# **MAGAZINE** ISSUE 20 | SPRING 2011 **Linked Data** in Libraries Charlotta Bronte What place for libraries in a **Linked Data world** CAPITA COMES ON BOARD Find out more about Capita and Talis Information KINDLES IN LIBRARIES DO LIBRARIES HAVE A FUTURE? Somerset College introduces a Kindle loan Alan Gibbons discusses whether libraries have a future in modern society programme into the library moving forward



# Any colour ...

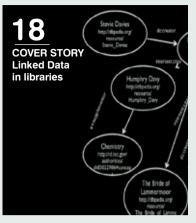


# ...as long as it's ... any colour!

### **WELCOME TO PANLIBUS**







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Welcome to the spring 2011 edition of Panlibus. The library profession has never stood still, constantly adapting and redefining itself according to social and technological developments. Based on a presentation delivered at Online Information 2010 in December, Sarah Bartlett's article looks at opportunities for librarians in a Linked Data world (pg. 16-17)

Do libraries have a future? With campaigns and protests ongoing throughout the country, there is clearly a desire for public libraries long into the future. The well-known library campaigner, Alan Gibbons, discusses the question in more detail in his article (pg. 9). The success of the recently re-opened Cambridge Central Library (pg. 7) certainly confirms that libraries are not a dying breed.

The world of ebooks is never far from the librarians agenda, and in this issue we get to see how ebooks and Kindles are being used in the wild. Somerset College started a Kindle loan programme within the library last year, we check in on the progress of the scheme with Jolanta Peters. Library Services Manager (pg. 11).

This month Panlibus extends a special welcome to Steve Wheeler. Associate Professor of Learning Technology at the University of Plymouth (pg. 4-6). Steve articulates his passion about openness, and explains how higher education can move to more open educational practices, in an in-depth article. Elsewhere in the learning technology world, UCISA recently published its latest survey of technology enhanced learning for higher education in the UK. Sarah Bartlett previews a podcast (pg. 20) in which members of the UCISA Academic Support Group, who carried out the survey, talk about findings. What are the most prevalent learning platforms and tools in UK universities, and what factors drive and impede adoption?

In the latest Talis Aspire Campus Edition case study, we follow the progression of University of Manchester as they migrate from Talis List (pg. 18-19). We also hear how the University of St Andrews integrate Talis Aspire Campus Edition into other university web-based channels, taking resource lists to where students want to be - the campus portal, VLE or the library website, for example (pg. 14-15).

We hope you enjoy this issue, and as always we encourage you to send us your thoughts on any of our articles. Also, if you have anything you want to write about, we would love to publish your articles. Please contact Mark Travis with your ideas.

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# Opening up Education Steve Wheeler



Steve Wheeler Associate Professor of Learing Technologies, University of Plymouth

How much do

you freely share on the Web? If you are a user of any social web tools, it's likely that you give away at least some of your content for free, and in doing so, you make your own knowledge available to others. When you create and share content you also create a digital footprint for yourself on the web, and increase your personal web presence. My digital footprint grows each time I post new content, whether it's on my blog, one of my many Flickr accounts, YouTube, Facebook, LinkedIn or SlideShare. The killer applications for me though, are Delicious and Twitter - both give me the ability to make my content highly visible to anyone who might be interested. But why should we give our content away for free?

### Giving it all away

Common sense dictates that if you own something, you protect it. In academic circles the act of protecting ideas has become synonymous with an 'ivory tower' mentality - the belief that knowledge belongs exclusively to the elite. This is changing, with many academics now sharing their ideas and content freely on the web.

Although it may seem idealistic for scholars to give away altruistically their content, ideas, lecture notes, videos, slides, audio recordings and even articles and books, there are some excellent rewards for those who opt to do so. Give your content away, and you won't lose it – it's still yours, but you will get some great benefits by being generous. In recent years I have given away a lot of my content on the web (see for example my SlideShare collection of presentations and published articles at http://slideshare. net/timbuckteeth). My reward for doing this is multi-faceted. Not only do I get the pleasure of knowing that thousands of interested people from all over the world are viewing my slides, they may also 'favourite' them, comment on them, or give me valuable constructive feedback which I can learn from. Some also embed my slideshows into their own websites and blogs, which disseminate my ideas even farther afield. I couldn't pay for that kind of targeted distribution. And as if that isn't enough reward, I sometimes get some really nice invitations to speak at events, or to participate in very interesting research projects, as a direct result of some content I have created on the Web. Web 2.0 tools have that affordance. They make your content highly visible in a connected world to people who are interested in the same subject. But what about intellectual property?

### Intellectual property

Intellectual property is a strange and difficult concept. Thanks to the social web, it's also increasingly anachronistic. The Law Journal defines intellectual property as: "Intellectual property (IP) is a term referring to a number of distinct types of creations of the mind for which property rights are recognised - and the corresponding fields of law". Some academics are aggressively protective of their intellectual property and many others jealously guard their course notes, slides, and other content. When their work is published, authors sign a contract transferring copyright to the publisher, who can then sue anyone who infringes that copyright. In essence, the publisher is 'protecting' the content of the academic, whilst at the same time making a lot of money out of it. The social web is breaking down copyright-related restrictions, and whether academics like it or not, much of what has already been formally published is now available for free of charge on the Web. Some of it is there illegally, and some is freely available because someone has decided it can be licensed as such.

### **Creative Commons**

Increasingly, due to the advent of Creative Commons, much of the content on the web can be legally repurposed or appropriated for other uses. This is a constructive use of the



web, and a boon to many educators. None of us wants to waste time reinventing the proverbial wheel, and we might bear in mind what Pablo Picasso once said: "Good artists borrow, great artists steal". I admit that 'steal' is a word with negative connotations, but we can understand the sentiment behind the statement. A great deal of artistic and musical output could be described as 'derivative' - and there have been many court cases and high profile bust-ups over this grey area of creativity, but does it matter whether people borrow my content for their own

"Good artists borrow. great artists steal". I admit that 'steal' is a word with negative connotations, but we can understand the sentiment behind the statement

purposes? As long as they attribute it to me and don't make any commercial profit at my expense it is surely acceptable. Many have already used my content - some for presentation at high profile events, including keynote presentations. This raises the profile

of my work to a larger audience than I could reach on my own. Others have actually translated my content into other languages or used as a part of larger works, again reaching audiences I could not hope to reach alone.

### **Open Educational Resources**

Open Educational Resources (OERs) are usually digital learning materials that have been specifically designated for free use or reuse by teachers and learners in learning or research activities. OERs cover a spectrum of granularities, from the small, reusable learning object through to the large, massively online open courses (MOOC), such as the free programmes now being offered by a number of universities and organisations worldwide. MOOCs are characterised by their open and rich participatory nature, with the option to purchase some form of accreditation from an awarding body upon successful completion of the programme.

Many universities worldwide are offering a large proportion of their courses for free online, with exactly the same proviso. Learners get free content, work through it at their own pace, participate in the activities online at a distance, and when they wish to secure a qualification associated with their successfully completed studies, pay the awarding body for the appropriate accreditation.

### **Open Educational Practices**

The ethos that drives Open Educational Practices (OEP) is that anyone can gain free access, at any time and in any place to courses, software, ideas, knowledge, and people (expertise). This is technologysupported, self-organised learning. OEP requires everything to be open - for access, scrutiny and repurposing. So whether it's licensing agreements such as Copyleft or Creative Commons, or Open Access journals, or even massively online open courses, Open Educational Practices are quickly gaining ground and influence in the academic world.

It's not going to be easy to change a model where knowledge has become a commodity. Too many powerful people and organisations stand to lose too much if everything becomes 'free' and open. But things are changing slowly. The publishing houses who once enjoyed a stranglehold on academic journals are beginning to lose their grip. Some will need to change their business models to survive. Some journals are now changing business models, shifting the cost from reader to author. In exchange for payment and subsequent peer review, authors are guaranteed an large readership for their work. Other journals are turning to sponsorship from commercial or institutional bodies to meet their production costs.



### Google Scholar

Google Scholar and Google Books are part of the threat to the old traditional pay per read model. They are giving us all more than a glimpse of the pages of just about every book and scientific paper that has ever been published. Because Open Access journals are opening up knowledge for all without payment, we are quickly realising that knowledge can be accessed freely. This has major implications for the academic publishing world. When students are carrying out a literature search and encounter a paywall - what do they do? They go elsewhere of course to the free versions that are out there, waiting for them on the web.

Several of my colleagues are refusing to publish their research in traditional journals - only Open Access is acceptable now. Traditional journals can be slow to publish and there is often a backlog of accepted journal articles with too few issues to accommodate them all. The readership is generally smaller for pay per read journals too. Open Access journals provide their content for free to a vast readership, which ultimately means that citation frequency is greater than that received from the average journal article published in a closed traditional journal. These refusenik colleagues are growing in numbers, as are the Open Access journals that accommodate them. Traditional academic publisher

must surely be looking over their shoulders, wondering whether the same will happen to them as happened recently in the music and film industries.

### Open Scholarship

We can go beyond Open Educational Practices. Many are now advocating the idea of Open Scholarship which is often a natural outcome of Open Educational Practices. Open Scholarship is where academics and scholars not only make their content available for free, they also open up themselves. their ideas and their research to constructive criticism from their peers. The social web makes this possible by giving readers the facility to give the author or producer feedback. Interestingly, if a critical mass of comments is received, dialogue often ensues naturally around the content in hand. This can be invaluable to the author or producer, providing fresh insights into a given field of enquiry.

Open Educational Practice is not simply opening doors for content, it is also enabling dialogue. Some open journals are now practicing unblended reviews, where the author and the reviewers are named. A few are going further, and publishing the articles complete with the reviewer / author dialogues, to demonstrate full transparency. Many in the OER movement wish to see

more of this in the coming years and I am confident we shall.

### Conclusion

Google Books, Google Scholar, Creative Commons and other webbased services are undermining the foundations of the elite knowledge brokers. If students find that an important text is protected, or even closed off, due to copyright restrictions (or even paywalls), they may simply go elsewhere. It will be a fitting epitaph for the ivory tower mentality to become increasingly irrelevant in a modern, web-enabled academic world, whilst the stars of the show will be those scholars who openly share their work, and who are prepared to listen to, and act upon, constructive feedback from their peers. IP is not threatened: academics will still own their ideas. What is threatened is the protectionist, exclusionist ideology that has prevailed for so long in academia and the longstanding notion of knowledge as commodity. Open Educational Practices and Open Scholarship are providing a stern challenge to this position. We may yet see the ivory towers come crashing down.

### FIND OUT MORE

Web: http://steve-wheeler.blogspot.com

# **Cambridge Central Library** County Council Cambridge **Central Library** a year on



Michael Wyatt, Service Manager, Libraries. Archives and Information Service Cambridgeshire County

Amid all the current gloom surrounding public libraries, there are still

some good news stories, and the success of the new Central Library, Cambridge in its first year of operation is one of them.

In September 2009, the new library re-opened to a strongly positive customer response. The building and its facilities have worked well. Issues are up by a healthy 10 per cent compared with the period before redevelopment and the number of library visits has risen by an exceptional 30 per cent.

The new library's service offer is built around the two key concepts: the "reading" offer and the "venue" offer. In support of the former we provide an integrated reference and lending book stock of over 100,000 items. This is a larger and much newer stock than the one held by the old library and sustains our assertion that we have retained the best of the old library, while adding a great deal that is new.

### Self-service and RFID

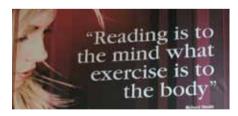
Self-service by customers is central to the operation of the new library and this is reflected in its technology, processes and the physical environment. Staff time thus released has been used to extend opening hours to 64 per week, offering Sunday opening for the first time.

RFID is the key to this, and we make full use of it in all aspects of service. The issue and discharge of all loans, including chargeable items, relies on 3M self issue terminals and a seven bin sortation system behind the self return units. The

same technology is used to support a range of tasks and functions, from identifying items on the shelves for requests using a handheld "digital library assistant" to the management of security, through the entrance security gates and their link to the CCTV system.

Reports of unsecured tags that have passed through the security gates can be downloaded so at the very least the library catalogue can be updated accordingly. The link to the CCTV cameras enables the person who carried the item through the security gates to be identified.

During its first year of use, this technology has operated successfully. The self-service terminals work reliably. They are easy to use and customers have accepted them well. Eighty nine per cent of the loan transactions in the first year were carried out on a self-service basis. After a few initial teething problems, the sorting system is operating smoothly.



Six plasma screens, carrying current information, have worked well and are locally managed. They perform several functions, promoting the services offered within the building, presenting community information and advertising events and activities from the library's programme. Separate screens provide real time information about bus services departing from nearby bus stops

Interactive touch screen kiosks are distributed through the building, providing access to the catalogue and the library's way finding system.

On the whole these units are working reliably and customers are using them effectively to navigate their way round the building and its resources.

Access to the internet via the seventy five public internet terminals is supplemented by the library's own Wi-Fi network, which is heavily used.

The installation of a thermal-imaging people counter at the entrance that time stamps each customer visit provides a better picture of the patterns of use and is especially useful for identifying peak visitor times during the week.

### The Central Library "Venue"

The venue function is built around the four meeting rooms.- together with the library café, the BFI Mediatheque and the Cambridgeshire Collection local studies library. These facilities on the third floor were designed so that the spaces could be used flexibly - separately or together - to meet a range of requirements for activities, events and displays. The library's top floor also accommodates the Library Learning Centre and offers careers advice services, delivered by Nextstep and Connexions.

The BFI Mediatheque provides free access to a wide range of film and television material from the BFI National Archive. More than eighteen thousand films were watched by over six thousand viewers in the Mediatheque during the first year of operation and the facility has proved a major draw for customers interested in British film and cinema generally

Like most library authorities, Cambridgeshire is now facing severe budgetary challenges. The Central Library will not be unaffected by these pressures, but it will certainly be better able to absorb them as a result of the innovations in design and operation that the new building incorporates.

# **Do libraries** have a future?



**By Alan Gibbons** 



Rarely have British libraries faced greater challenges. It is fashionable to call the presence of multiple problems a perfect storm. It is an apt, if overused, metaphor for the predicament in which libraries and librarians find themselves. Within living memory the 1964 Libraries and Museums Act appeared to guarantee their future as a free, universal service. It ushered in a period commonly known as the 'golden age' of libraries. The sixties saw spending grow by half and staffing by 40%. Though school libraries and school library services did not come under the aegis of the Act, they too tended to flourish in its wake.

The first major challenge to this apparent progress came with the public spending cuts of the eighties. By the late nineties many observers, including a DCMS report, were talking about a 'service in crisis.' A period of retrenchment was underway. Under the Tory and Labour governments of the era some branch libraries were closed and the number of professional librarians fell. Opening hours and book stocks were invariably a soft target for council savings. The weeds were beginning to appear in the garden but, with the onset of the great economic crash of 2008,

the malignant growths have multiplied and threaten to choke the flowers to death.

The greatest threat came from last year's Comprehensive Spending Review which set councils a target of cutting their budgets by 28% over four years, an unheard of reduction. New technology added a second challenge. Libraries had begun to meet it with some confidence, but as usual there were philistines getting out their spades to bury the institution because 'everything is going digital', even though libraries were demonstrating in practice that it was possible to manage the older and newer reading technologies quite successfully. The third element of the perfect storm was what a recent parliamentary committee called 'woeful' leadership.

Those choking weeds are now bearing a poisonous fruit. The new government has pushed libraries to the front of the queue for cuts, which have been 'frontloaded' as managerial speak so wretchedly puts it. In areas such as Oxfordshire, Doncaster, Barnet, Suffolk, Somerset, North Yorkshire and Gloucestershire half or more of the branch network could lose funding. The Isle of Wight would be left with just two libraries.

Book funds are being slashed, by 75% in the case of Nottinghamshire. Staffing is being cut. The government believes that volunteers and Big Society providers can fill the vacuum left behind, but taking over a library is not just a matter of getting a few friends together as Jim Brooks, Chairman of the Friends of Little Chalfont Community Library, in Buckinghamshire explains in an interesting article here:

http://quinnpublications.blogspot. com/2011/01/who-do-we-want-running-ourlibraries.html

In 2009 the then shadow Culture Minister Ed Vaizey berated Andy Burnham for not halting Wirral's plan to close eleven libraries in these terms:

"Andy Burnham's refusal to take action in the Wirral effectively renders the 1964 Public Libraries Act meaningless. While it is local authorities' responsibility to provide libraries, the Act very clearly lays responsibility for ensuring a good service at the culture secretary's door. If Andy Burnham is not prepared to intervene when library provision is slashed in a local authority such as the Wirral, it is clear that he is ignoring his responsibilities as secretary of state, which in the process renders any sense of libraries being a statutory requirement for local authorities meaningless.'

Andy Burnham eventually changed his mind about Wirral, saving the libraries. Unfortunately, Ed Vaizev also proved capable of changing his mind. There are now many Wirrals. At the time of writing 375 libraries are under threat. It is not just the public library service that is feeling the swish of the grim reaper's scythe. School libraries have closed and so have School Library Services. All three arms of the British library structure are facing something

I first became aware of the gathering storm in July, 2008 when I was invited to address a protest meeting in Doncaster, organized by the local Save Our Libraries group. The council was cutting 32 jobs, 35% of the book budget and making £600,000 of savings. The director pushing through the measures justified them by saying: "People can buy



We had won a significant victory that we celebrated at a Campaign for the Book conference in 2009 in Birmingham. Everybody had played a part, the Library Campaign, ourselves, the trade unions, Cilip and the local people in the Wirral where there were huge protests.

all the books they need at Tesco." It was a sign of things to come. Along with Michael Rosen, Philip Pullman, Melvin Burgess, Robert Swindells and many more authors I protested to Mayor Winter about the proposals. Within months the Meadows School in Chesterfield made librarian Clare Broadbelt redundant and closed the library. I organized a second round of author protests and the Campaign for the Book was born.

In December we faced our first huge test, one that united the book world in its indignation at the new era of philistinism. Wirral council on Merseyside, a Labour/Lib Dem administration was planning to close eleven of its libraries with very little consultation and with no clear strategy for the future of its library service. There were protests from Cilip, the trade unions, authors and library users. A 1,000 strong march wound its way through Birkenhead. I wrote an Open Letter to Culture Minister Andy Burnham on February 11th. On the 21st he said he was 'not minded' to review the Wirral cuts.

The broad coalition of opposition to the closures refused to lie down. A local solicitor sought a judicial review. Still the Department of Culture, Media and Sport was unmoved. On March 27th Junior Minister Barbara Follett repeated the mantra that the DCMS was 'not minded' to step in. We resorted to the tactic of appealing under the 1964 Act. By April 4th Andy Burnham was the first Minister since 1991 to intervene. He commissioned a report by Sue Charteris and the eleven libraries won a reprieve. Around the same time campaigners were successful in keeping open Old Town library in Swindon. We had won a significant victory that we celebrated at a Campaign for the Book conference in 2009 in Birmingham. Everybody had played a part, the Library Campaign, ourselves, the trade unions, Cilip and the local people in the Wirral where there were huge protests.

There were other elements of progress. Representatives of Cilip, the SLG, YLG, the Campaign for the Book and the School Library Association met to press the case for statutory school libraries. The School Libraries Commission chaired by Baroness Morris highlighted the worth of the school library. Sadly, the fallout from the banking crash overshadowed every forward step we took. Campaigners had demonstrated a new vigour

in raising the profile of libraries. We had won a victory in the Wirral. The next time around however we would be fighting many such battles simultaneously.

This is the context. There is another subtext however. Never has a coordinated and integrated library service been more relevant and necessary. This year's PISA survey has placed the UK in 25th place in international comparisons of reading standards. Ten years ago we were in seventh place! The report's authors identified the lack of reading for pleasure among teenagers as a major factor in our relative decline. In other words, at the very moment the case for reading and libraries is becoming more urgent, the political class is driving ever more disproportionate and damaging cuts. Figures such as Desmond Clarke and Tim Coates are pointing at issues such as overheads as important in any discussion of alternatives to closure.

The government continues to pursue its cost-cutting measures at a breakneck pace. The 'bonfire of the quanques' has already done for the Museums, Libraries and Archives Council, transferring its powers to Arts Council England. It has rejected the case for statutory school libraries. Enthusiasts for libraries are refusing to go quietly into that good night however. At the time of writing activists in several areas are planning legal challenges under the 1964 Act. Others are organizing protests, petitions and Read Ins. Thee is even a call for a national inquiry into the programme of closures. The last Open Letter against library closures had well over 1,000 signatories including the likes of Lee Childs, Carol Ann Duffy, Bonnie Greer, Terry Jones and Michael Holroyd. Never have the pressures been greater, but never have advocates of books and libraries been more resourceful, imaginative, determined and successful in arguing their case in the media and out in the community. How this situation pans out will determine the quality of reading and information services in the UK for many years to come.

### FIND OUT MORE

Blog: www.alangibbons.net

# Nielsen Book LibScan Data nielsen



### **Top Authors**

Position	Author	Volume	Count Titles
1	Patterson, James	31,874	281
2	Meadows, Daisy	29,563	181
- 3	Wilson, Jacqueline	24,672	337
4	Simon, Francesca	21,796	238
5	Roberts, Nora	21,392	485
6 Donaldson, Julia 7 Inkpen, Mick		- C.	254 251
9	Blade, Adam	16,275	68
10	Steel, Danielle	15,213	364

### **Top Adult Authors**

Position	Author	Volume	Count Titles
1	Patterson, James	30,222	233
2	Roberts, Nora	21,343	476
3	Beaton, M. C.	18,410	194
4	Steel, Danielle	15,124	341
5	Child, Lee	12,583	130
6	Christie, Agatha	11,230	718
7	Cox, Josephine	11,112	217
8	Gerritsen, Tess	11,009	86
9	McCall Smith, Alexander	10,837	178
10	Picoult, Jodi	10,790	109

### **All Titles**

Position	Title	Author	Volume	Publ Date
1	Worth Dying For:Jack Reacher Novel	Child, Lee	1,726	30 Sep 2010
2	Aliens Love Underpants!	Freedman, Claire	1,611	8 May 2007
3	61 Hours:Jack Reacher Novel	Child, Lee	1,471	18 Mar 2010
4	Gruffalo,The	Donaldson, Julia	1,446	27 Aug 1999
5	Lost Symbol,The	Brown, Dan	1,334	15 Sep 2009
6	Postcard Killers	Patterson, James	1,300	2 Sep 2010
7	Girl with the Dragon Tattoo, The: Millennium Trilogy	Larsson, Stieg	1,289	24 Jul 2008
8	Private	Patterson, James	1,279	27 May 2010
9	Confession,The	Grisham, John	1,243	28 Oct 2010
10	Tick, Tock	Patterson, James	1,237	20 Jan 2011

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7	Confession,The	Grisham, John	1,243	28 Oct 2010
8	Tick, Tock	Patterson, James	1,237	20 Jan 2011
9	Reversal, The	Connelly, Michael	1,235	14 Oct 2010
10	Don't Blink	Patterson, James	1,234	5 Aug 2010

Data supplied by and copyright to Nielsen BookScan, representing lendings from 54 library authorities on the LibScan panel for period ending 26th February 2011. For more information tel: 01483 712 222 or email: info.bookscan@nielsen.com

# Kindles as carriers for academic library materials



Jolanta Peters, Research & Library Services Manager, Somerset College

Since e-books arrived at Somerset College, the library staff have been at the forefront in promoting

e-books to college students and academic staff. E-books have been promoted in through library inductions, resource discovery/information literacy sessions and also during mutual collaboration between the library and teaching staff. In late 2010 this collaboration led to a new e-book development project: the Learning Resources Service and Technology/Construction department teaming up to deliver academic content by using the Kindle e-book readers.

Before the Kindle loan programme started, the Learning Resources team carried out thorough research into which e-book readers to invest in and which e-book suppliers to use for this purpose. With ever decreasing budgets, the library's main concern was to find a supplier that offers less expensive titles, has a wide range of titles available within its database and allows the instant downloading of content. Secondly, it was important to choose e-book readers which are light-weight and intuitive, and offer a range of reading features with a long battery life. To help with the initial research stage, the Technology ICT department supplied the librarians with a list of potential course related e-books (predominantly for games development courses) to be loaded onto these electronic devices.

The college's main e-book suppliers, Dawsonera, Ebrary and Myllibrary, were contacted to check on the availability of titles from the list supplied. Certain e-book platforms offered restrictive title availability and their prices varied from supplier to supplier. With further investigation it was discovered that the usual college e-book suppliers were not yet at the stage of offering content download onto e-book readers. Although they are compatible with iPads and iPhones, most academic libraries are not yet in a position to offer these mobile devices to users due to current market prices.

The next stage involved researching into the Amazon Kindle, its main competitor the Sony Reader, and independent e-book readers available from major book stores. After the initial evaluation of e-book suppliers and e-reader devices, the library adopted four Amazon Kindles for loaning to its patrons.

Technology students and staff, who initiated of the e-readers' idea, were amongst the first to take part in the 3-week trial period.



During the trial period users were asked to complete a Kindle user's questionnaire to help assess this new 200 g. device and its contents, pre-loaded by the library staff. Each Kindle contained course-specific e-book titles as well as classical fiction freely available for download from the Amazon Kindle store. At the point of purchase, title download onto a Kindle is almost instantaneous. Although currently Amazon does not offer a one-click title download onto all four Kindles simultaneously, the library has requested the supplier to investigate this potential as part of future development.

Results from the trial were ground-breaking, - not only were users pleased with the core textbooks and fiction loaded onto Kindles but they also expressed an interest in having magazines and newspapers loaded onto Kindles via the Wi-Fi connection. In addition, users found the Kindles very intuitive: less 'glary' screens compared to

computers and iPads, easy to move between pages with the ability to high-light text and bookmark pages. One of the Kindle e-readers has been trialled by a dyslexic student who reported Kindle's ability to enlarge script and convert textto-speech, - additional useful features to help with her/his studies.

Patrons would also like to see e-book cover images and more graphics such as charts, tables and diagrams - all very relevant to Technology students who are using Kindles in their learning. Amazon currently allows its own formatted content but it is hoped that the supplier will enhance these additional features in the future.

Finally, the users were asked whether the use of Kindles encourages reading and studying and overall the answer is positive. One of the users who took part in the trial concluded: 'I probably would not have come to the library to borrow heavy JAVA programming p-books. I would have browsed the net on my computer instead. As these same books are now available on a Kindle, I am more likely to read and do my research in the classroom, at home or on the bus home from the college. The library is in my hands now.'

The Learning Resources Service is promoting Kindles further by posting messages on the college website, within the library pages on the VLE and inviting users to take part in the online Kindle User's Survey. If Kindles prove to be widely popular amongst the college community, it is aimed to reduce the loan period to enable more users to access the Kindles. In addition, there is a potential to bring more e-readers into circulation.

As technology and new methods of learning and teaching evolve, academic libraries need to explore other innovative ways in which they can deliver content to their users. Kindle e-book readers are only a small part in the 'sea' of this evolution.

### FIND OUT MORE

Email: jolanta.peters@somerset.ac.uk





# Bringing history to life

### TwHistory, a project funded by the Talis Foundation, reenacts key historical events on Twitter



Marion Jensen

The idea of using Twitter to recreate a battle from the American Civil War started as a side project among a

group of graduate students in 2009 It was intended as a mere proof of figures, read through journals, and tweeted as if we were real people from that battle — all in real time. As a member of the group, I was assigned John Pardington. There is a good chance you've never heard of Pardington; he was a lowly private in the Union Army.

I came to know Private Pardington through the letters he wrote home to his wife. He had a baby girl, and every letter was filled with homesickness, love and yearning. Pardington's tweets, along with those of 12 other soldiers, generated a real-time narrative of life

In time, over a thousand people followed this historical reenactment on Twitter - hundreds of people learned of Private Pardington, his wife and his baby girl at home. They followed his hopes and dreams, the love he had for his young family, and his desire to return home and resume his life. His voice, long silent, was finally given an

What our followers didn't realize was that I was not pulling his tweets from memoirs, written in the autumn of his life. Instead. I created his tweets from letters written in the heat of the moment. Despite his yearnings for home and hearth though, John Pardington was shot and killed on the first day of the Battle of Gettysburg.

I sensed the shock and dismay ripple across our group of followersthose who had come to know John Pardington. And it was in that moment, when several expressed their dismay, that this historical reenactment transcended the status of side project or proof of concept - TwHistory, as it had become known - turned out to be a powerful way to bring history to life.

We wanted others to share in the excitement that came from researching, creating reenactments, and sharing them. But the recreation hadn't been easy. The small group of volunteers who had tweeted the events in real time had risen early in the morning and stayed up late at night. We needed to be close to our source documents, our computers, and an internet connection. Whilst the proof of concept had proven successful, we clearly needed a better set of tools.

Enter the Talis Foundation. Talis provided a generous grant that has enabled us to automate several of

the cumbersome processes. The tools enable us to upload an entire reenactment comprising tweets that are scheduled to go out on a specific date and time, play the reenactment at any time, and tie historical figures in TwHistory to Twitter accounts. There is also a 'single follow' feature, removing the need to follow multiple characters

Although the TwHistory site is still in its beta phase of development, these tools are fully functional. Since we launched the new site, several historical reenactments have been created. We've witnessed a group of pioneers make their way across American in the year of 1847. The Titanic has once again set sail, only to strike an iceberg and return to its watery grave. The Soviets and United States have clashed over missiles being sent to Cuba, and the British War Cabinet provides updates of 'current' events in World War Two.

Our team has additional reenactments planned, but more importantly, the tools are now available, open and free, for anybody to use. Our hope is that one day visitors can come to the site, choose from a library of hundreds of reenactments, sit back, and watch history come alive.

# we are your txt people





had been concerned for some time about the production, dissemination and ongoing updating of course resource lists across the institution. Having explored a number of options. the university selected Talis Aspire Campus Edition, which offered the potential of a superior experience to students, academics and librarians alike. Vicki Cormie, Senior Academic Liaison Librarian, was struck by the product's ease of use. "The lists were easily structured", she says, "making it simpler for academics to manage their own lists directly, releasing librarians from the endless task of reprocessing lists received from academics." That really sold Talis Aspire to her, and she also saw that her students would respond well to the modern uncluttered interface.

A well-supported implementation convinced the library that integrating Talis Aspire Campus Edition with other institutional systems would further enhance the student experience by providing greater choice of access and embedding resource lists in meaningful contexts. Vicki explains "Here at the University of St Andrews, we believe in locating services where our students choose to be. For this reason, pulling data through campus systems is a strong theme in university system development work at the moment, and we saw at an early stage that Talis Aspire Campus Edition would harmonise with this approach."

The library started by simply adding a link to Talis Aspire Campus Edition from the library website. The solution fell short of delivering a seamless experience; it forced users to search for their own modules rather than presenting a personalised set of lists. However promoting Talis Aspire on the library website did raise awareness of the new



## University St Andrews

resource list system and gave Vicki and her colleagues the confidence to move on to more sophisticated and intuitive solutions.

Meanwhile, major changes were afoot with the university's Virtual Learning Environment (VLE). The University made a sudden decision to adopt Moodle, and over the summer course and module data was migrated from WebCT to Moodle ready for the new semester. Although there is no mandate in place to

use the VLE, it was important to provide a full range of options for those students using it. A Moodle plug-in developed by the Talis Aspire Campus Edition team presented interesting possibilities. Vicki relates, "I mentioned the plug-in to the Moodle migration team at one of their demonstrations. Within a few weeks of the semester, the team had used the plug-in to embed a link to Talis Aspire Campus Edition on all the Moodle pages. By using module codes common to both applications, the student is taken from a module page in the VLE directly to corresponding resource lists."

Reliance on the VLE is less pronounced at the University of St Andrews compared to other institutions - there are very few distance learning courses, and class sizes are smaller. Vicki predicted that only heavy VLE users would access resource lists through Moodle, with everyone else going through the campus portal, an application called iSaint, developed in-house. As Vicki explains, "iSaint aggregates student services, from accommodation and fees to an online shop, targeted university and course news, as well as notification of grades. It's a personalised tool, whereas the VLE is module-based."

Integration between iSaint and Talis Aspire Campus Edition came about from conversations between the library and the portal development team. iSaint pulls information from the university's data warehouse system, which works as



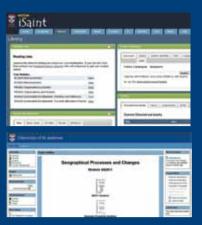
a central hub for integrating data, joining up diverse services such as iSaint and Talis Aspire Campus Edition. "Once again", adds Vicki, "it was easy for our developers to work with Talis Aspire, pulling resource list data through to another online student service.'

The integration solution presents students with a box displaying each module they have signed up to, with links taking them directly to the resource list of that module in Talis Aspire Campus Edition. "We soft-launched the service on iSaint last year and developed it further over the summer, says Vicki, "and are hoping to release a 'New!' update button soon, enabling students to see clearly when an academic has updated a list.'

These successes mean that the Library can turn its attention to mobile services. "The developers of mSaint, the university's mobile service, were impressed with Talis Aspire Campus Edition when they saw it and have

already been in touch with the mobile supplier to discuss integration options. We have a high take-up of smartphones at St Andrew's - about 80% of students - so this would be a valuable addition to our range of mobile services."

Resource lists are sufficiently important to justify the development of multiple entry points, and technical staff at the university have consistently found the system to be straightforward to work with. Over the first three months, over 3,000 visits to Talis Aspire Campus Edition at University of St Andrews were via Moodle and 1000 were via iSaint. The total number of visits over this period was 7,444. Vicki and her colleagues are satisfied that usage is increasing across all the service channels in place, and that Talis Aspire Campus Edition has harmonised effortlessly with the paradigm of integrated student services across the institution.





Join us at this year's LILAC Conference, taking place from 18th to 20th April at the British Library and LSE Library, London. Listen to speakers from the Universities of Plymouth, Portsmouth, Keele, and Nottingham Trent University in two sessions sharing their experiences with Talis Aspire Campus Edition.

Come and have a chat with us at the Talis exhibition stand. Talis is proud to sponsor LILAC Conference – a highlight in the library conference calendar, and the focus for developing cutting edge practices around information and digital literacies in the UK.

Register at talisaspire.com



# **Linked Data**

# in Libraries



Sarah Bartlett Higher Education and Learning Technology Editor Has the information world neglected to exploit the richness of relationships

between published texts and other cultural artefacts? Is there an openly available or commercialised index anywhere which surfaces the relationship between Homer's Odyssey and James Joyce's Ulysses? Cultural life is constantly throwing up new examples of these intertextual relationships, which need to be made more easily discoverable.

In the pre-web era, there was only one type of information resource for discovering relationships between texts - the citation index. But these indexes covered only those texts with formal integral references, and even then, the precise relationship between the citing and the cited texts occasionally remained unclear.

The advent of the web and globalscale search technologies, although undoubtedly transformative, still required searchers to know what they were looking for - there was no mechanism for starting at one text and serendipitously exploring all related cultural outputs.

The second generation of web technology - the social web - and particularly Amazon's recommendation engine, established myriad relationships between cultural artefacts based on consumer behaviours. However, the fundamental nature of the links remains undefined

beyond consumerism (how does a fan of Jane Eyre discover that Jean Rhys wrote a prequel entitled The Wide Sargasso Sea, for example?).

As curiosity grows around the potential of the next wave of technology - the Semantic Web - I have developed a small case study

The RDF generated reveals the potential of the Semantic Web to help people navigate from one related text to another. We see, for example, that Walter Scott's poem, Marmion, is cited within Jane Eyre, and that Scott's novel Bride of Lammermoor is cited in Stevie Davies' Introduction

How does a fan of Jane Eyre discover that Jean Rhys wrote a prequel entitled The Wide Sargasso Sea, for example?

to demonstrate the power of RDF (the standard method for encoding metadata and other knowledge on the Semantic Web) for modelling intertextual relationships. I use the novel Jane Eyre by Charlotte Brontë as an example, and develop a prototype ontology from the typology opposite, developed by the French scholar Gérard Genette, of relationships between literary texts:

- · Architextuality This links the text to a grouping such as a literary genre.
- Intertextuality The presence of a text in another text, in the form of a quotation or allusion.
- Paratextuality Elements on the threshold of the text - titles; introductions; notes; book covers.
- Metatextuality When one texts presents criticism of or commentary on another text.
- Hypertextuality Transformation of an entire text into another, such as Homer's Odyssey to Joyce's Ulysses.

in the Penguin Classics edition of Jane Eyre. We are not restricted to textual artefacts; as the RDF shows, the 1943 film I Walked With a Zombie presents an example of a hypertextual relationship - transforming Jane Eyre into a related but separate narrative.

We quickly transcend the provision of navigable links as the model starts to generate cultural insights. By linking to the Library of Congress subject heading Gothic Writing, for example, we can collocate examples of gothic writing, maybe leading to a timeline of the development of gothic writing. Stevie Davies contends that Charlotte Brontë draws heavily on the ideas of Humphry Davy, the 19th century chemist, in her fictional representations of physical attraction and repulsion. By creating an additional link to the Library of Congress subject heading Chemistry, we can start to trace the influence of non-literary disciplines in fiction, as scientific fields enter the popular consciousness.



### **Hypertextuality**

Transformation of an entire text into another, such as Homer's Odyssey to Joyce's Ulysses.

Publishing these relationships in machine-readable format makes them available as Linked Data to everyone else; eliminating the need for other enthusiasts to reconstruct them from scratch. Like the overall graph of data of which they will be a part, the picture is extensible and useful from a very early stage.

Embedded in this scenario is a potential librarian role. Back in 1994, the web was in the realm of geeky enthusiasts. Years later, the barriers are down and anyone who wants a blog can have one. Today,

Linked Data is the preserve of geeks, but this will no longer be true in 15 years time, and librarians can build some of the pathways that will help to move Linked Data into the mainstream, for example by making information about ontologies readily available, as well as modelling RDF in their own subject areas.



The University of Manchester had taken its resource list system, Talis List, as far as they could. Even with sophisticated customisations, Talis List lacked the modern user interface and functionality that users now expect. The university originally purchased the system when printed library resources were dominant, but weaknesses in handling electronic materials had become limiting for an institution with more e-resources than any other UK university - around 40,000 e-journal titles and half a million e-books. Talis List had also been designed for librarians inputting lists on behalf of teaching staff, and the university wanted to introduce a more independent academic workflow.

## Implementing Talis Aspire – a collaborative undertaking

Once the university had selected Talis Aspire Campus Edition as its new resource list management system, Ian Corns, Talis' Customer Experience Champion, visited the team formed to implement and roll out the system. They worked on a pre-implementation questionnaire to give Talis information about their environment. As Martin Snelling, e-Learning Manager says, "This first visit set up a good collaborative pattern - lan offered advice on the next area to tackle, and at each stage we decided collectively on the best approach." Ian explains Talis' approach to implementation projects: "We work closely with customers to build the foundations for successful resource list management."

The first step in the implementation project was the conversion of the university's resource lists into a format and structure compatible with Talis Aspire Campus Edition. Martin

and his team provided Talis with sample undergraduate and postgraduate resource lists of varying lengths and complexity from each school, as well as a tightly defined specification. The university's extensive portfolio of electronic resources from multiple providers meant that diverse types of format and metadata had to be processed.

lan Corns recalls, "We spent a lot of time onsite at the university, understanding how resource lists were used, and how they could be more effectively used in the new system, and this informed our approach." Data conversion was successfully carried out in a series of iterations in close collaboration with the project team.

In parallel, other implementation activities were underway. Ian explains, "Talis Aspire Campus Edition is hosted remotely, and we provide customers with their own tenancy or area on the Talis Platform." Martin affirms that, "Talis took the responsibility of setting



up a Talis Aspire tenancy for the University of Manchester from our hands, once we had defined our own Aspire URL." University of Manchester branding was added to the tenancy. A software developer from the university worked closely with Talis designers, and the team reviewed proposed design treatments and refinements."

Incorporating a hierarchy of courses and modules provided an underlying structure for the university's resource lists. Martin explains: "This was challenging for an institution of our size. We liaised with IT Services to obtain details of all the university's courses and modules maintained centrally on the Campus Solutions system, which is also used by the university's VLE."

The project team turned its attention to authentication. Work on integrating Talis Aspire Campus Edition with the university's authentication mechanisms coincided with the university's migration to the latest version of Shibboleth, but once the university authentication team was ready to work on Talis Aspire Campus Edition, there were only occasional minor problems.

The implementation work was finally complete in early summer. Library colleagues reviewed as many resource lists as possible, to rectify the few remaining data conversion issues, and the University of Manchester went live with Talis Aspire Campus Edition in September. The project was in a position to roll out the system across the academic community, and foster a culture of direct management of resources by teaching staff. Martin points out the cultural considerations at this stage, "We tried to persuade academic staff to rethink their pedagogical practices around resource lists, suggesting that linking full-text resources and keeping lists to a manageable length would improve the student experience dramatically."

### Spreading the message

From the outset, the project team was keen to spread the message that Talis Aspire Campus Edition would introduce new staff practices. "We held one initial demonstration, aimed at teaching staff." Martin recounts. "The enthusiasm at the event was a motivational turning point for library staff, and dispelled the notion that academics would be unwilling to manage their own resource lists. Some librarians needed reassurance about their roles, so my manager and I emphasised the value they would add once freed up from list administration."

Martin explains the approach they took to rolling out Talis Aspire Campus Edition: "We

trained library staff up to early October. giving them time to familiarise more deeply with the system before making the system available to the academic community. We identified at least one academic early adopter from every school. Some schools already had e-Learning Champions in place; for others, the e-Learning teams of each faculty selected potential champions. We produced user documentation on set-up, bookmarking, and creating and editing resource lists, including specific guidance on handling resources such as JSTOR. We disseminated this as widely as possible, in both printed format and on the website."

"When delivering one-to-one training with academics", continues Martin, "we make sure that Talis Aspire Campus Edition is fully up-to-date with their most recent lists from Talis List. The enthusiasm that the first group of academics has shown is quite pleasant and astounding."

These early adopters have agreed to tell their colleagues about Talis Aspire Campus Edition once they are themselves comfortable with the system. Whilst the team continues to deliver training and raise awareness across the university, over time early adopters should do most of the evangelising.

### Talis Aspire greeted with delight from university staff

The project team is delighted with staff responses to Talis Aspire Campus Edition so far. "The people who have seen it are impressed with how powerful it is. One lecturer even said that Talis Aspire could revolutionise teaching in universities. Although he isn't oriented towards technology or e-Learning, he foresees a real broadening of the resources that students are exposed to. In the past, students might have read only one or two items on a resource list, spending hours digging in the library to find them. This dovetails nicely with the university's digitisation project, which works with liaison librarians to digitise printonly book chapters or journal articles."

Lorraine Beard, Head of Information Systems in the John Rylands University Library, highlights the positive experience that the University of Manchester has enjoyed working with Talis on the Aspire project: "Above all, it's the willingness to respond that has been most impressive, along with the capabilities of Talis Aspire Campus Edition itself. It's been a very positive experience for us."

## **MANCHESTER**



### The challenges:

- Incumbent resource list system's interface and functionality fall short of user expectations
- System's focus on printed resources incompatible with university's shift towards e-resources
- Academic staff reliant on librarians to input resource lists on their behalf

### The outcomes:

- Academic staff respond enthusiastically to Talis Aspire Campus Edition
- Talis Aspire Campus Edition handles diverse formats of listed electronic
- Teaching staff roll out Talis Aspire Campus Edition to their colleagues in schools

### FIND OUT MORE

Contact: aspire@talis.com Visit: www.talis.com/aspire













## **Podcast in Focus**

### **UCISA** talks about its latest survey of UK technology enhanced learning

In the space of only a decade, Technology Enhanced Learning (TEL) has moved from the periphery to the centre of pedagogical thinking in UK higher education institutions. UCISA, a grassroots organisation focused on learning technology and information system staff, has recorded this important shift through its highly respected biennial surveys. The most recent report of its findings - The 2010 Survey of Technology Enhanced Learning for Higher Education in the UK - was recently the subject of an in-depth podcast between Talis' Sarah Bartlett and members of the UCISA Academic Support Group who carried out the survey.

One particularly significant manifestation of this mainstreaming process is the strong impression that e-learning strategies, present in 76% of responding institutions only two years ago, are increasingly built into wider teaching and learning strategies, with only 48% of universities now maintaining a separate e-learning strategy. This development is attributed in part to the influential 2009 HEFCE report Enhancing learning and teaching through the use of technology, which urged institutions to take direct responsibility for adopting TEL. Senior managers across higher education responded to the challenge by embedding TEL concerns in top-level

Within institutions, this raises questions about the ongoing viability of more organic bottom-up models of technology adoptions, a recurring theme in the podcast. The 2010 survey provides evidence of ample ground level activity - 32% of universities retain at least one departmental VLE, for example, and

student-driven usage of web-based technologies has grown markedly over two years - but the valuable range of case studies incorporated in the report suggests that top-down intervention is needed to rationalise tool usage at enterprise-wide scale. On the other hand, one UCISA researcher points to the wealth of innovative thinking and activity at the periphery. It is an intriguing tension that continues to play itself out.

The main focus of UCISA research, though, is always the fascinating view of trends in TEL tool adoption it provides. The 2010 headline is the rise and rise of Moodle as learning platform, consolidating the picture that had already emerged by 2008. With its market share of 55%, it can spectate the current decline of its main competitor, the Blackboard family of platforms, from the comfort of the high ground. Interestingly though, Open Source alternatives have made little impression on the market beyond Moodle. The market presents an intriguing mix of maturation – with only one serious Open Source contender - and volatility, as WebCT institutions stand at the crossroads evaluating their options.

In view of the 'VLE is Dead' debate, initiated at the 2009 ALT-C conference, it seems ironic that progress across the sector integrating the institutional VLE with other information systems is considerable, the most common linkage being with the Student Records system, which 78% of respondents report as being in place. Integration with enrolment and library systems is also strong. Both the survey itself and the podcast cover other TEL tools, not least the most prevalent, plagiarism detection

and e-submission, products.

What does the podcast reveal about the future of the sector? The timing of this year's research is apposite - the quantitative survey was carried out before the general election, which has crystallised the mood of austerity and strengthened market drivers in UK higher education, but the case studies which were conducted after that point, are revealing about the tough times we now live in.

However, the podcast demonstrates that some institutions see the current climate in a positive light - an opportunity for fresh thinking. Less optimistically, one UCISA researcher expresses a fear of reduction in learning technology headcount at a time of increasing demand and need for a skillset that combines pedagogical and technical expertise.

The podcast is a valuable summary of an authoritative piece of research in which the participants - four of the six researchers who carried out the survey - cover a lot of ground with impressive levels of depth and understanding. Listen now and benefit from their valuable insights into this critical period of TEL development.

Sarah Bartlett was podcasting with Tom Browne, Roger Hewitt, Julie Voce and Richard Walker from the UCISA Academic Support Group.

### FIND OUT MORE

Podcast: http://www.talisaspire.com/soapbox/ ucisa-talk-with-talis-about-their-latest-survey/

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To find out more and view a list of our current vacancies, please visit www.capita.co.uk/careers

### The Business of **Saving Libraries**



By the time this goes to press, Save Our Libraries Day may have receded into the dimmer recesses of Fleet Street's memory - a colourful public interest story for the February homefront, all too rapidly eclipsed by spiralling events in North Africa and the Middle East. However for those working in, using and relying on public libraries, the reality of what the new financial year may bring will be starting to hit home.

February's events have focussed attention on developments that have been somewhat out of the public's eye, that is the emergence of new management models and strategies for delivering public library services. These include the collaboration of Essex County and Slough Borough Councils, with Slough library services acting as a subsidiary company wholly-owned by Essex; the wholesale outsourcing solutions offered by John Laing, Integreon and LSSI; the microintervention of local entrepreneurs such as Darren Taylor in South London, and the somewhat more ambiguous publicprivate trust solution proposed by Boris Johnson.

The debates over statutory responsibility for and public stakeholding in the provision of services have been raging in the professional press and the virtual world. Acres of worthy print and webspace in blogs, social networking sites and bulletin boards are being filled with all sides of the argument, both here and in the US where the outsourcing model in particular is now a reality in several regions. The heartfelt passion seen in these debates not withstanding, it is clear that the way in which public library services are financed, managed and delivered in this country will change. This will not happen overnight, nor in a uniform manner - and we are already seeing the emergence of a mixed economy - but change it will. The challenge for those working in the sector will be how best to adapt and change with it.

For some there may be a sense of déjà vu coming into play. If we're talking about the involvement of private finance, where would public libraries be without the likes of Henry Tate, Andrew Carnegie and Stephen Mitchell? But more recently does no one else remember Competing for Quality in the 1990s and the great market testing experiment in government libraries? The professional landscape has of course evolved radically since then, and as a measure of this, Sheila Pantry's book on outsourcing has been on the shelves for over six years now. She noted in 2004 that piecemeal contracting-out of low-level library processes has been standard practice for a long time. In a sense it's surprising that it has taken so many years for the full outsourcing option to emerge. Whether the local authority procurement function is ready to engage with it effectively is another question.

As Lorraine Arnold commented in a recent edition of Panlibus, what is key to the survival of the sector in the face of extreme financial challenges is consultation with communities to assess needs. This is where campaigns such as Save Our Libraries come into their own - by engaging public stakeholders with the professionalism and the passion that typify the sector.



# **Searching for covers:**

# **How the University of Manchester**

found the image

With more than 4 million printed books and manuscripts, over 41,000 electronic journals and 500,000 electronic books, as well as several hundred databases, the John Rylands University Library (JRUL) at the University of Manchester is one of the best-resourced academic libraries in the country. They are also a Talis customer using Prism 3, who last year decided they wanted to enhance their library catalogue with cover images to provide a better visual service to their 28,313 under-graduates and 11,125 post-graduates.

The library decided that they wanted to use cover images from Syndetic Solutions, provided by Bowker UK Ltd. They felt it offered the best coverage of their extensive collections, so Talis were tasked with working with Bowker to provide a solution that meant that they, and other subsequent customers, were able to subscribe to the Syndetics Solutions service.

Syndetic Solutions offers a wealth of descriptive information and over 9 million cover images relating to videos, DVDs, CDs, audio books, and all types of books from young adult chapter books to conference proceedings. Libraries can also choose to subscribe to tables of contents, book reviews, summaries, first chapters, international content and other elements, in any combination that is required to enhance their OPAC. Content is added weekly for over hundreds of thousands of new titles each year and Syndetic Solutions provides a wide variety of information, much of which can not be found on online booksellers' catalogues and is not available from any other source.

By offering a pick and mix service of enrichment elements, only those aspects needed to enhance a library's

catalogue need be purchased making it a cost-effective solution to the library. For the library users, the view is seamless as all the data integrates with the OPAC and simply enhances the existing information, thus improving the users ability to evaluate a title's relevancy.

For Lorraine Beard, Head of Information Systems at JRUL, it took just a couple of months to evaluate Syndetic Solutions. In most situations, Bowker provides an ISBN match to the Syndetics database and then the university has a trial period of



complimentary access to try the service for themselves. For JRUL, this process was slightly different, but once they were happy with the service, implementation was easy and straightforward.

Now that Syndetic Solutions is in place, the library is pleased with the results and users are benefiting from an overall improved interface to the OPAC. One library user recently commented: "I really like the appearance of the search and results screens, plus the addition of the book cover."

Plus comments from a recent Focus Group held at the library revealed that it had made it easier to identify different editions or obscure books that they had seen somewhere else, or to match the book from the OPAC to the one on

Syndetic Solutions has become one of the most popular enrichment services in the last few years with many worldwide libraries choosing to subscribe to it. In the UK alone, high profile users include the University of Cambridge, the British Library, the University of Edinburgh, Sheffield City Libraries and the London Borough of Greenwich. The data is collected by dedicated teams at Bowker's UK, US and Australian offices directly from the publishers. But it's not just English-language content that is on offer. Italian, German, Swedish and Spanish data is also available if your library has some international titles in the collection.

### FIND OUT MORE

Visit: www.bowker.com/syndetics Contact: sales@bowker.co.uk or call Darren Roberts on 020 7832 1774



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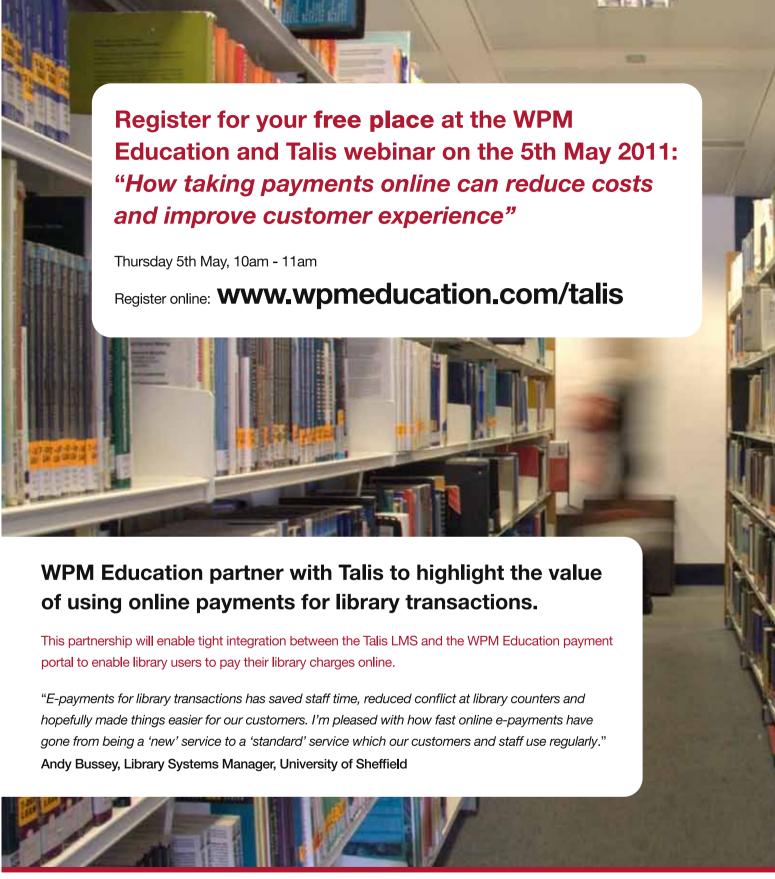


# Panlibus

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Talis Information, now part of the the Capita Group, has been making some significant changes recently to its products. Through new product releases and integration with Additions Partners, we have been able to improve the working practices of many of our customers including City of London Libraries.

### Alto

The latest version of Talis Alto (5.1) was released at the end of last year and included Library of Congress authority records, now an integral part of the application. This has streamlined the workflow for cataloguers as they can now add authority control data to records, without having to reference a separate database. Heather Jardine, Bibliographical Access Manager, City of London Libraries, explains the benefits: "Being able to import records from the Library of Congress Authorities database has saved us re-keying and given us better and fuller records with more cross-references. It has also enabled us to pass much of what has become more routine work to paraprofessional staff, leaving our cataloguers to concentrate on the more complex work".

As the data is now easier to keep consistent, it improves searching for users and has been integrated into the bibliographic database, Talis Base.

Base, our collection of over 29 million bibliographic records, is being regularly updated with additional bibliographic data, including foreign language records, and audio and visual (AV) records. Heather tells us how the AV records are improving workflows: "The addition of the BDS Music and Video databases was a boon to us where previously staff creating orders spent a long time looking for records that were often not very good, we are now easily finding good quality BDS records. The speed of order creation has increased by 40%." It's not only

in the order creation that time is being saved: "Because the records are good quality, we are saving cataloguing time after receipt and getting the stock onto the shelves more

Library users also benefit from having additional data in the records. "The BDS Music records contain elements such as track listings which we would never have time to enter ourselves but which are certainly helpful to our users and make our catalogue more browseable".

With public libraries facing some very challenging times, providing easy access to the catalogue is essential in raising the profile of the library among users. City of London Libraries has been live with their latest catalogue for a while now and has noticed benefits across the service. "I liked Prism 3 as soon as I saw it and I like the way that it is constantly evolving," Heather says. "It looks so much more attractive than Prism 2 and now that so many people are using the catalogue remotely - it is often the main way they interact with the library service - the more effective and the more enticing it is, the better for us and for them."

Feedback from end-users and library staff has been instrumental for City of London, and for Talis, in developing Prism 3. When changes are brought in, there is often feedback that criticises what is new. Taking this onboard, City of London and Talis have been able to improve Prism 3 and satisfy demand.

Heather tells us of what she has most enjoyed about Prism 3 and working with Talis, "Almost the best thing about Prism 3 as far

as the cataloguers are concerned, is that it is within our own control. Cataloguers ought to be the ones who make the catalogue - we don't just input the data - so it is brilliant to be able to design the look of it, and tailor the way it works in response to our own users' feedback. We've been able to make it a much better shop-window for the whole library service, we've been able to position it as a front-line service and we are in closer contact with catalogue users than we have ever been."

"Finally, we did the beta test for the last release of Alto and we got so much out of it that we are about to do the beta for the next release of Prism 3. I would encourage all customers to think about getting involved in beta testing – you get an early, supported introduction to the release and a chance to put in one's three ha'pence, as well as to work more closely with Talis staff - so it's a real learning opportunity!"

### FIND OUT MORE

Web: www.talis.com/library Email: enquiries@talis.com

# Finance Integration Libraries, users, communities.

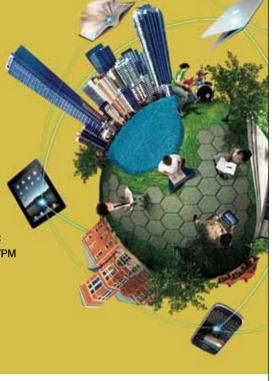
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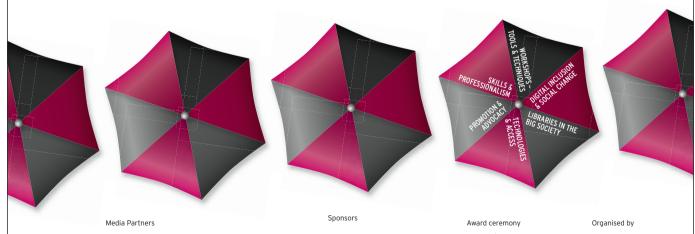


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# **Product Roadmaps**Spring 2011

User Experience					
	January - March	April - June	July - September	October - December	
··· Prism	Discovering the library catalogue				
User experience		Support for mobile devices	Recommendations	E-resource display Enhancements to advanced search	
Admin console					
Search	Discovery features	Augmented discovery	Consortia support		
Extension	Integration with citation tools		Community collaboration features		
Service	Improvements in my account				
Performance	Continual review and improvement				
Prism ideas	20% of each development will be spent on customer driven developments				
··· Base	The largest UK bibliographic data source				
	Adding BDS Welsh datasets	Enhanced Union updates	Other data by customer demand		
··· Source	Interlending resource discovery tool				
	Continually managing upload of customer holdings data				

Back Office Efficiencies					
	January - March	April - June	July - September	October - December	
··· Alto	A fully integrated Library Management System. The latest release is Alto 5.1				
Alto 5.2	Beta testing (Non ISBN/Defect fixes)	General release			
Alto 5.3		Remove PC dependency for EDI processes Reservations scoping	Beta testing	General release	
Alto 5.4			Requirements gathering		
Alto Ideas	20% of each development will be spent on customer driven developments				
··· Mobile					
Mobile 2.1	Beta test	General release			
··· Decisions					
New developments are driven by customer demand					
··· Assist	Offering a managed, complementary security service				
Assist Monitoring		Beta of enhanced monitoring service			
Managed Service	Managing of all system functions of deployed servers				

To view the full Product Roadmap for Spring 2011 visit www.talis.com/roadmap



On Thursday 3 March Talis Information Limited (TIL) were acquired by Capita. Since then we have been working hard to talk to our customers to ensure everyone gets as much information as possible about the acquisition and what it means.

In this piece, we take the opportunity to find out a little more about Capita and get their take on how they see the business moving forward.

### Who is Capita?

Most people, if they have heard of Capita at all, think of it as an outsourcing giant. However, this perception of one of the UK's most successful companies is only partially correct. Capita started life back in 1985 when two people from the Chartered Institute of Public Finance Accountants (CIPFA) decided to set up a financial consulting company, providing financial advice to the public sector.

The business grew rapidly into a wide variety of professional services. Today, Capita employs nearly 37,000 people and turns over about £2.7bn. Although the company started out in the public sector, its business is now split roughly 50:50 between private and public sector.

Capita provides a wide range of professional products and services to its clients, helping them address the challenges they face, whether it's meeting budget constraints, improving customer service, right through to transforming the way the organisation operates. A significant part of the business is dedicated to providing leading edge software and ICT support and solutions, maintaining business critical systems for its customers. Capita already

has a significant presence in the local government and academic marketplaces with a presence in approximately three quarters of local authorities and a substantial market share in the education and higher and further education sectors.

### What does this mean for Talis

For Talis customers this may still feel a little daunting. No doubt, some are worried that the level of service and product development may drop as the business is integrated into Capita. Please rest assured. The way Capita works ensures that this business will remain committed to the particular markets and customers already in existence. The Capita Group is made up of approximately 120 businesses, each of which focuses on a specific market or sector with dedicated products, systems and services relevant to each.

TIL is joining Capita Software Services which was acquired by Capita back in 1987. It employs about 400 people and services the local government, social housing and academic markets. Typical products include Council Tax and housing benefits systems, social housing management systems and student management systems. Capita Software Services is either the number one or number two supplier in each of its chosen markets. However, it didn't previously have a library management business and the acquisition of TIL, itself a market leader, is a fantastic addition to what is already a very successful business.

Similarly to TIL, many of the people in Capita Software Services have moved from the public sector to work in the business and, therefore, have a deep understanding of their customers' challenges and requirements. This type of approach to business by Capita helps to ensure that the different businesses within The Capita Group stay attuned to their customers' requirements. Therefore, TIL customers will continue to deal with a business that's not dissimilar in size to yours and well used to understanding the types of issues that you face.

### Will there be any changes to the

One of the key concerns that has been raised so far is what the acquisition means for the product roadmap. Capita is committed to develop the different library management systems to ensure that our products continue to meet the needs of the two key markets that TIL serves: the public and academic markets. There have been some recent exciting developments, including Prism 3, and Capita looks forward to continuing this type of development.

### Looking forward

Over the coming weeks and months the new management team will be out on the road holding a number of roadshows and attending some of the key industry events. We very much hope to see you at these.

In the meantime, if you have any questions for us then please don't hesitate to get in touch with your account manager or drop us an email at cssenguiries@capita.co.uk















We welcome two new partners to the Talis Additions Partner Programme. Through the partner programme we will be working with Ex Libris to establish integration with their alternative discovery tool, Primo. Coutts Information Services is delighted to announce that it is also joining the Talis Additions Partner Programme. Coutts has worked with Talis for over 15 years and is looking forward to continuing to work with Talis in order to further develop EDI capabilities for mutual customers, including the handling of non-ISBN materials. In addition to book supply Coutts offers a wide range of value-add services, including Shelf-Ready (cataloging and processing), Approvals, New Title Notifications and Patron Plans. For further info visit HYPERLINK "http://www. couttsinfo.com/" www.couttsinfo.com

### OverDrive develops new apps and

OverDrive has introduced "http:// overdriveblogs.com/library/2011/01/25/ overdrive-apps-updated-plus-projectgutenberg-ebooks-on-mobile-sites/" apps for the iPad®, iPhone®, and Android®, which enables users at more than 13.000 libraries worldwide to wirelessly download eBooks and audiobooks from a local library. With these

apps, readers will be able to enjoy eBook and audiobooks on their personal devices by accessing their library's catalogue using the "GetBooks" feature. OverDrive now serves more than 50 library authorities in the UK, including new partners in Aberdeenshire, Sutton, Stockton, and Newcastle.

### Talis Connect for MyPC now available

MyPC is the ultimate solution for computer access management. MyPC is widely used in Education and Public Libraries to help librarians and IT managers have complete control over bookings and users' sessions in open access areas. With hundreds of customers worldwide MyPC continues to grow in development and ITS has dedicated teams working on the solution to implement new ideas all built upon customer feedback. The latest release of the MyPC computer booking & access management solution introduces support for Talis Connect for MyPC (version 2). This supports authentication, groups, fines and overdue items. The Talis support is available as a licensed option within MyPC. Talis Connect for MyPC further enhances the flexibility of MyPC and allows borrowers to seamlessly integrate computer booking within their organisation. "http://www.itsltduk.com/" www.itsltduk.com

Nielsen BookData MARC provides access to over 15 million MARC21 records for books and other published media. The service offers the most comprehensive coverage of in print, out-of-print and forthcoming titles worldwide and is available to Talis customers via Talis Base. Andrew Jackson, Systems Development Librarian at Leicestershire Library Services, explains why they recently subscribed to Nielsen Book's BookData MARC service: "We chose to subscribe to the BookData MARC service because it widens the availability and range of MARC21 records available to us. It is particularly useful for more esoteric titles which are bought as a result of reader requests and for our prison libraries. Frequently catalogue records for these more obscure items are not available from any other provider."





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