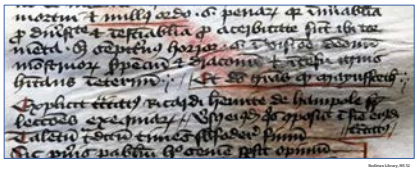
Little is known about Rolle's early life or education, but it appears that he was born into a rural family in or near the village of Thornton Dale, Yorkshire. Under the patronage of Thomas de Neville, Rolle was able to study at the University of Oxford, however he left before he earned his degree in order to become a hermit. Although he ended his life at a Cistercian nunnery in Hampole, Yorkshire—and was even a candidate for sanctification—Rolle spent most of his life searching for spiritual enlightenment in solitude.

MANUSCRIPT CONSTRUCTION: BODLEY 52

Bodley 52 contains twenty individual texts produced in five booklets, What were once five distinct, separate informational entities were consolidated into a single volume, altering the experience of the medieval reader as well as our own perception of the book's history in the process. In Bodley 52, the Lessons on the Dead is followed by a brief excerpt from a contemporary preacher's manual, a bit of filler added to complete what was once a discrete booklet. The other booklets of Bodley reveal similar interests, pointing to the priestly concerns of the manuscript's scribe and first owner, John Maynesford, who identifies himself at the end of Rolle's text (pictured lower center).

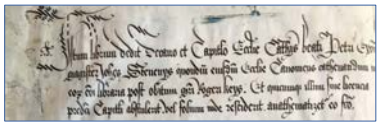






SCRIBAL INTENTION: BODLEY 315

Carefully copied on higher quality parchment in a single hand and with considerably larger pages, it is clear that from its conception Bodley 315 was intended to become a part of an institutional collection, a kind of medieval reference library. The inscription (pictured below) suggests that John Stevens (d. 1459), a master at the university, professionally commissioned the manuscript, which was later given to Roger Keys (d. 1477), a fellow and warden of All Souls College, Oxford. Based on the request in Stevens' will that Bodley 315 be given to Exeter Cathedral upon the death of Keyes, it seems as though the manuscript was purposefully created to be of personal use as well as use to the cathedral cannons.



ACADEMIC INFLUENCE: OXFORD UNIVERSITY

Detailed comparison Bodley 52 and 315 suggests that the scribes responsible for these two manuscripts copied Rolle's work from the same exemplar, meaning that both of the manuscripts were copied not only at roughly the same time, but also in the same place. Ultimately, the underlying thread that joins these different books is as simple as recognizing where they were likely created and certainly now reside: the University of Oxford. Although drastically different in size, style, and content, both Bodley 52 and 315 reflect the spiritual and intellectual interests of early fifteenth-century Oxford scholars.

CONCLUSION

Although they are only two of the many manuscripts that contain Rolle's commentary on the Lessons of the Dead, Bodley 52 and 315 demonstrate the individuality of medieval books and provide insight into the interests of the people who made them. The manuscripts also illustrate the flexibility with which Rolle's work was incorporated into diverse collections with different purposes and contents, even when produced from the same copy. As part of a manuscript that functioned as a personal text, as well as one whose function shifted from the individual to the institutional, the Lessons of the Dead demonstrate the power of the reader in determining the context in which the text was understood and preserved.

ILLINOIS
School of Information Sciences

Harry Potter and the Literary Child: How the Boy Who Lived Can Augment Library Programming

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Abstract

The expansive world of Harry Potter allows libraries to draw on a multitude of connections in order to fit their programming goals. This poster examines the incredible variety of Potter-related programming in academic, public, and school libraries. Academic libraries supplement educational exhibits by tying in Harry Potter. Public libraries draw crowds through Potter reading programs, parties, and large-scale events. School libraries use Harry Potter as an appealing tool for teaching literacy skills. Harry Potter-related programming provides an opportunity for all libraries to increase their patronage and build connections throughout their communities, forming partnerships that carry forward to future library programs.

Keywords: Happy Potter, libraries, programming

Harry Potter and the Literary Child

How the boy who lived can augment library programming

Rachel E.M. Bellavia and Rachel G. McGuire

ILLINOIS
School of Information Sciences

Introduction

Creating engaging and exciting programming is a challenge for any library. We wanted to consider how Harry Potter—one of the most popular franchises on earth—can be used in a variety of library programs pertaining to many different interests. We also wanted to examine the possible outcomes of putting on a Harry Potter-related program.

Three primary library settings:

* Academic Libraries
* Public Libraries
* School Libraries

Photo by Whitney Rupp
The Woodstock Independent

"The tale of one young wizard and his school days has inspired young readers, reconnected adults to books, and created new library users. That's the magic of Harry Potter!"

[Elliott]

Program Types

Harry Potter's World: Renaissance Science, Magic and Medicine

* Touring exhibition and lecture series created by the University of Toledo National Library of Medicine to engage learners in the study of medicine. (Faricy-Beredo)
* Alfred University partnered with student groups to market and host events, including a "Care of Magical Creatures" talk with the Pre-Vet Club. The local Farmer's Market also hosted a Hogsmeade Market. (Sclippa)

Potter Parties Galore

* Book release party paired with 25 local businesses, each of which took on a theme from the book and provided their own activities. Businesses stayed open until midnight, and the library served as Hogwarts. (Hall)
* Six-day long Harry Potter Holiday Club for kids featured do-it-yourself crafts, guest entertainers, and quidditch. Lots of fun on a little budget! (Greene)
* *Programming Librarian*, an ALA website, features library programs organized by budget, including a Yule Ball and Triwizard Tournament maze.

Learning with Harry

* Harry Potter worksheet to teach primary and secondary sources. (Stover)
* Potter's popularity lends itself to many applications by librarians looking to help students advance their literacy skills, including multiliteracies (books, films, video games, and more). (Driscoll)

Results

Strong Community Relations

* Partnering with local community businesses and organizations for a successful event makes them excited to partner with you on future projects - even ones not related to Harry Potter. (Hall)
* Due to the broad appeal of Harry Potter, libraries can make unlikely partnerships that connect with a new part of the community. (Sclippa)
* Local newspapers and media will often give free and positive coverage.

Event attendance

* University of Toledo's "Harry Potter's World" was their best attended exhibition ever. Close to 500 students entered their promotional contest, over 250 attendees at the exhibition. (Faricy-Beredo)
* Park Ridge Public Library estimated 4,000 people attended their community-wide release party. (Hall)
* Harry Potter Holiday Club had 75 sign-ups per day of the six-day event. Total attendance was 508 children. (Greene)
* Yule Ball in Salt Lake City County Library had 1,500 teens attend. (*Programming Librarian*)

Education

* Potter party in the Library Media Center was a fun way to promote library use. "The day's fun and excitement was a small, but significant, step along the road to becoming lifelong readers." (Smith)
* High attendance and broad social media reach introduced the Scholes Library's resources to new people. (Sclippa)

Conclusions

Harry Potter programs are successful at a wide variety of libraries. Academic libraries can supplement educational exhibits and reach a wider audience by tying in Harry Potter. Public libraries can bring in families and adults alike through Harry Potter reading programs, parties, and large-scale events. Even school libraries can use Harry Potter as an appealing tool for teaching literacy. Partnering with other organizations and community groups can ensure a more successful event and build relationships that will carry forward to future library programs.

While it is clear that Harry Potter events make for successful programming, more quantifiable analysis must be done to learn the long-term effect on library use and program attendance. It is as yet unknown whether bringing in large crowds for one such event will ultimately improve the library in the future.

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ILLINOIS

Librarians Around the World

Elina Sniedze
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Abstract

"Librarians Around the World" is an online project where participants from 19 countries has written an article about their study and work experience, about the library system, associations in their country or some interesting projects that they have had, even about problems they are facing (no funding for library, expensive studies, struggle to find work, etc.)! The articles will be published as an e-book in English (LBB JSS, 2017).

The poster will show the similarities and differences between the participating countries, also it will point out the biggest issues in the library and information science field.

The aim of project is to promote librarian profession and to create an e-book about librarians, library systems and education in different countries to enlighten students and librarians about libraries around the World as well as to inform high school students about librarian profession, to tell government about our problems, to make the world see that there are lots of awesome librarians out there. To show that we read (but not only!), do researches, attend conferences, create awesome projects, also that we have parties and that sometimes one librarian must be as an orchestra – to manage and do everything – create events, catalogue books, buy new books, research, design, sing, dance, act, etc.
Let's show the world that there are libraries and we need them!

Keywords: librarians, world, librarianship, work issues, library and information science

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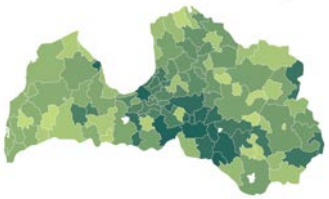
LIBRARIANS AROUND THE WORLD

"Librarians Around the World" is an online project where 34 participants from 19 countries have written an article about their study and work experience, about the library system, association in their country or some interesting projects that they have, even about problems that they have (no funding for library, expensive studies, struggle to find work, etc.)! The manager of this project is Elina Sniedze. The articles are being edited by Sheryl Anspaug and will be published as an e-book in English and Latvian.

34 AUTHOURS FROM 19 COUNTRIES

LATVIA



- 1673 libraries
- 3760 librarians
- 1.96 million inhabitants
- 6 different library associations
- 899,909 registered users
- 20.0 million physical loans per year
- 2 bibliobusses
- all libraries has free wifi

"I learned the power of stories – to create connections and see the world in different perspectives, to imagine, create, share new and fresh ideas, and to make the world a better place one chapter at a time."
Darrel Manuel O. Marco, Phillippines

As per one of Ranganathan's laws of library science, "Save the time of the reader", a lot need to be done in Tanzania so as to equip necessary technologies that can support timely service delivery to users with remote access as well.
Joseph Andrew Mhando, Tanzania

Since I am working in one small public library and I was trying to demonstrate it is not an obstacle to have successful career even at international level.
Daniela Skokovic, Serbia

The aim of project is to promote librarian profession and to create an e-book about librarians, library system and education in different countries to educate students and librarians about libraries around the World. To tell high school students about librarian profession, to tell government about our problems, to make the world see that there are lots of awesome librarians out there. To show that we read (but not only!), do researches, attend conferences, create awesome projects, also that we have parties and that sometimes one librarian has to be as an orchestra – to manage and do everything – create events, catalogue books, buy new books, research, design, sing, dance, act, etc.

Let's show the world that there are libraries and we need them!

The book editing is in progress. Please follow the project updates and get a free copy of an e-book here

© Elina Sniedze; New professional Section of the Latvian Librarian Association, 2018

www.lbbjss.wordpress.com www.bibliotekari.lv

More Than a Memory: The University Library in Reviving a Revolution

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Abstract

To commemorate the Russian Revolution's 100th anniversary, the University Library at the University of Illinois at Urbana-Champaign curated an exhibit with a plethora of archival materials, including newspapers, memoirs, and official narratives. One specific banner displayed historic English language newspapers from around the world in an effort to showcase how the world perceived this revolution. In an era with limited means of communication, historic newspapers offer a fascinating insight to the people and events of a particular time. Libraries serve as memory institutions not only by possessing physical and digital artifacts, but by providing access to these rich resources. In doing so, libraries naturally enhance reading skills and technological competency, as well as foster dialogue, as seen with this particular library exhibit on our campus.

Keywords: memory institutions, reading skills, communication, technological solutions reading habits

MORE THAN A MEMORY:
THE UNIVERSITY LIBRARY IN REVIVING A REVOLUTION

Libraries are not passive

Reinvent history *Inspire inquiry*

Provide relevant insight

PROJECT

Commemorate 100th Anniversary of Russian Revolution - Campus-Wide, Year Long Series of Events

- Fosters Campus-Wide Collaboration
- Encourages Scholarship
- Popularizes and Publicizes Information

Role of Library

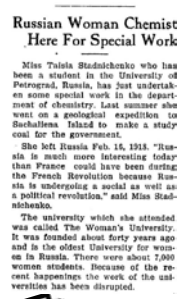
- Curate visual exhibit featuring books, memoirs, images, newspapers, artifacts from collection

ALL UNIVERSITIES IN RUSSIA CLOSED FOR YEAR

[By Associated Press]

PETROGRAD, Sept. 22.—All universities have been closed for one year, commencing today.

Russian Socialism Is Described By Student



Russian Woman Chemist Here For Special Work

Miss Talsia Stadnichenko who has been a student in the University of Petrograd, Russia, has just undertaken some special work in the department of chemistry. Last summer she went on a geological expedition to Sachallena Island to make a study coal for the government.

She left Russia Feb. 15, 1913. "Russia is much more interesting today than France could have been during the French Revolution because Russia is undergoing a social as well as a political revolution," said Miss Stadnichenko.

The university which she attended was called The Woman's University. It was founded about forty years ago and is the oldest University for women in Russia. There were about 7,000 women students. Because of the recent happenings the work of the universities has been disrupted.

DR. LITMAN UPHOLDS RUSSIAN SITUATION

Large Audience Hears Interesting Facts About Russian People In L. A. & S. Assembly.

THOUGHTS ON SOCIALISM.

The Need for Exactitude.

THE BETRAYAL OF RUSSIA.

ISLAM AND BOLSHEVISM.

Failures of Communism.

WHAT BOLSHEVISM MEANS

A Diplomatist's Warning.

THE TRUE RUSSIA.

PROCESS

Tools:

-Historic Newspaper Databases
-Microfilm & Reader

Procedure:

-Local Newspapers–> International Newspapers
-Key Events & Dates
-Select pieces that would appeal to audience
-Contact Archives
-Design banner
-Coordinate social media
-Install exhibit

POINTS

Historic:

-Information is a tool
-Politics: Proliferation of information –> information overload –> misinformation
-Colonial Encounters

Libraries:

-Collect, preserve, provide access to invaluable materials
-Utilize digital tools
-Collaboration of expertise
-Spur scholarship and dialogue
-Promote the power of reading

Libraries are REVOLUTIONARY

Placemaking in Prison Libraries

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Abstract

This poster investigates the link between prison social architectures, placemaking, and their effects on the relationships between incarcerated persons and administration. We draw from existing research in art and design, specifically the idea that "place is more about the people who inhabit it and the activities they engage in than the space itself" (University of Chicago Place Lab) to develop new strategies that prison librarians can use in their daily work. We also incorporate techniques that other institutions have used to create engaging spaces that encourage learning and intellectual freedom through rehabilitation-based, technology-oriented, and traditional library educational services. While prison librarians are creating a space for rehabilitation and education, we must also consider safety on both an ethical and practical level. The space needs to comply with safety standards, present no additional challenges for prison administration, and be administered in a way that is not dehumanizing to incarcerated persons. In addition to guidelines for creating a physical library space, we also discuss how library spaces are prioritized depending on the type of facility, and how a dedicated library space impacts inmates' mental, physical, and spiritual well-being. Instead of a focus on power, control and authority, prison libraries should be a place to affirm their personhood in an increasingly dehumanizing environment. When librarians and administrators work as a unit, the prison library can become a space that advances incarcerated persons' human and First Amendment rights.

Keywords: prison librarianship, placemaking, social architecture, intellectual freedom

PlaceMaking in Prison Libraries

Siobhan McKissic and Delaney Bullinger
School of Information Sciences, University of Illinois at Urbana-Champaign

ILLINOIS
School of Information Sciences

Introduction

This poster investigates the link between prison social architectures, placemaking, and their effects on the relationships between incarcerated persons and administration.

Halden Prison, Norway - Wikimedia Commons

Library Space Considerations

- Work with administration, rather than against
- Create collaborative environment
- Create privacy through movable shelving and semi-visible areas
- Create relevant, usable space for incarcerated individuals
- Dedicated space is ideal

Impact and PlaceMaking

Librarians can foster healthy relationships between administration and incarcerated individuals by advocating for more control over individuals' environment and acting as a liaison between administration and incarcerated persons.

Acknowledgments

[redacted]

View our complete bibliography: http://bit.ly/2Ev8XKu

Prison Space Considerations

- Physical requirements for prisons involve more than cell dimensions
- A prison requires more space than the sum of areas required for each function
- Good security increases prisoner freedom
  - Process-oriented
  - Space-oriented
- A prison costs more to build than other buildings
- Separation of categories
  - Men and women
  - Civil and criminal offenses
  - Untried and convicted

Technical Guidance for Prison Planning, UNOPS (2016)

"Offenders that transition to lower custody levels and pursue programming opportunities have a greater chance of breaking out of the cycle of criminal thinking, violent behavior, and self-destructive behavior."
-Scott Frakes, *Former Washington State DOC, Deputy Director of Prisons*

Programming Security Chair "An Integral Part of Programming Success" - Washington State Correctional Industries

Jim Wilson, New York Times

Designing Prison Space

- Infantilizing
- Uncomfortable
- Prioritizes Safety
- Primary Colors or Shades of Grey

When you talk about reform, you talk about transforming prisoners' lives in a positive way. But prisons offer anything but an environment for that type of transformation.
-Robert E. Roberts, *Prison: To Punish or to Reform?*

Toughcare Lounge - Norix Furniture

"Now it's back to my cement cage again

A few more hours of clanging and banging"

-Dennis Mansker, *Another Day in the Champaign County Jail*

Possibilities in Libraries to Endear the Reading Among Preschoolers: Good Practices in Hungary

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Abstract

On my poster I will present some library programs in Hungary and my survey results which show families library-visiting habits. The education of reading among preschool children is indispensable in our computer-centered world. The role of parents, kindergarten teachers and librarians is very important in this process. In addition to libraries make programs for families to endear the reading among children, parents' library-visiting habits are also determinate. There were two countrywide programs in 2009 and between 2010 and 2011 in Hungary. Besides, Children's Library of the Metropolitan Ervin Szabó Library and other branch libraries are still making a lot of projects for children to read with them even in kindergarten age.

I made a survey in Children's Library wherein I analyzed what parents do to help their children to endear the reading in early life. I had some question for parents about their library-visiting habits. The first was if parents enrol their children to the library. The result was very positive: 88% replied yes for the answer moreover 90% of the family enrol them even before they go to kindergarten. The other question was about the library visiting. 63% of parents visit library with their children at least once a month and the others are also frequent visitors. It proves that families also play an important role in the life of preschool aged children and help them, becoming adults, they hand on the love of reading and the importance of visiting libraries to the next age group.

Keywords: preschoolers, education of reading, library programs

POSSIBILITIES IN LIBRARIES TO ENDEAR THE READING AMONG PRESCHOOLERS: *GOOD PRACTICES IN HUNGARY*

Children's library in Hungary

At the beginning of the 20th century, more and more attention has been paid to the library services for children. After the Second World War, the Metropolitan library – it was named after Ervin Szabó (1877-1918) a social scientist and a librarian – established a branch network of libraries. In the 1960s, the first independent children's libraries opened in Budapest.

Since the 1980s, libraries have increasingly been paying attention to the involvement of parents, and began a closer cooperation between the two parties. Nowadays, almost all Hungarian libraries have children's service. Several programs are organized for kindergarteners in order to endear reading as soon as possible.

Experimental projects

In Hungary, in the late 2000s, two outstanding projects took place by bringing together parents, libraries and educational institutions. The aim of these projects was to bring reading closer to children. One of them was a nationwide program (1), the other one was regional (2). In the latest years, based on the experiences and results of these projects, regional libraries organize programs for families at local level. The purpose of these programs is to draw the parent's attention widely to read book to their children already in the early nursery age and to let them know the possibilities of the libraries.

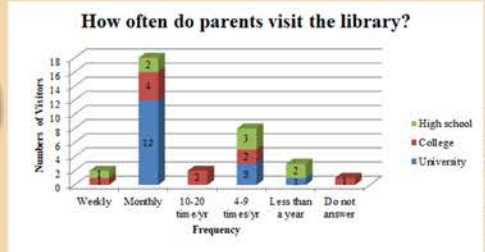
1. Path of Fairy Tale
April 2009 – April 2010
Participants: *Association of Hungarian Librarians, National Educational Library and Museum, Metropolitan Ervin Szabó Library, School Librarian's Association, Petőfi Literary Museum, public libraries and schools.*
The primary purpose of this program was to draw attention to the fact that reading is a significant factor influencing our whole life. A well-known fairy tale hero has been raising every month and the organized programs were related to him. During the project a number of performances, workshops, exhibitions, various family programs have been organized. The experiences show that educational institutions are happy to participate in the programs that develop non-traditional ways of children's skills. (Picture 1,2,3)

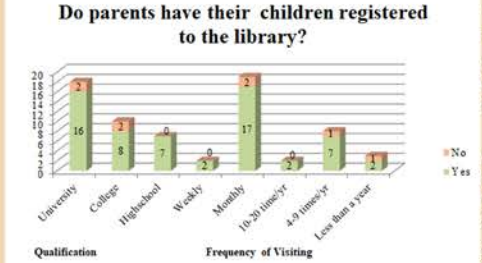
2. Born to read
2010-2011
Project manager: *József Attila County Library in Tatabánya*
The aim of the program was to raise the attention of parents and grandparents for the fact that the reading and the storytelling is crucial to the infants and the pre-school children. Every child who was born in Tatabánya and in its region after the 1st of January, 2009 got a package, which contained a brochure for parents, a book of poetry, a list of the recommended tales for children at different ages and a reader's card for kids. In the series of programs, there were also a number of events for families, which promoted reading. (Picture 4)

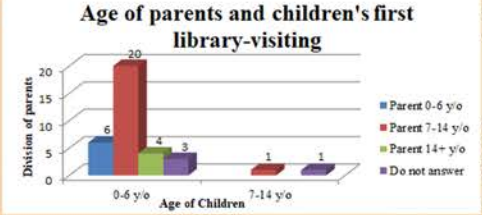
My questionnaire

In spring 2016 I did my internship in the Children's Library of Metropolitan Ervin Szabó Library. During this time I had the chance to observe the families who came into the library and I was curious about their library-visiting habits. Therefore I made a non-representative, small sample survey for the families. The answers of questions were filled out by the parents. These applied to the following themes:
- frequency of visiting the library,
- the ratio of the registered children
- and at what age the children visited the library for the first time.

Based on my research, answers for the above questions could be a starting point to the shaping of future developmental methods.







Most parents visit the library at least every 3 months with their children (88%). The frequency of visits depends on their qualification. The parents with higher qualification usually go more often to the library with their children.

The parent who takes their child to the library usually registrates him or her to there. This does not depend on neither the frequency of library visit by families, nor the parent's qualification.

A person who has been a visitor to a library at kindergarten age is already taking his or her young child to the library The result of the survey also shows that a parent who started to visit a library only at primary school age now finds important, that his/her child familiarize with library opportunities as early age as possible.

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BOBCATSSS
24-26. January 2018.
Riga, Latvia

Source of pictures: own and www.bacstudastar.hu

Reading Photographs by Librarians, Archivists and Museologists

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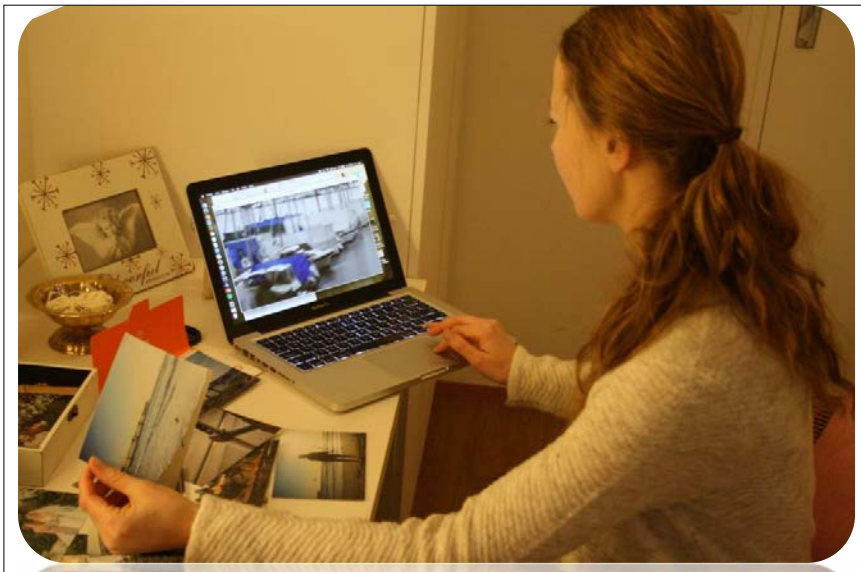
Abstract

A picture is worth a thousand words – but which words? Reading a photograph requires processing its visual language beside viewer's engagement. Reading photographs is quite flexible and variates based on viewer's approach. For instance, in historical photos cultural bias and the prevailing social attitudes at the time the photograph was taken are matter of examining. In contrast, in lifestyle photography used techniques for presenting that topic are at the centre of attention. A Photograph can be interpreted in different ways, since reading and analysing ways are different.

Terry Barrett, an American art critic who specializes in reading photography has suggested this guideline for reading the photographs; Subject matter (description) + Form (components) + Medium (lance and camera) + context (circumstance) = Content (message). At the same time there are plenty of professional sources for cataloguing images like Thesaurus for Graphical Materials (Library of Congress) or Art & Architecture Thesaurus.

Investigating a common reading language for photographs among different readers, is scope of this study. This research would like to explore the reading methods and high right the most frequent focus points among librarians, archivists and museologists in Oslo and Bærum (Norway). Reading methods are going to be tested by semi- structured interviews and observations. The way of reading and registering photos by target group has effect on image cataloguing and retrieval. Therefore, outcomes of current investigation can provide positive changes in terms of image retrieving, image indexing, image reading and user satisfaction in LAM.

Keywords: Reading photographs, Image reading, Image indexing, Interpreting photographs



READING PHOTOS BY LIBRARIANS, ARCHIVISTS AND MUSEOLOGISTS

By: Lili Shakhsi

A picture is worth a thousand words – but which words?

Reading a photograph requires processing its visual language beside viewer's engagement. Terry Barrett, an American art critic, has suggested this guideline for reading the photographs; Subject matter (description) + Form (components) + Medium (lance and camera) + context (circumstance) = Content (message). This research would like to explore the reading methods of historical photos among librarians, archivists and museologists in Oslo and Bærum (Norway).

**Arbark : Norwegian Labour Movement Archives and Library*

Common points:

The way of reading

- *Where is it?*
- *When is it?*
- *What is this?*
- *Who is it?*

Nonprofessional structure

Learning by doing

Acquaintances

- *History*
- *City*

Creative methods:

- Self-made handbook *in* **Arbark**
- Detailed zone map *in* **Bekkestua Library**
- Crowdsourcing *in* **Oslo Museum**

Teacher-Librarian Co-operation: Embedding Information Literacy in Primary School

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Abstract

The students in primary schools today are living and learning in a rapidly digitizing information society. Traditional classroom teaching and library services can no longer alone respond to the challenges students face in their schoolwork and in their everyday life. This digital era requires a vast set of information literacy skills to search, estimate, manage and produce information in a digital environment.

This poster presents the key findings from a project designed to improve information literacy education by embedding it in the primary school curriculum. This was achieved by combining the information literacy expertise found in the library with the pedagogical competence of teachers in primary schools. The study behind this poster is based on nine co-teaching projects carried out by a librarian with nine teachers in Pirkkala municipality (Finland) to embed the information literacy teaching in to the basic curriculum using phenomena-based learning in the classroom. The study focused on the teacher-librarian cooperation and on a possibility to form a completely new type of cooperation between primary school and library for information literacy teaching.

This poster will introduce key findings from the study including what strengths, weaknesses, possibilities and threats the teachers and the librarian recognized in their projects after the projects were over. This poster will also explicate the projects potential for further development and what practices are best suited for teacher-librarian cooperation projects when considering the embedding of information literacy in to the primary school curriculum.

Keywords: teacher-librarian cooperation, co-teaching, shared expertise, information literacy

TEACHER-LIBRARIAN COOPERATION: EMBEDDING INFORMATION LITERACY IN PRIMARY SCHOOL

Jasmiina Sillanpää - Faculty of Communication Sciences - University of Tampere, Finland

INTRODUCTION

The study focused on the teacher- librarian cooperation and on a possibility to form a new type of cooperation between the primary school and the library for information literacy teaching in Pirkkala Municipality.

The nine projects in this study are molded to examine what happens when we combine the information literacy expertise found in the library with the pedagogical competence of teachers in primary schools by bringing the librarian into the class room to work with the teacher.

MATERIALS & METHODS

- The informants of the study are the nine teachers and the librarian that worked in all of the nine projects. The data for this study was collected by asking the informants to fill out a structured query before and after their project.
- Complementary data was collected by observing the teacher-librarian cooperation in class rooms and by studying the memos the teachers had made for their class.
- The collected data was processed through a case study perspective, which in this case meant the intensive examination of a number of interrelated cases.

RESEARCH QUESTIONS

1. What were the strengths, weaknesses, opportunities and threats (SWOT) that the librarian and the teachers recognized in their projects?
2. Can the basic teacher-librarian collaboration be refined into shared expertise?

CONCLUSIONS

1. The depth of the cooperation can be seen as a clear indicator for the librarian and the teachers' subjective experience about the success of the project.
2. Elements of successful cooperation projects:
   - Fluency in communication & cooperation
   - Subject that is manageable
   - Stable motivation of the teacher and the librarian
   - Separate time to plan the project and fixed time for the cooperation
3. In Pirkkala municipality the basic teacher-librarian collaboration was possible to be refined into shared expertise for the needs of embedding information literacy.

RESULTS

1. INFORMANTS' SWOT MATRICES PRESENTED AS WORD CLOUDS

2. TEACHER-LIBRARIAN COOPERATION LEVELS

The projects were divided into two groups (A & B) based on the level of cooperation depth reached by the teacher and the librarian.

Group A
- Shared expertise
- In-depth collaboration
- The two experts could genuinely work together

Group B
- Shared expertise was left superficial
- Superficial cooperation
- The librarian was able to serve as the teacher's aid

CONTACT INFORMATION

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The Impact of Users on Collection Management

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Abstract

In November 2016 a user survey was conducted in Rīga Stradiņš University (RSU) Library on user satisfaction with the provision of literature for the study process with the aim of improving the supply of information sources needed for the study process. The purpose of this survey was to evaluate the satisfaction of the RSU library users with the literature collection available for the study process with the scope of streamlining and improving the range of information sources available for the study process.

The survey was carried out electronically using RSU e-survey system both in Latvian and English, as well as distributed in a printed version in RSU. 350 respondents participated in it. Students of the Faculty of Medicine and the Faculty of Rehabilitation were the most active participants. The survey showed that 50% of the respondents in addition to printed books choose also e-books from the databases subscribed by the library. 119 of the respondents rated the provision of literature for the study process as good and very good. Suggestions that the library collection should be increased by specific books and topics, for example, "Pathologic Physiology", "Medical Genetics" and "Microbiology", were made.

After evaluation of the survey results, it was decided to supplement RSU library collection with the most required books in medicine and social sciences. The Students Union was also introduced to the results of the survey and the conclusions made after the analysis of the results.

Keywords: survey, stock management, Rīga Stradiņš University Library, students, medical literature, academic library

RĪGA STRADIŅŠ UNIVERSITY

Inga Batare
Student of the University of Latvia

The Impact of Users on Collection Management (survey in Rīga Stradiņš University (RSU) Library)

Dear RSU Library user!

The Library orders study literature on the basis of written requests placed by the teaching staff.

The purpose of this survey is to evaluate the satisfaction of the RSU Library users with the literature collection available for the study process with the scope of streamlining and improving the range of information sources available for the study process.

1. Have you ever made use of the option to inform the teaching staff on the lack of some particular study course's literature in our library?
   ☐ Yes ☐ No
2. Do you choose books on the basis of the list of literature specified in the study description? (in case your answer is affirmative, go to Question 4)
   ☐ Yes ☐ No
3. What are the reasons for not choosing books which are on the list of the available literature of the respective study course?
   .....
4. How would you assess the available stock of literature for the study courses acquired by you?
   ☐ unsatisfactory ☐ satisfactory ☐ good ☐ very good
5. Please specify study courses where the literature stock is insufficient (if possible, name particular book titles)!
   .....
6. Do you use e-books available on the databases subscribed to by the RSU Library? (in case your answer is affirmative, go to Question 8)
   ☐ Yes ☐ No
7. What is the reason for not using e-books from the databases subscribed to by the Library?
   .....
8. About you: .....

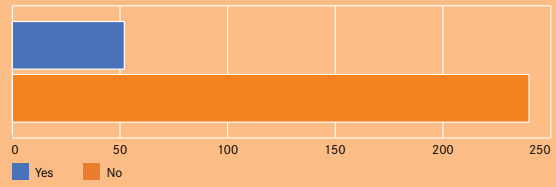
Faculty .....

Study course: .....

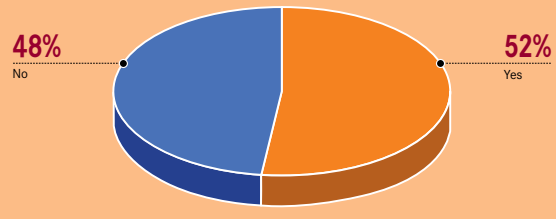
Thank you!

In November 2016 a user survey was conducted in Rīga Stradiņš University (RSU) Library on user satisfaction with the provision of literature for the study process with the aim of improving the supply of information sources needed for the study process.

1. Have you ever made use of the option to inform the teaching staff on the lack of some particular study course's literature in our library?



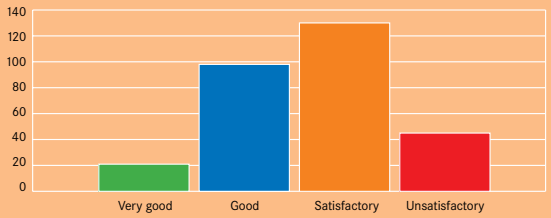
2. Do you choose books on the basis of the list of literature specified in the study description?



3. What are the reasons for not choosing books which are on the list of the available literature of the respective study course

It's not necessary
I get told by older students which books are the best, therefore there is no need for the list
PDF, e-books
Books are often not given in high numbers and rarely recommended by the teachers. Main books should serve overview, books with less detailed information. So them can be used during class.
I choose other books

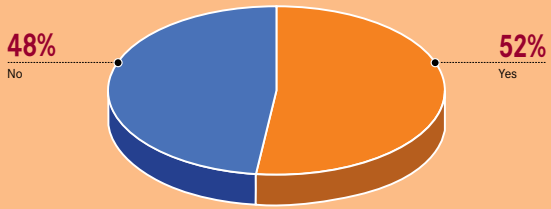
4. How would you assess the available stock of literature for the study courses acquired by you?



5. Please specify study courses where the literature stock is insufficient

TOP10	
Pathologic physiology	Physiology
Microbiology	Medical genetics
Anatomy	Prosthetics
Public relationships	Maxillofacial surgery
Paediatrics anaesthesiology	Biology

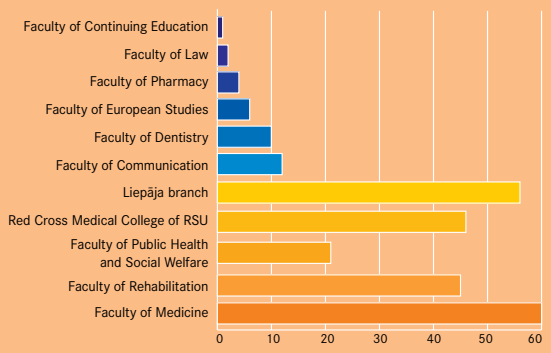
6. Do you use e-books available on the databases subscribed to by the RSU Library?



7. What is the reason for not using e-books from the databases subscribed to by the Library?

It's not necessary
I would love to have the opportunity to use e-books from home!
Using own hard cover book!
I tried once, but did not figure firmly how to access them, also for convenient reason I have found a different side online where it is really easy to access and download nearly all books.
I'ts hard to read from e-books

8. About you (Faculty)



After evaluation of the survey results, it was decided to supplement RSU library collection with the most required books in medicine and social sciences. The Students Union was also introduced to the results of the survey and the conclusions made after the analysis of the results.

The Librarian's Dilemma

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Abstract

Librarians who work with incarcerated individuals face the dilemma of being asked to participate in a restrictive system while also adhering to universally accepted intellectual freedom standards. Prison librarians often face dual mistrust: the population they are serving distrusts them in their position of authority, while the prison hierarchy often dismisses their authority since prison administrators have ultimate power over prison library collection development and censorship decisions. In addition to this lack of control, librarians are often expected to simultaneously fulfill the duties of librarians in traditional spaces, by providing information and access to materials; act as a social worker, by providing rehabilitation and reentry programs; and to work as a government employee, assisting staff in maintaining order and discipline within the institution. All of this frequently happens in conditions with limited budgets, chronic understaffing, insufficient space, and lack of support from prison administrators and the Department of Corrections. The mission of libraries is to provide free and open access to information, thereby creating a dissonance in prison library space. We address how librarians navigate questions of censorship in prisons and discuss whether intellectual freedom can exist in the current U.S. penal system.

Keywords: Prison librarianship, intellectual freedom, censorship, role conflict

The Librarian's Dilemma

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School of Information Sciences, University of Illinois at Urbana-Champaign

ILLINOIS
School of Information Sciences

Introduction

Librarians who work with incarcerated individuals face a dilemma:

1. Participate in a restrictive system and simultaneously
2. Adhere to intellectual freedom standards.

We address how librarians navigate questions of censorship in prisons and discuss whether intellectual freedom can exist in the current U.S. penal system.

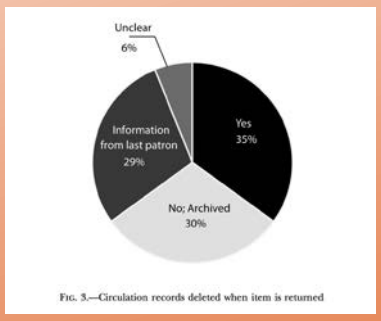


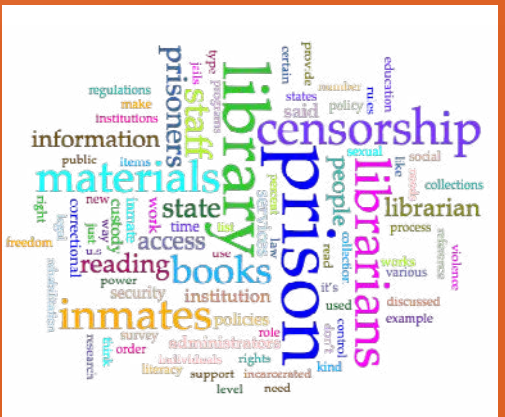
FIG. 3.—Circulation records deleted when item is returned

Suzanna Conrad, Library Quarterly

Attitudes Toward Prison Librarians

Seen by other prison staff as **outsider** or **civilian**

Seen by incarcerated individuals as **untrustworthy** or as a **functionary of the system**



Word cloud created using Voyant

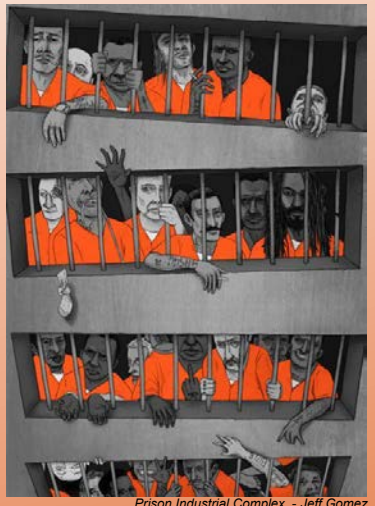
Prison Librarian's Role Conflict

State Expectations
- Coordinate rehabilitation and reentry programs and services (Doyle 2013)
- Support the institution's educational mission (Conrad 2012)

Librarian
- Duties of public and school librarian (Arford 2013)
- Prisoner information needs - recreational, educational, vocational, literacy, privacy, & cultural
- Gatekeeper to information
- Legal resources

Enforcer
- Assist custody staff with maintaining order and discipline (Arford 2013)
- Must follow prison regulations and rules for collection development

Presidio Modelo prison in Cuba - Wikimedia Commons



Prison Industrial Complex - Jeff Gomez

Intellectual Freedom in Prison Libraries

Role of prison vs. library
- Prison as place of punishment for crimes committed
- Library minimizes feelings of isolation and loneliness of prison

Are incarcerated individuals forfeiting intellectual rights?
- Most scholars and administrators say yes
- "Legitimate penological interests"
- First and Eighth Amendment Rights

"When the prison gates slam behind an inmate, he does not lose his human quality; his mind does not become closed to ideas; his intellect does not cease to feed on a free and open interchange of opinions; his yearning for self-respect does not end; nor his quest for self-realization concluded."
Thurgood Marshall, Supreme Court Justice

Prisoner Reading, Singapore 1942 - Ronald Searle

Acknowledgments

BOOKS TO PRISONERS

ILLINOIS

ILLINOIS
University Library

View our complete bibliography:
http://bit.ly/2m3WAgB

The Library Path in Tampere City Library and in Finnish Public Libraries

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Abstract

Finnish public libraries provide education in library use and information literacy for children throughout the primary school. We call it The Library Path. The main objectives in The Library Path are to ensure a good foundation for school children to have necessary civic skills, integrated them into the information society, support lifelong learning, promote reading and encourage them to find the beauty of reading. This poster focuses on how The Library Path is organized in Tampere City Library, but similar practices are in use in other Finnish public libraries, the education methods and schedule may vary from place to place.

The Library Path starts often at preschool and goes through all the primary school ending to ninth grade. In The Library Path school students get to know the library's facilities and learn all the basic information about the library. They learn how the library is organized and they are introduced to Net Library. School students do basic search exercises from library's database to support their learning. The library path is designed so that learning from the previous visit supports the following. In The Library Path, there are two professional book talks which are aimed to inspire children and young people to read. Also in every visit librarian can give tips what to read and introduce good books.

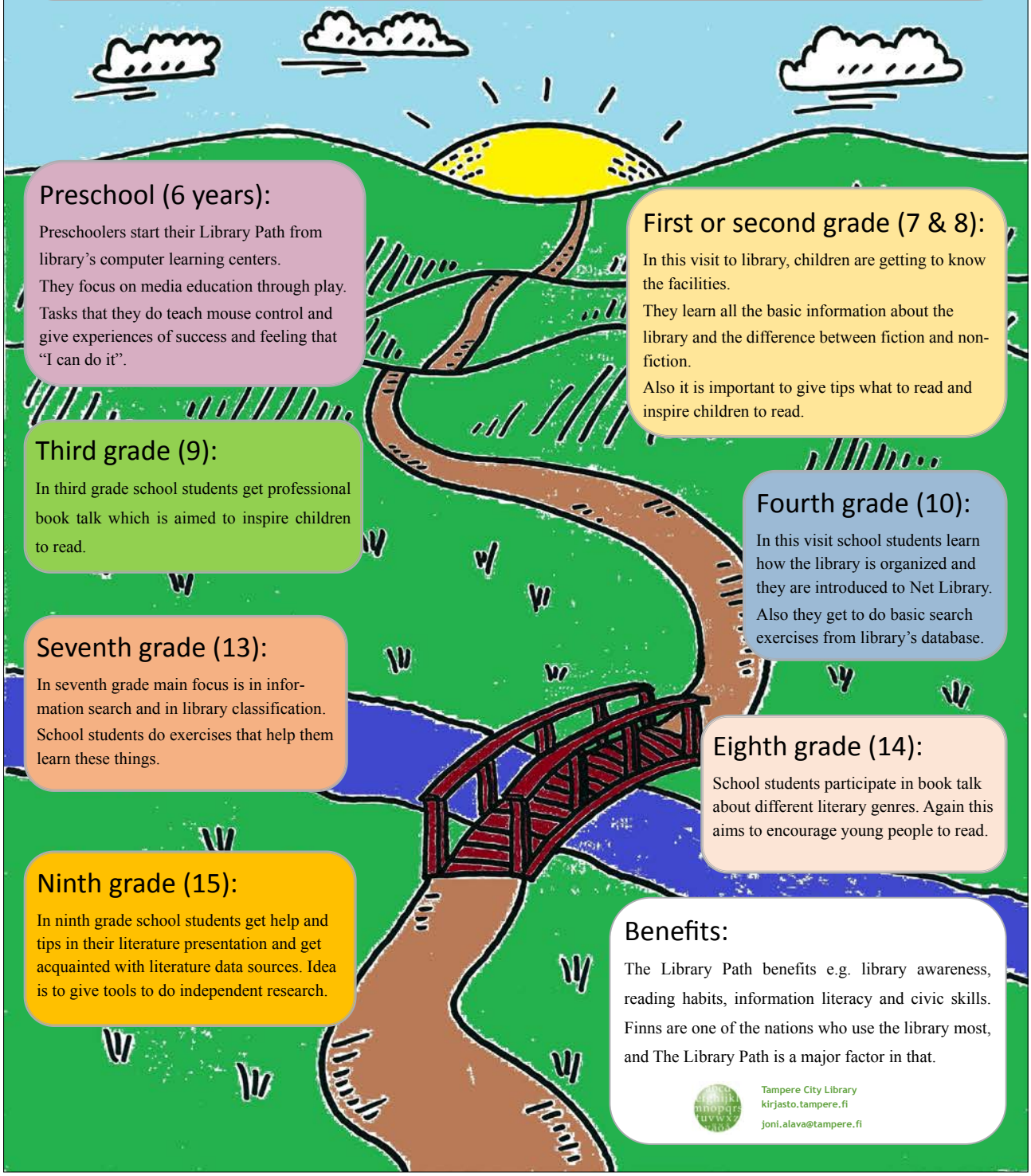
The Library Path benefits eg. library awareness, reading habits, information literacy and civic skills. The Library Path is a major factor, that Finns are one of the nations, who use the library most.

Keywords: library path, public library, information literacy, reading skills, reading habits, civic skills

The Library Path in Tampere City Library and in Finnish public libraries

What is The Library Path?

Finnish public libraries provide education in library use and information literacy for children throughout the primary school. We call it The Library Path. The main objectives in The Library Path are to ensure a good foundation for school children to have necessary civic skills, integrated them into the information society, support lifelong learning, promote reading and encourage them to find the beauty of reading.



Preschool (6 years):

Preschoolers start their Library Path from library's computer learning centers.

They focus on media education through play.

Tasks that they do teach mouse control and give experiences of success and feeling that "I can do it".

First or second grade (7 & 8):

In this visit to library, children are getting to know the facilities.

They learn all the basic information about the library and the difference between fiction and non-fiction.

Also it is important to give tips what to read and inspire children to read.

Third grade (9):

In third grade school students get professional book talk which is aimed to inspire children to read.

Fourth grade (10):

In this visit school students learn how the library is organized and they are introduced to Net Library.

Also they get to do basic search exercises from library's database.

Seventh grade (13):

In seventh grade main focus is in information search and in library classification.

School students do exercises that help them learn these things.

Eighth grade (14):

School students participate in book talk about different literary genres. Again this aims to encourage young people to read.

Ninth grade (15):

In ninth grade school students get help and tips in their literature presentation and get acquainted with literature data sources. Idea is to give tools to do independent research.

Benefits:

The Library Path benefits e.g. library awareness, reading habits, information literacy and civic skills. Finns are one of the nations who use the library most, and The Library Path is a major factor in that.

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The Operation Principles and Reading Promotion Activities of Children's Literature Center in National Library of Latvia

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Abstract

The aim of the research – to find out the operation principles and promotion activities of children's literature center in National library of Latvia.

Children's literature center offer different kind of activities and reading promotion events for children and adolescents.

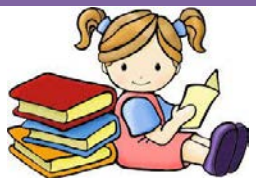
During Christmas attractive lecture "Joki par Santa Klausu un Ziemassvētkiem internetā" was organized. Researcher of the University of Latvia Guntis Pakalns introduced visitors with his visual joke collection about Santa Claus and Rudolf, Christmas presents and other images and symbols of these holidays. In this event the answers about why people sometimes joke about the most serious themes and how to overcome pre-holiday stress were finding. Discussions with public people were organized. E.g. at the end of the November discussion with Saeima Deputy Rihardu Kolu took place. On each last Thursday of the month play evening is taking place where different games are being played. Meeting with writers, e.g. on November meeting with book «Kur rodas piens?" author Kristīne Jacino, the artist, ancient history of Latvia researcher and author of many books Agri Liepiņu. Lectures are taking place, e.g. at the beginning of the November was educational lesson „Sociologs vs. psihologs. Ko īsti katrs no viņiem dara?" where the insight of this professions was given.

Nation Library of Latvia invests resources, organizational work for children development of reading skills. Both, government funding and donations of Supporting Societies of National Library of Latvia are attracted. Employees of children's literature center invite local municipalities for more support in reading and easy book availability.

Keywords: National Library of Latvia, Children's literature center, children, reading promotion

The operation principles and reading promotion activities of Children's literature center in National Library of Latvia

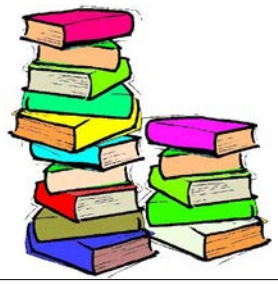
Judīte Grāmatniece, University of Latvia Faculty of Social Sciences, Latvia, Riga



- Nation Library of Latvia **invests resources and organizational work for children** development of reading skills.
- Public libraries can help to children and adolescents to build healthy and perspective attitudes on life.
- Organized events of libraries promote knowledge of social skills, develop skills for working in team and feel belonging to a particular group of society

„GRĀMATU STARTS"

Is the Program of reading promotion **for children of pre-school age**, to promote for the smallest interest for reading: "**We want to introduce with books** that can captivate children, they were reading them from childhood not because that it needs or adults want so but because their interesting."



- **Discussions** with public people were organized.
- **Meeting** with writers.
- **Lectures** are taking place.
- A cycle of events "Ģimeņu sestdiena" is organized. Children are welcomed to **thematic events and lessons on each Saturday** in Children's literature centre.

THE COMPETITION OF NATIONAL LOUDER READING VOICE

- The aim is to **provide children knowledge** to choose applied and interesting literature for loud reading, **promote interest about books**, unite children for shared reading activities.
- It develops fantasy, enlarge vocabulary and language comprehension.

BĒRNU UN JAUNIEŠU ŽŪRIJA

- The aim of program is to promote **reading skills** and **interest about books**.

The program is implemented in all regions of Latvia

- **It is important to find peace for adult and child**. Playing and front **reading helps to child sit peacefully and concentrate**- it is a valuable experience that is useful later in life.
- Children's literature Centre wants to improve the children's skills to choose suitable and interesting literature for loud reading, to promote **interest in reading and books**, to **bring children together for joint reading activities.**

To Wear a Book and It's Status on Your Sleeve: Questions of Consumption and Uncommon Textuality

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Abstract

This poster will address how instances of uncommon book publishing, such as those employed by the T-shirt companies Litographs and Out Of Print, affect collective understanding of publishing and consumption. If a book is published on a T-shirt, is viewing or wearing this object still reading? Why might the T-shirt medium be meaningful for purposes other than reading? How do these objects change or challenge our definition and understanding of books? By considering who controls the creation of and access to these products, as well as through analyzing how people consume them, we can identify the ways in which reading and perception of reading have changed and might continue to change in contemporary societies. Placing these two companies and their brands into models of cultural consumption reveals that these objects, much like codex books, exist both as symbols of private interiority and as external displays of prestige in popular culture. The visuals presented through both brands allow wearers to participate in personal and social functions of reading, regardless of whether reading actually takes place. The creation of textually referential items will further expand with access to design technology and a growing creative economy, and the emergence of new forms of books will force readers, publishers, and repositories to analyze and change the ways we think about books and engage with them. Moreover, critical examination of this subset of publishing will provide invaluable insights into modern society, as it evolves and discovers new communication media to unlock the power of reading.

Keywords: Alternative Reading, Reading Values, Reading Motivation, Cultural Consumption, Literary Canon

TO WEAR A BOOK ON YOUR SLEEVE

QUESTIONS OF CONSUMPTION AND UNCOMMON TEXTUALITY

LAURA ROCCO | UNIVERSITY OF ILLINOIS

Question

Why might publishing books on T-shirts be meaningful for purposes other than reading? How do these objects change or challenge our definitions of books and reading?

Introduction

Reading is considered a private experience, and its social implications are not highly visible in a codex medium. Remediating these texts reveals how reading can be used as a form of cultural capital.

"BOOKS FUNCTION BOTH AS TROPHIES AND TOOLS…PRINTED MATTER CONNECTS READERS NOT JUST WITH AUTHORS BUT WITH OWNERS AND HANDLERS" –LEAH PRICE

THE COMPANIES

OUT OF PRINT

- Out-of-print book covers
- Recognizable and identifiable
- Accessible – can identify without reading book
- Connect people who recognize the book

LITOGRAPHS

- Full text of a book organized in an original design
- No easily identifiable elements
- Exclusive branding
- Interpretive – show transformation in reading

IMPLICATIONS FOR LIBRARIES

- Growing creative economy
- Variety of textual objects
- Innovative collecting, cataloging
- New scholarship and media

Two Tools of Representation: Databases in the Hungarian Publication Practice

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Abstract

My poster has four sections: two of them the criteria of the two selected databases: Scopus (Elsevier) and Web of Science (Thomson Reuters) (1-2), the results of the research (3) and a good practice from Hungary (4).

The two databases have strong requirements including several aspects like peer review, the history of journal, online availability etc. There are some self-evaluation questions, which could help the activity of the publishers to earn international representation.

In April 2016 Scopus contained 170 journals which were published in Hungary, and 23 of them was from the arts and humanities subject area. In the same time, in Web of Science, there was 42 journals, 6 of them from the arts and humanities subjects area.

There were 9 publishers which have published journals in Scopus, only one of them, Akadémiai Kiadó has more than one journal in the database.

Another aspect of the research was the language. In both Scopus and Web of Science, there are requirements for the language of the abstract, both highlighting, that the universal language of the scientific community is English. Therefore, all abstracts in both databases were English; however, in Scopus, the Hungarian, Spanish, French, Italian, German, Polish and Slovakian languages occurred in the title of the records.

Akadémiai Kiadó shows a good practice: they have an active publisher team, which means for example effective communication with the database publishers and their journals are popularized in many communication channel.

Keywords: database, representation, journals

Two tools of the representation: databases in the Hungarian publication practice

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Budapest, Hungary

moringtibi@gmail.com

The key issue

What the world can see from the Hungarian publication practice?
Focus: Arts & humanities

EXAMINED DATABASES

Scopus criteria

Peer review

Be published on a regular basis (ISSN number and registred with the International ISSN Centre)

Be relevant and readable for an international audience which means: English language abstracts and article titles and Roman script

The Journal should have a publication ethics and publication

Web of Science criteria

Peer review

Ethical publishing practices

Electronic format

English language bibliographic information

Recommendation or request for coverage by Web of Science users

Opportunities

International visibility

Increase the opportunity for collaboration

Additional citations due to the enhanced accessibility

Be contributing to the wider scholarly community

Results

Hungarian publishers in Scopus (A&H)

Solutions

Active communication

Stabile financial background

Worldwide connection

Relevant communication channels

English language

Sources:

Datas from the Scopus and Web of Science database, (2016)
Pictures from the Google Maps, Wikipedia, PNGMart, e-kompetencia & BOBCATSSS

BOBCATSSS 2018 RIGA

Special thanks to:

Dr. Katalin Németh
Panna Szabó

What Students Do in Library?

Jaana Tõnisson
Academic Library of Tallinn University, Estonia
tonissonjaana@gmail.com

Abstract

Physical space is important for supporting students' needs for learning spaces, but lack of knowledge and ineffective room design may create too crowded and underutilized spaces (Cha & Kim, 2015). In addition to the basic statistics, some other methods should be used to assess how patrons use different library spaces (Mandel, 2016). In-library use data was crucial for the Academic Library of Tallinn University for planning successful renovation and decoration works.

Seating sweeps is an observational technique used for gathering information about individuals in a particular social context applying maps and checklists to document information about patrons, activities and location (Salkind, 2007). The goal of the unobtrusive observation is to ascertain how patrons are actually using the library space. Seating sweeps is a combination of observation and a series of scheduled round to gather qualitative and quantitative information on library user engagement within a particular space at a particular time (Dominguez, 2016).

In November 2016 and April 2017 together two weeks were spent for observing the patrons in two different library locations. Results showed that about 70% of patrons work with computer/smart device and 44% use some paper material. About 80% of patrons at main library are students, at study library 97% are students. 77% of study library users work with computer and 25% use paper materials. Overall, library is meeting and social place, some like to sleep, knit, or meet with friend there, but still most of the students use library for studying and research.

Keywords: academic library, observation, seating sweeps, library space

References

Cha, S. H & Kim, T. W. (2015). What Matters for Students' Use of Physical Library Space? *Journal of Academic Librarianship*, Vol. 41, Iss. 3, pp. 274-279.

Dominguez, G. (2016). Beyond gate counts: seating studies and observations to assess library space usage. *New Library World*, Vol. 117, Iss. 5/6, pp. 321-328.

Mandel, L. (2016). Visualizing the library as place. *Performance Measurement and Metrics*, Vol. 17, Iss. 2, pp. 165-174.

Salkind, N. J. (2007). *Encyclopedia of measurement and statistics.* Thousand Oaks, CA: SAGE Publications Ltd.

What students actually do in the library?

Jaana Tõnisson, MA
Academic Library of Tallinn University

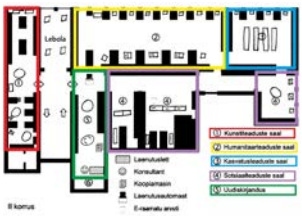
TALLINN UNIVERSITY Academic Library

Introduction

- ➔ AL is a public library: students, professors, citizens
  - ➔ what they do
  - ➔ where they are
- ➔ Plan to renovate readers' spaces and add new different types of furniture
- ➔ Research and method
  - ➔ insiration from Norway

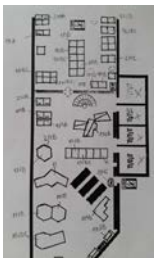
Background

- ➔ Physical space is important for supporting students' needs for learning spaces
- ➔ Lack of knowledge and ineffective design - crowded and underutilized spaces (Cha & Kim, 2015).
- ➔ Determine the library's role as a social space, but in addition to the basic statistics other methods should be used
- ➔ How patrons make use of different library spaces and what activities they perform (Mandel, 2016).
- ➔ In-library use data was crucial for the library for planning successful renovation and decoration works.



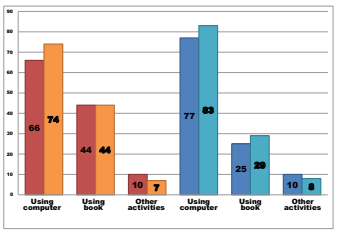
Methods

- Seating sweeps
  - unobtrusive observational technique
  - applying maps and checklists (Salkind, 2007)
  - qualitative and quantitative
- The goal: how patrons are actually using the library space
- Executing observations
  - a series of scheduled rounds within a particular space at a particular time
  - in Nov 2016 (normal time) and Apr 2017 (exams and theses) together two weeks
  - all reading rooms
  - observations conducted by librarians
- Floors & zones
  - main library 3 & 16
  - study library 3 & 10
- Activity categories (11): using computer; using laptop/device; using paper material (sits); looking books (standing); talking to librarian; talking to other user; using copy mashine; walking; sitting without activity; waiting in the queue; other
- In addition: gender, age, occupied place, group, eat

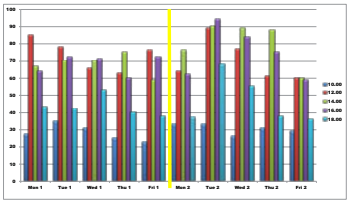


Results

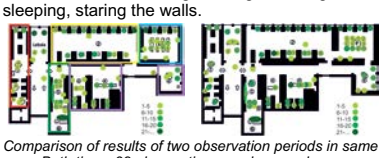
876 patrons were surveyed at the main library first time and 1135 patrons on second observation. Number of student slightly increased (80% → 82%), also more people used computers.
The most popular main library visiting day in Tuesday, followed by Wednesday and Friday. On most days patrons arrive to library starting from 4pm, some days already 2pm.



At study library, 1475 patrons were surveyed on first observation and 1578 patrons second time. Mostly students use this library (96-97%). Both computer and paper material using increased noticeably.



Most popular visiting days at study library were Tuesday and Wednesday. Students use library space between and before/after lectures, so active times are from 12am to 4pm.
In quieter areas some group works are done, but mostly patrons sit alone. Less patrons spent time on other activities: eating, knitting, teaching, sleeping, staring the walls.



Comparison of results of two observation periods in same area. Both times 38 observation rounds were done.

Conclusions

Research gave good overview how library space is used. After observations, soft furniture and extension cords were added to main library. It was understood that there is great need for additional group study rooms, private seating places, and socket outlets, because patrons come to library mainly for studying or working with computers.

References

- ➔ Cha, S. H & Kim, T. W. (2015). What Matters for Students' Use of Physical Library Space? *Journal of Academic Librarianship*, vol. 41, iss. 3, pp 274-279
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PECHAKUCHA

CePSE. Alma Mater of Libraries

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Abstract

Our PechaKucha presents a brief presentation of the CePSE, the Loan Center and Special Services of Catalonia. It depends on the Government of Catalonia and offers different services to the country's public libraries and other entities, such as high schools and schools. It offers four types of services (interlibrary loan, management of the low-use fund and donations, donations and trainings to librarians) and houses the fund of the Provincial Library of Barcelona and the Legal Deposit.

Keywords: Library services, Catalonia, public libraries, schools.

How Dutch Public Libraries Improve the Digital Accessibility of Social Support

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Abstract

After the introduction of the new adopted social support act 'WMO 2015' in the Netherlands municipalities are responsible to assist people who are unable to independently arrange the care and support they need (Ministry of Health, Welfare and Sport, n.d.). Therefor various municipality set up a digital social support desk in collaboration with the local public library. During my PechaKucha I will show several examples of how database G!DS is used by public libraries to improve the digital accessibility of social support. Therefor there is a collaboration needed between the municipality, local public library and a software supplier. I will clarify the roles of these different parties during my presentation. For better understanding of the social support act 'WMO 2015' I will explain the method 'kantelen' (tilting) that is used to set up the information services that contributes to the social support act (Verwijs, R., Stavenuiter, M,. 2013). Finally, I will share the conclusions and recommendations of my research, and follow-ups that were taken by Library Organization AanZet. As described in the vison of the public library we want to provide residents in all their information needs, including digital accessibility to government information. Currently we do not have the knowledge and skills to set up the needed service. By investing time and conducting research we (Library Organization AanZet) want to realize a website that improve the digital accessibility of social support at one municipality within a year. In January, I will share the progress of this project.

Keywords: Social Support Act, Information Services, Digital Accessibility, Public Libraries, Innovation, Database Management System

Information Literacy – Reflection on Trends and Current Practices in Information Management

Ina Blümel, Amelie Andresen, Franziska Altemeier, Alina Balandis, Aline Brun, Carina Dony, Silke Clausing, Marisa Kaminski, Antje Pellowski, Helena Schugt, Anne Talk, Mareike Theis
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Abstract

Information seeking and reading is currently undergoing a deep transformation – with the digital shift and its impact on devices and information consuming options as well as the growing amount of open access information, the content, carrier and structure.

This PechaKucha gives an overview of methods and current practices in information literacy and reading with particular focus on the field of Information Management in Germany, in undergraduate studies and higher. The approach aims at both giving a view on current trends and habits, but also thinking about practices and, more generally, the understanding of information literacy for 21st century scholars.

Keywords: Information Management, Information Literacy, Undergraduate Studies

The Importance of Data Journalism: A PechaKucha about Data Retrieval, Information Visualization, Fact Checking and the Role of Content Teams in Libraries

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Abstract

In recent years data is a source that's often used by journalists to create their story. As stated by Tim Berners-Lee, Data journalism "is helping people out by really seeing where it all fits together, and what's going on in the country" (The Data Journalism Handbook, 2011). The basic for this PechaKucha is an article that was published in the Magazine 'InformatieProfessional' in 2017 (van Eck, 2017). By means of examples by Dutch Media we will show the added value of articles created with data and explain the methods used by the journalists. Public Library De Tweede Verdieping, Nieuwegein, described in their Policy Vision, their future role as local information center (De Tweede Verdieping, 2013). Therefor they set up a content team to provide citizens of facts, opinions and backgrounds. "The library conducting active research to social developments, and ensures the information (facts, opinions, backgrounds) that people need to understand, to judge and to act. If there is no or insufficient information available, then the library will make the information available, including via virtual files." Data journalism is a suitable way to retrieve, visualize and inform citizens as library of the future. In our opinion, these skills are essential for every Information professional. During our presentation, we will discuss how we can use these methods and tools in our daily work.

Keywords: Data journalism, information literacy, Data retrieval, Fact checking, Libraries, Content Teams

WORKSHOPS

Experiencing Reading: With Virtual Reality

Abrar Almehdar, Johanna Andrade, Jurgen Bosch, Eetu Lyytikäinen, Nicolas Paul, Joni Virta
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Abstract

In this workshop, we will introduce the participants to the world of virtual reality and reading. Since the numbers of people who read for pleasure has dropped in the past decade (Flood, 2015), we were looking for a new way to motivate people to read more. We are interested to improve the reading experience with this new innovative technology in these times where books have the competition of digital media. In the workshop, we will inform participants about virtual reality and how it can be combined with books, also inform them about the advantages and disadvantages of this combination. We created a VR-demo from a children's book to show it to participants and give them the opportunity to try the demo themselves.

Keywords: Virtual Reality, books, fun reading, reading experience, user experience

How Can We Use Big Data Solutions to Improve Our Services?

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Abstract

With big data solutions, we can analyse a huge amount of data to discover new patterns and connections. Herewith arise new solutions for difficult issues and new changes (Mayer-Schönberger, V., Cukier K. 2014). During our workshop, we will: demonstrate big data using Twitter data streams, show the participants the video 'Bringing the Internet of Things to the London Underground' (EPC Group.net. 2014), and start a brainstorm session in groups to discuss the question: How can we use big data solutions to improve our services? The participators will use handouts and worksheets to identify how they can use big data as professional for their services. We will serve out a worksheet that is used as a template for designing big data solutions in a chosen environment. For example, solutions to improve the library services. Finally, we will go into the cons of big data. We will discuss privacy issues: "If you aren't doing anything wrong, what do you have to hide?" (Schneier, B. 2006). Tim van Waas has monitored where, how, how many times and by who he was tracked during two days, to illustrate the invasion of privacy of an individual. He will show a visualisation of this data and we will discuss privacy issues. After attending our workshop, you know the added value of Big Data for your profession.

Keywords: Big Data, Social Media, The Internet of Things, Privacy

How to Trust the Internet Again?

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Abstract

Fact-Checking and Fake News are not new, although with the world rapidly changing we are seeing Fake News become more accessible and therefore more dangerous. In an era of social media and smartphones, media companies must evolve as well, thus bringing Fact-Checking into the ainstream. This workshop will cover a range of topics, giving the participants an introductory brief history of Fake News and Fact-Checking. We will address some of the 'big questions', like "Why do people create fake news?" and we will discuss the consequences of Fake News. We will present a trend study to display the participants data from Google Trends in an effort to show how Fact-Checking and Fake News trends react with each other. We will provide the participants some simple and effective methods to check facts quick and easy and put the methods into practice by taking part in our interactive Fact-Checking exercise.

Keywords: Fact-Checking, Fake News, Social media

Is AI a Threat or Benefit to Memory Institutions?

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Abstract

There is one thing Bill Gates, Stephen Hawking and Elon Musk all agree on, Artificial Intelligence is going to have a huge impact in our way of life. Artificial Intelligence is already being implemented in, for example, virtual assistants such as Siri and Google Assistant and real time translation. Artificial Intelligence is an emerging technology that is currently being worked on mostly for the purposes of automation. Artificial Intelligence does already benefit Memory Institutions such as libraries, archives and museums. Artificial Intelligence is used to analyze texts, categorize them and optimize the findability of documents. But there are new Artificial Intelligence technologies that will change the way Memory Institutions will work.

Artificial Intelligence is a very disruptive technology as it is predicted by many scientists that it will replace a multitude of jobs in the future. Will it also replace jobs at Memory Institutions?

We did research and have asked international specialists about new their views of how Artificial intelligence could be an asset to Memory institutions. During the workshop, the basics of Artificial Intelligence, the increasing impact for Memory Institutions and the views of the specialists shall be elaborated.

Keywords: Memory Institutions, Artificial Intelligence, Impact/risk analysis

Libraries and Sustainable Development

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Abstract

More than ever, the role of reading is the center of librarians' preoccupations, not necessarily the content of what must be read, but rather questions of literacy and access. Living in a time where unverified rumours and information given by reliable sources coexist, our capacity to access and read information is a societal issue, whether information comes from the Internet, a philosophy book or a chick lit novel.

In this context, the IFLA was an advocate for the inscription of access to information during the planning and development of the 2030 Agenda and its 17 goals, from goal n°1 "End poverty in all its forms everywhere" to n°17 "Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development", through goal n°4 "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all". In 2016, several stakeholders of French libraries (i.e. the ENSSIB, the Association of French Librarians, the Public Library of Information and the CFIBD) have worked on collecting testimonies about practical applications of the different goals in French libraries. The purpose behind this was to help French libraries to become a path to local and global change.

Keywords: libraries, sustainability, international, serious game, agenda 2030

Memory Institutions in Social Media – Making Hip & Cool Content

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Abstract

Memory institutions look after our societies extended memory and heritage. Libraries, archives and museums (LAM) operate under public resources and therefore they must remain current. Nowadays, people do not find information resources from physical organisations, thus keys to information should be easily accessible in everyday life. Different social media platforms are an integral part of our society, hence memory institutions must be present in social media. Professionals working in memory institutions have to understand the change and be capable of offering relevant social media content for the clientele.

In this workshop we will focus on how memory institutions operate in social media, what kind of content they create and how could this be improved. Through examples, we explore how libraries, archives and museums make use of social media. We also discuss how to apply our own social media skills in our future working life or professional environment. The aim is to make LAM organisations seem relevant and interesting to people who usually do not use their services.

The goals of the workshop are to extend and develop the expertise of the participants, and to explore how different organisations can improve their social media activity.

Keywords: memory institutions, social media, content creation

That's Been Noted! – A Workshop on Students Current Note-taking Behaviour, Motivation and Future Perspectives in a Digital Learning Environment

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Abstract

A currently conducted student focus group interview shows that note-taking is the number one aide memoire and an important tool for the purpose of learning. Findings of this exploration of student learning habits in addition with the state-of-the-art research on note-taking suggest that many students prefer taking handwritten notes over using digital note-taking tools. In today's highly digitized world the question arises if there will be a shift from the traditional note-taking process to a more technological focused in the near future. To explore this stress ratio, experts in the field of Technology, Cognitive Psychology and Learning Theory were asked. The findings and predictions about the future of note-taking in a digital learning environment are presented in the workshop. New perspectives are given by exploring technology like Artificial Intelligence (AI).

Keywords: Note-Taking, Learning Strategies, Higher Education, Digital Learning Environment, Artificial Intelligence

To Be or Not to Be – It`s Not the Question about Library Social Media Marketing!

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Abstract

Our workshop focuses on how university libraries can use social media and other new technologies more efficiency and creatively in marketing, outreach, advocacy and public relations. We believe that a large part of being an effective librarian involves being an effective marketer. The workshop concentrates primarily on two research areas – marketing and social media – that both had to be connected with each other and in turn, with university libraries.

This one-hour workshop will be a mix of concepts and models for library social media marketing presented and active group work to let the participants differentiate and compare different social media channels for marketing the library. The participants will also get an idea about how practitioners have been able to apply the findings of these researches in real library marketing.

The workshop will give an overview of the difference and versatility in university library social media marketing. During the workshop active learning methods like Buzz

Groups and Respond-React-Reply will be used, the workshop includes practical tasks and feedback to group work by workshop organizers.

By the end of this workshop the participants will be able to:
- identify and explain the use of social media in marketing the library,
- differentiate and compare different social media channels for marketing the library,
- construct, design and formulate the marketing message for using Facebook and Instagram channels.

The workshop is meant for students and information professionals interested in library social media marketing.

Keywords: marketing, social media, Facebook, Instagram, academic library

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