

Inside

Information Literacy

Bugden Collection

Rudai 23

Measuring Impact

Conference Reports, Book Reviews

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Library Association of Ireland,
Cumann Leabharlann na hÉireann,
c/o 138-144 Pearse Street, Dublin 2
www.libraryassociation.ie

An Leabharlann: The Irish Library is published by The Library Association of Ireland and The Chartered Institute of Library and Information Professionals (Ireland).
ISSN: 2009-6062.

Editor: Marjory Sliney.

Editorial Board: Heather Anderson (Ulster University), Helen Fallon (Maynooth University), Kate Kelly (Royal College of Surgeons in Ireland), Terry O'Brien (Waterford Institute of Technology), Brendan Teeling (Dublin City Public Libraries).

Production/Distribution

Distribution: Gillian Kerins
OA Manager: Genevieve Larkin
Proofreading: Jenny Stokes
Design: Noel Smyth

Frequency

An Leabharlann: The Irish Library is published twice a year in March and October.

Acknowledgements

Photos: Cover: Maynooth University
Images used in Bugden article are used courtesy of James Joyce Cultural Centre.

IFLA photo: Cathal McCauley (p41)
Presidents' Book launch (p42): Alastair Smeaton

This journal is deposited with edepositireland.ie

Guidelines For Contributors

An Leabharlann: The Irish Library publishes articles on libraries, librarianship and related topics of interest to the library and information community on the island of Ireland. The Editorial Board invites original, unpublished articles for publication. Articles should be between 1,500 and **3,000** words. Occasionally, longer articles may be published.

Articles

- Manuscripts will be reviewed by the Editorial Board.
- Authors are asked to submit an informative abstract of not more than 200 words. Authors are responsible for the accuracy of statements and references in their articles.
- Images which visually support the article are welcomed. Authors should also submit a photograph of themselves. Original photographs and/or high-resolution scans (300 dpi) would be most helpful.

Format

- Manuscripts should be submitted by email attachment or on disc as Rich Text File (RTF). Text should be formatted in Times New Roman 12 pt., double-spaced, with margins of 2.54cm (i.e. standard A4 margins). Formatting of text (e.g. italics and bold) should be kept to a minimum.
- Authors should provide their name, organization, position and the title of the article at the top of the first page. If the article was presented at a conference, details of the sponsoring organization, the date and title of the conference should be given.

- Book reviews should include the full title, author or editor, publication details and price.
- Conference reports should include details such as the sponsoring organization, the date, place and title of the conference.

Style

- Microsoft Word and other word processing programs allow for a language to be selected. Please ensure that the language selected is either UK or Ireland English (i.e. NOT United States English).
- The Oxford Style Manual should be followed for acronyms, capitalization, captions, punctuation, quotations and tables.
- *An Leabharlann: The Irish Library* uses the Harvard system for references.

Editing

- *An Leabharlann: The Irish Library* reserves the right to make revisions and amendments.
- Substantive changes to articles will be discussed with the author. For consistency, all material submitted will be copy-edited.
- For additional information on style and referencing, please consult: Ritter, R.M. (Ed.). (2003) *The Oxford Style Manual*. Oxford: OUP

Copy Deadlines

- 31 July 2016 for October 2016 issue
- 31 December 2016 for March 2017 issue

Editorial

Editorial, Vol 25 (1), March 2016

My sincere apologies for the delay in publication of this issue. The delay is almost as long as that of the formation of the next government! Various distractions intervened and I had to deal with these. Thank you for your patience and I hope that the contents will interest you.

Change is ever-present in society and libraries are no different. Several articles will show how librarians adapt to change. Collaboration is central to libraries and the authors of Rudai 23 demonstrate how colleagues in different sectors and on opposite sides of the country collaborated to deliver a very successful online CPD course.

Colin O’Keeffe considers information literacy in some depth. The concepts of information literacy and employability, life-long learning and information literacy beyond academia are explored. Digital literacy permeates conference reports and articles. A book review (p.38) examines the importance of early literacy.

The steps involved in digitizing the Budgen Collection at the James Joyce Cultural Centre are described in another article. The project management and work flow process described may prove useful to those wishing to digitize a niche collection.

Public libraries are discussed in the article on measuring impact. Different measurement tools are outlined in some detail. The benefits of using metrics to raise awareness and visibility are well made. As more public libraries join the national library management system, the metrics available will be extremely useful. For information on all aspects of the

current public library developments, information is available at: <http://www.librariesireland.ie/join-the-library/>

A report from the Public Libraries conference notes that the pilot Open Libraries Project in Offaly was going smoothly with no problems mentioned by staff or users.

Visibility of libraries and librarians is an enduring topic and one that has been addressed in Aoife Lawton’s book *The Invisible Librarian*¹. But, libraries have not been forgotten as seen in the current advertising for the 2016 Census- <http://www.census.ie/>

Conference reports include Public Libraries 2015, IATUI 2015 and IAMSLIC. This last-mentioned conference has not been covered in this journal before. It is interesting to see the diverse range of topics. For an island nation, the results of information gleaned are important. Reports from IATUL and IAMSLIC note the opportunities afforded by Open Access and publicly funded research. Equally, we must be aware of the limitations on leveraging research data imposed by the copyright regime.

Other topics in conference reports include innovations which could be replicated in LIS services here and unnecessary duplication of research effort. The latter underscores the need to use depositories.

Library history has been much in evidence in the last few months. Former LAI President, Deirdre Ellis-King’s *Presidents of the Library Association of Ireland 1929-2014* was published in January, while Helen McGonagles’s book on the Ladies Reading Room, Cork City Libraries was published late last year. Both titles make interesting reading in the context of the 1916 commemorations. Perhaps those interested in the history of libraries in general and LAI may be inspired to reflect on the centenary of the LAI.

¹ Will be reviewed in next issue

Throughout this issue, there are several opportunities for CPD which you will find in the *News from the Stacks column*. CILIP Ireland colleagues are familiar with PKSB which was developed by CILIP. Now, LAI members have access to PKSB which has been bought under license from CILIP. It is a membership benefit for LAI members. Details are available here:

https://libraryassociation.ie/sites/default/files/pksb/PKSB_28IRE11081-1.pdf

In the context of CPD, it will help all members identify areas which need up-skilling.

There is a slight change to the Production/Distribution team from this issue. Due to various commitments, Jane Burns has indicated that she will step down from her role as OA manager. She has trained members of the CDG committee in uploading the items from this journal to [edepositireland](http://edepositireland.com). In future, one member of the CDG committee will act as OA manager for both issues in a given year. Genevieve Larkin will be responsible for both issues in this, Volume 25.

On behalf of the Editorial Board, I would like to thank Jane for her commitment to the journal over several years and for training the CDG team.

Marjory Sliney, Editor, editor@libraryassociation.ie



Information Literacy and Employability

Colin O Keeffe

Abstract

Information Literacy (IL) and its relationship to third level graduates' employability has gained more attention in recent years. This article examines how IL has evolved from skills initially associated with academic libraries into a key workplace skill set of the knowledge economy. It outlines the challenges interviewees encounter when selling IL to employers, how IL can be utilised when preparing for upcoming interviews and suggests a distinction between workplace IL and employability IL. It describes measures that Dublin Business School (DBS) and its Information Literacy Librarian have undertaken in order to enhance graduates employability, with a focus on the use and transferability of IL into the workplace.

Keywords: *Information Literacy, Employability, Ireland*



Introduction

In the four decades since it was first observed by Zurkowski, information literacy (IL) has fundamentally changed in relation to both its scope and necessity. During this time, IL has evolved from ‘techniques and skills for utilising...information tools’ (Zurkowski, 1974) to competencies that have been pronounced by UNESCO as a ‘basic human right in a digital world [that] promotes social inclusion’ (Garner, 2006, p. 3). This evolution has seen IL being reimagined to accommodate different scenarios, situations, and goals, including navigating the digital environment (digital information literacy), workplace skills (workplace information literacy) and promoting global economic development (information literacy and lifelong learning).

IL and employability or employability IL (author’s term) has become more topical in recent years, however it is but one IL offshoot. In order to provide context, this article will initially summarise IL’s evolution. Its primary focus will be on IL in relation to the workplace, employability and the measures a third level institution can undertake in order to enhance student employability; consequently its objectives are fourfold.

Firstly, it will describe the transition that IL has experienced in response to both the changing nature of information sources and the increase in circumstances and platforms in which people use these sources. This transition has taken IL from a concept initially and solely associated with academic libraries, to a necessary key workplace skill set and finally as a human right that all citizens are entitled to in order to practice lifelong learning. Employability IL has become more topical for librarians in recent years, accordingly the second part of this article will outline both the opportunities and challenges that IL can present to graduates when seeking employment in the knowledge economy. Thirdly, the concept of workplace IL will be discussed as a skill set of those currently in employment. An attempt will be made to distinguish it from employability IL. And finally, this article will outline how DBS, as the author’s employer, has responded to Irish employers’ demands for more skilled graduates. An initiative that the author has undertaken as DBS’s Information Literacy Librarian will also be described.

This article will present the author’s interpretation, citing the literature of IL’s evolution, IL and employability and IL as a workplace skill. The final section will be an account of both the rationale and measures that DBS and the author have undertaken in order to increase graduates’ employment prospects.

Library instruction to information literacy

Long before Zurkowski’s 1974 observation on information literates, considered a seminal moment, the role of librarians as teachers had long been established through library instruction (LI). This involved teaching library patrons how to access library collections via catalogues, abstracts and other reference sources. A gradual redefining of this concept occurred through the 1980s and early 1990s, resulting in LI evolving from teaching bibliographic instruction to ‘a programme to provide students bibliographic instruction, through a variety of techniques, enabling them to become information literate’ (Andretta, 2005, p. 6). This evolution transformed librarians’ teaching endeavours from a tutor-centred approach into a learner-centred independent learning approach, thus the concept of information literacy was established as a prescribed set of information handling competencies, which can be taught and learnt. Whereas LI was practiced in most libraries, in one manner or another, IL quickly became associated with academic libraries in particular. This is unsurprising, whereas LI focused on access and instruction; IL was about learning how to learn (ALA, 1989).

IL was first fully defined in 1989 by the American Library Association, and has subsequently been redefined and articulated by many other library associations worldwide, especially in the English speaking world. One of the more widespread IL definitions comes from CILIP:

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 (2013)

In order to teach IL to learners, various frameworks have been developed, including SCONUL’s 7 pillars and the ANZIL framework. All frameworks work on the basis of describing what behaviours (objectives) information literate individuals should

display, and consequently what actions (outcomes) learners should be able to complete after IL instruction (Grassian and Kaplowitz, 2009, p. 116).

Digital IL

From the 1990s, many academic libraries invested extensively in online sources, such as databases, to augment their collections. This measure, combined with the concurrent internet revolution, resulted in student success becoming increasingly dependent on the ability to navigate databases, retrieve information, and with the ensuing rise of Google, evaluate information. These developments required libraries to more fully embrace IL instruction.

The transition to online sources resulted in a necessary change in IL teaching methodologies, which could be described as digital IL instruction. When librarians talk of IL in the present time, more often than not, it is the competencies associated with information literacy in the digital environment that are being discussed. Digital IL should not be confused with digital literacy, an umbrella term encompassing an understanding of digital IL alongside social awareness, e-safety, collaboration and teamwork in a digital environment (Open University, 2015).

Information literacy beyond academia

The relationship between graduate success and independent lifelong learning is well established. However, it was not until 2000 that Breivik outlined the symbiotic relationship between IL and lifelong learning, maintaining that the former is an enabler of the latter. Concurrently, the concept of an IL umbrella, which has many 'spokes' such as computer, network and library literacies was introduced, thus establishing the metaliteracy concept. Fundamentally, critical thinking was prescribed as a prerequisite for IL in all its forms (2000, p. 1). Subsequently, other associated and offshoot literacies have been developed, depending on user need, including media literacy, health literacy (NIFL, no date) and workplace IL. Although Breivik presented IL and lifelong learning from graduates' perspective, the necessity of IL for all in a world beyond academia was duly established.

The aforementioned global digital environment, accessible via the internet, facilitates countless opportunities for users to participate in lifelong learning (MOOCs, distance learning, etc.), social connectivity, online working and much more. Conversely, it also presents dangers (phishing, pharming etc.) to society's more vulnerable members. In response, IL and its offshoots have been acknowledged as necessary tools for all stakeholders to both safely navigate and benefit from the information society's digital environment (IFLA, 2012). Consequently, although IL has evolved in both its scope and necessity, in direct response to the increase in availability, accessibility and abundance of information, Zurkowski's 1974 description of 'techniques and skills for utilising...information tools', remains accurate to this day.

Information literacy and employability for job seekers

Employability has been described as having the 'skills required not only to gain employment, but also to progress within an enterprise' (Commonwealth Department of Education, Science and Training, 2002, p.22). In order for stakeholders to see IL as one of these skills, more attention has been given to its role in employability, a concept (employability IL) which remains fluid and undefined. This is unsurprising; unemployment grew during the previous recession and the concept of employability gained more attention. This can be observed by examining the themes that were covered during the LILACs of recent years. During the preceding economic boom, the focus remained on student IL, while issues pertaining to IL and the academic institution as a whole were explored concurrently. Staff development and IL was a theme of the 2006 conference (Webber, 2005). However, by the 2012 conference, IL and employability had become established as a major theme, with this focus continuing at subsequent conferences. The papers presented at LILAC recently not only focused on the employability of graduates but also on how IL and employability related to various other cohorts including departing staff members (Kelly, 2013), social entrepreneurs (Walton, 2013), those currently in employment (Inskip, 2015) and librarians themselves (Slidell, 2015).

The aforementioned definition of employability is subjective, the decision as to whether or not a person gains employment and progresses rests solely with the

employer. When a 2009 CBI report of British employers queried what types of skills they seek in candidates they highlighted attributes such as problem solving, communication skills, positive attitude and numeracy among others (CBI, 2009). The ability to obtain and process information did not feature among responses. This lack of awareness of IL's primary competencies, by those who make hiring decisions presents challenges for both interviewees and organisations. For the former, if employers are unaware of IL as a skill set that is beneficial to an organisation they will not list it in job criteria, subsequently the topic will not arise at interview stage. Furthermore, for the latter, knowledge is now recognised as the 'primary driver of productivity and economic growth' for advanced economies (OECD, 1996), giving rise to information societies and the knowledge economy. High value economies require quantity, quality and accessibility of information; as a prerequisite, organisations operating in these environments need to recognise that they require information literate employees in order to fully participate in the knowledge economy.

Therefore, the primary barrier in transforming IL from something taught by librarians at college into an employer mandated skill set is employers' unawareness of IL as a collection of information management competencies, beneficial to both the individual organisation and wider economy. Importantly, this unawareness does not translate into employers not recognising IL as a valuable skill set, a 2014 survey of American employers found that when presented with a predefined list of candidates' skills and qualities, the 'ability to obtain and handle information' was ranked fifth by respondents, outranking technical knowledge and ICT proficiency (NACE, 2014).

With regard to graduates seeking employment, IL can benefit them in three ways. Firstly, it can be utilised when researching perspective employers in preparing for job interviews, a vital part of the process (Oakey, 2013, p. 25). Secondly, IL's value can be emphasised by candidates during the interview stage as something beneficial to an organisation, especially those in the knowledge economy. Lastly, IL can be presented as a set of acquired skills that candidates can contribute to an organisation. For these last two benefits to be realised, interviewees must be aware of IL's transferability from the

academic environment into the workplace, it is then that this skill set can be sold. Unfortunately, if they fail to do this, there is a high probability that these valuable skills will remain unmentioned during interviews.

Employability information literacy: a definition

As suggested, employability is not just about securing employment; it also relates to progression within social hierarchies (organisations). Consequently, employability IL, in the broadest sense, could be defined as:

Socially employing core IL skills (CILIP, 2013), while concurrently utilising related competencies such as critical thinking and digital literacy (Open University, 2015) for workplace endeavours

As effective and competent performance of duties is a prerequisite for progression, this article suggests that employability IL, using the aforementioned definition, can be employed to achieve these four workplace objectives (behaviours) listed in order of importance:

1. Secures employment
2. Advances within a working environment
3. Completes workplace duties
4. Improves workplace performance

Measurable actions (outcomes) that might be realised from these objectives could include improved workflow practices and completing group projects, to name but a few. For this to occur, it is important to acknowledge that workplaces, like all human environments, are primarily social places. Workplace outcomes are often dependent on social interactions, workplace IL acknowledges this relationship. The question then arises as to the distinction between workplace IL and employability IL, are they not one and the same?

Workplace information literacy

While there is no one definition of workplace IL; many interpretations exist (Williams, Cooper and Wavell, 2014, p. 3). This is unsurprising, the 'workplace' is not a general location where the needs of employees are uniform, instead

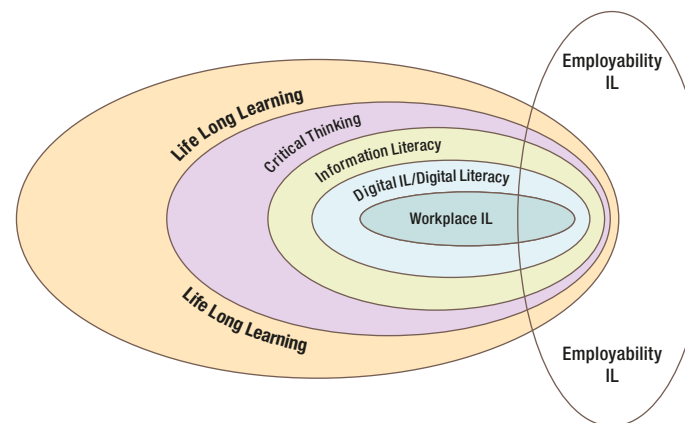
constituting a range of environments, professions, grades and tasks, each with their own requirements and duties. Owing to this, it seems unlikely that a consensus will be found in defining workplace IL; nevertheless, common features have emerged from the literature on this topic.

One characteristic of workplace IL is the emphasis it places on the social contextualised processing of information; the sources that workers require and utilise in professional contexts are often colleagues, as opposed to libraries and databases. The transformation of information into knowledge is another characteristic of workplace IL; again its social aspect is evident, as knowledge management focuses primarily on people and processes. Another feature of workplace IL is the emphasis it places on the creation of information, rather than the traditional IL competencies of finding, evaluating and using information (Williams, Cooper and Wavell, 2014). This is not to negate the fact that, for many professions these competencies remain fundamental, especially those in the knowledge economy. Furthermore, for certain professions, especially those encompassing the health, law and engineering sectors, these skills, or lack thereof, can literally mean the difference between life and death. So much so, that international accreditation bodies of these aforementioned sectors have stipulated that their graduates must possess certain information management competencies, including 'information retrieval skills' (engineering), 'being able to appraise research' (nursing) and 'distinguishing multiple sources of knowledge' (social work) as programme outcomes (Bradley, 2013, pp. 53-55).

To answer the question regarding the distinction between workplace IL and employability IL, this article suggests that the former (generally) delivers outcomes relating to improved workforce practices, knowledge management as well as overall organisational success, rendering workplace IL more organisational centric. In contrast, employability IL is more concerned with issues relating to securing employment, workplace advancement and the endeavours of employees, making it more employee centric. Similar to many other acknowledged literacies, there is much overlap between the two. Attempts to list specific differences between them would prove challenging

and futile. Nevertheless, using the aforementioned broad definition of employability IL, workplace IL could be viewed as a subset of it.

Figure 1: Employability IL and the IL 'onion', (O Keeffe, 2015)



Employability at Dublin Business School

DBS is a teaching college with a population of 9,000. Since its establishment in 1975, it has grown from an institution that prepared students for professional accountancy exams into a multi-disciplinary institution, offering over 100 accredited courses (levels 6-9) covering business, law, the humanities and IT (DBS, 2015).

From its foundation, DBS has maintained close ties with business whilst simultaneously responding to changes in the Irish economy and labour market by launching new courses when gaps arise. Since many of the courses offered by DBS are part-time professional courses, the concept of specific employability skills is integral to the institution.

However, with regard to the more traditional degree courses taught at DBS and the wider Irish third level sector, general employability skills of graduates, such as problem solving, critical thinking and people related skills were identified as lacking by a 2010 IBEC report (McGann, p. 30). DBS responded by launching employability modules across its full range of degree programmes, each year now contains a bespoke employability module. Notwithstanding

the fact that the IBEC report, like the aforementioned CBI report made no mention of IL, this new initiative presented a unique opportunity to provide embedded, accredited and assessed IL to all DBS students, with a focus on employability IL.

Information literacy and employability at Dublin Business School

IL has been taught at DBS since 2007, initially being delivered to small groups, before becoming more structured with the hiring of a full-time IL librarian. The sessions delivered were on a piecemeal basis, either by students attending classes (voluntary) or lecturers instigating sessions (integrated). Although the sessions delivered at the behest of lecturers could be bespoke, they relied on faculty engagement with the library, a challenge in many academic institutions.

Embedding IL into the curriculum addresses the low uptake scenario associated with the voluntary classes and low faculty engagement that can prevent integrated class uptake. It was decided to embed the IL sessions into the 'Learning to Learn' module, which is the first year undergraduate employability module. By mapping to the module's learning outcomes, an emphasis was placed on how IL can assist users in their academic endeavours and how it is also a transferable workplace skill. The module comprises 12 classes, of which 6 are dedicated to IL. Information sourcing, evaluation, application and acknowledgement are demonstrated and discussed in relation to college, work and the wider world. However, since these sessions occur in year one there is a possibility that the emphasis on the transferability of IL into the workplace will be forgotten by graduation.

A further opportunity arose in early 2014 when DBS secured state funding from Solas to provide back-to-work Momentum courses to the unemployed. During a mandatory two week induction, students received tailored IL instruction, not only were the core IL skills demonstrated but a new element, 'Information Skills for Job Seekers' was included. This was a theory/workshop session that allowed participants to use learnt IL skills to research employers from job listings found on LinkedIn. Since then, this class has been integrated

into the suite of voluntary classes, but the ongoing issue of low attendance remains. A future alternative approach is to target final year students by liaising with lecturers, with a view to having the class embedded shortly before graduation, this will allow students to realise its relevance to their upcoming job seeking pursuits.

Conclusion

Unemployment is on a downward trajectory, resulting in third level graduates' employment prospects improving. It remains to be seen if this development will result in librarians focusing less on IL and employability. Future employment growth and associated skills shortages will come from specific sectors including ICT, engineering, health, business and logistics (McGuire, 2015), sectors that most definitely require those who are able to obtain and process information. However, there is a high probability that when the future economy's skill sets are outlined, IL will again go unrecognised by employers, or if acknowledged, will be viewed as a 'poor cousin' to ICT proficiency and digital skills.

Librarians can respond by developing both micro and macro strategies. The micro, which occurs in individual institutions, could include tailored IL being delivered to final year students, before graduation, focusing on IL for interview preparation, IL and the knowledge economy and the transferability of IL into both the workplace and wider world. Students should be made aware that many employers require this unrecognised skill. Additionally, librarians in educational institutions that have partnerships with employers, such as the University of Limerick, could utilise these connections for IL advocacy. For the macro, Irish librarians could, as suggested by Russell et al (2015, p.25), liaise with employers, specifically groups such as IBEC, through the Library Association of Ireland Taskforce on Information Literacy, in order to have IL recognised and acknowledged as a learnt skill set of graduates, beneficial to both their organisations and the wider Irish economy. Advocating IL to Quality Qualifications Ireland, with a specific focus on its recently launched employer engagement strategy, is another possible

approach. As information grows exponentially, this skill set can only grow in importance, employers' obliviousness to it prevents both workplace and employability IL developing to their full potential, an avoidable scenario.

Colin O Keffe, BA, MSc, Information Skills Librarian; Lecturer: MSc Information and Library Management, Dublin Business School

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The Budgen Collection at the James Joyce Cultural Centre¹

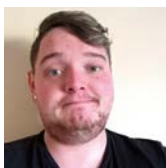
James Durkan, Ciara Fahy, Aoife Flynn, Edel King, Julianne Morgan,
Clare Murnane², Tina Stagliano

Abstract

This article examines the Capstone project of seven MLIS students to build a digital exhibition of the Budgen Collection for the James Joyce Cultural Centre. The project aims to highlight Joyce's European influences, improve access for a wider audience and to digitally preserve the collection to ensure continued accessibility of the donated items.

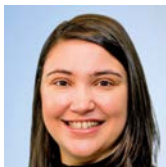
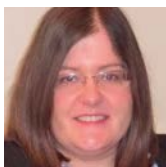
¹ Article is based on UCD Capstone project

² Corresponding author. Email: clare.murnane@gmail.com



Budgen and Joyce

The three main project objectives were: (a) to digitise and create an online exhibition of the Budgen collection, highlighting Joyce's European influences; (b) make the Budgen collection accessible to a wider audience, including tourists, students, and scholars overseas, as well as generate further interest in the work of Budgen; and (c) to create a catalogue of the Budgen collection, and digitally preserve items in the collection so to ensure long-term accessibility of the donated items.



Frank Budgen (1882 – 1971) was an English writer and painter who lived in Switzerland during World War I. He was introduced to James Joyce, who also lived in Zurich for a number of years during the war (Budgen, 1972, p. 9). Frank Budgen met James Joyce in Zurich in 1918, after their mutual friend, Horace Taylor, insisted that they meet. In his memoir, *James Joyce and the making of 'Ulysses'*, and other writings, Budgen describes the first time he met Joyce.

"I saw a tall slender man come into the garden through the restaurant. Swinging a thin cane he walked deliberately down the steps to the gravelled garden path. He was a dark mass against the orange light of the restaurant glass door, but he carried his head with the chin uptilted so that his face collected cool light from the sky. His walk as he came slowly across to us suggested that of a wading heron."

The two developed a strong bond and friendship, one in which Joyce was quite comfortable and trusted Budgen so much as to use him as a sounding board while writing many of



his great works, most notably *Ulysses*. Joycean scholar Clive Hart details a conversation he once had with Budgen who stated, "Joyce's first question when I had read a completed episode or when he had read out a passage of an uncompleted one was always: 'How does Bloom strike you?'" (Budgen, 1972, p. xi). This demonstrates the bond the two had and the value Joyce placed on the opinion of his friend, Frank Budgen.

Over the years, Budgen amassed a large library of works written by and about Joyce, and went on to write his own account of their friendship. He detailed their friendship in his memoirs and continued to collect books and other materials relating to Joyce. Many of the items he received contain handwritten notes from the authors, including Joyce himself. In 2012, his daughter, Joan Budgen, donated a portion of his library to the James Joyce Cultural Centre (hereafter "JJCC"). The collection includes 23 books and related ephemera, 3 original sketches, and 1 audio tape cassette.



Background of James Joyce Cultural Centre

The James Joyce Cultural Centre opened its doors on 35 North Great George's Street in 1996 with the help of Senator David Norris, a Joycean scholar. The building was on a once thriving and prestigious street and housed a dance academy run by Professor Denis J. Maginni, an eccentric local personality to whom Joyce referred several times in *Ulysses*.

However, by the 1980s, the area had fallen out of fashion and many neighbouring buildings were demolished. Senator Norris was able to save this particular building from destruction and, with outside funding and the aid of Joyce's relatives, opened the JJCC to the public. The JJCC is run as a cultural centre rather than a museum and visitors range from Joycean scholars to visiting tourists. It houses permanent exhibitions, such as documentary films that detail various aspects of Joyce's life and work as well as a copy of Joyce's death mask; it is also host to various temporary exhibitions throughout the year. The JJCC owns a library of works by and about Joyce, his life and career, which they would like to eventually make available to researchers.

The JJCC organises the Bloomsday Festival every year in Dublin, drawing huge crowds from across Ireland and the world. The festival takes place every June 16th, and follows the day of Leopold Bloom, the main character in *Ulysses*. The Centre is also home to the original door from No. 7 Eccles Street. In *Ulysses* this is Leopold Bloom's address, but the house itself was demolished to make way for an extension to the

nearby Mater Hospital. Thankfully, the door was saved and is on loan to the Centre.

Methodology

To achieve the project objectives, digitisation best practices were established after thorough research, including a literature review. Five areas were investigated: digitisation, preservation, special collections, online exhibitions, and special collections' case studies. Interviews were carried out with five Special Collections specialists from three libraries; John Paul II Library at Maynooth University, James Joyce library in UCD, and the National Library of Ireland. Participants shared valuable information about scanning, setting up an online exhibition, the technicalities of digitisation and associated challenges. A needs analysis of the prospective user group of the exhibition was carried out using an online survey distributed to the mailing list of the JJCC. A SWOT analysis of the JJCC was conducted to gain a better understanding of the organisation and its needs. After the research stage, the digitisation process commenced in the JJCC. Digitised resources were

optimised and accurate metadata was created. Finally, the team worked on the content, presentation, and features of the online Omeka site. Plug-ins were installed and additional pages were added, including a map highlighting Joyce's European influences.

Print Digitisation

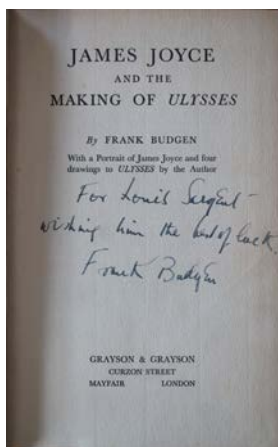
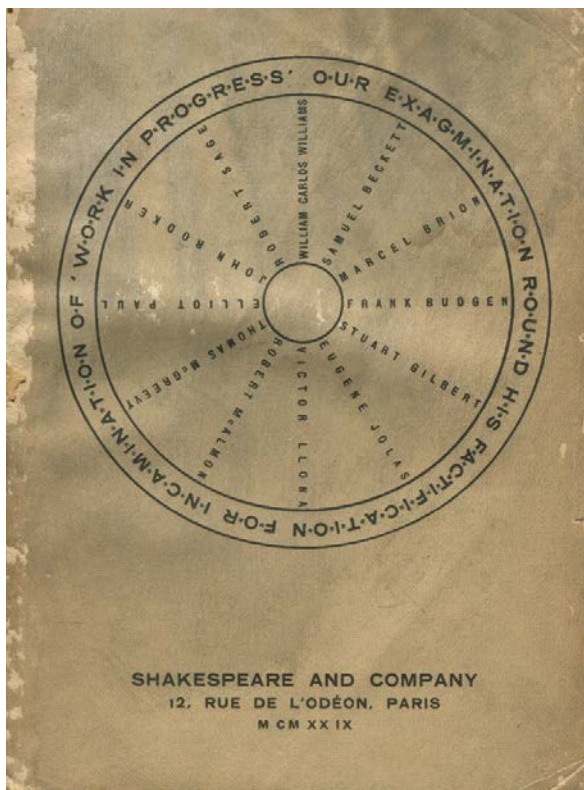
Before digitisation of the collection's print resources could begin, it was first necessary to establish an appropriate workflow process. The literature and interviews were used to deduce the best strategies for print digitisation. The group incorporated these strategies and decided on how to best go about the process before the physical work commenced. Specific advice received included:

- A scanning log should be established.



- Digitisation equipment will depend on the nature of the resource being digitised.
- Books and ephemera should be carefully handled during digitisation in a dedicated workspace.
- Digital images captured should be scanned at 600DPI, saved in an uncompressed TIFF/RAW format, and archived immediately.
- Optimisation: Digital images may need to be optimised.
- JPEG Surrogates for the site should be created from the Master
- Optimised archive.

The significance of planning ahead and being prepared to ensure consistency when digitising print materials was emphasised in both the literature and interviews. Further advice given was to be careful of the scanner's glass; one should remove watches and jewellery when scanning and to be aware that staples in documents have the potential to scratch the glass when copying. Interviewees also advised to check work when scanning to ensure usability. These best practice strategies were followed to achieve the best digitisation of the collection's print sources. The digitisation equipment consisted of a Doxie flip scanner, a flatbed Epson scanner, a Canon scanner (Canon Canoscan LiDE 210), and professional quality digital camera. The Doxie scanner proved useful for the small items in the Budgen Collection and was ideal for scanning the ephemera due to its small size and design. The Epson flatbed scanner and Canon scanner proved adequate for the books, as did the



digital camera. The collection's items were scanned at 600dpi as suggested by interviewees, the optical resolution advised for online exhibition purposes.

As part of the workflow process, each item was titled with a letter of the alphabet, allowing for clear indication of scanning done. Images were optimised and arranged into the appropriate folders, from "optimisedfba001" to "surrogatefba001" images. The optimised scans were converted from TIFF to JPEG format following the optimisation process. Optimisation of the images involved cropping, highlighting, etc., to create the best quality for exhibition users. The optimised JPEG images were then uploaded to Omeka.net, the platform hosting the digital exhibition. Due to copyright reasons and also space constraints on Omeka, it was decided that the online exhibition would be a collection of the highlights of "The Budgen Collection." These highlights included selecting digitised items like the front cover, title page, title verso, table of contents, back page, and any ephemeral items of interest in the collection, such as signatures or inscriptions from Frank Budgen and others. These highlights are a curated collection which will be of most interest to Joycean scholars, visitors to the centre's website, and could potentially spark the interest of the general public.

It was the JJCC's wish to have the sketches digitised on a museum quality scanner, which was carried out by the Copper House Gallery, Dublin. The gallery is one of a small number of institutions worldwide that is in possession of the high-grade Cruse Synchron

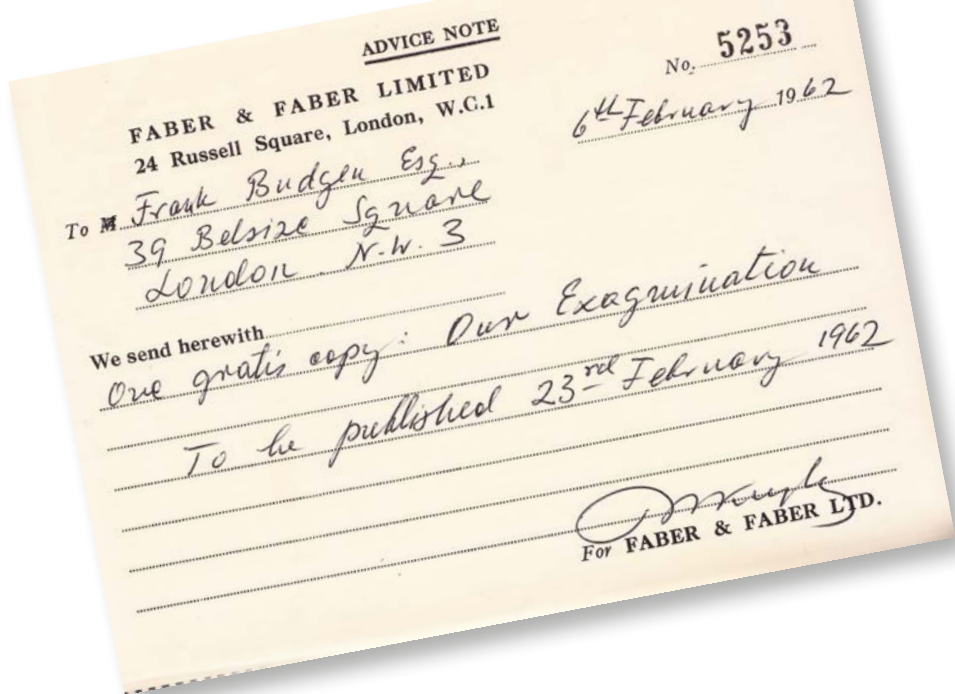


Table Scanner (Wolnik, n.d.). After testing many different scanners, the Cruse ST provided the best quality images for the Copper House Gallery based on the following seven requirements: lighting, image resolution, lens resolution and scan sharpness, light and table, focus, squareness of camera back and camera ordination, and its multiple capability (Wolnik, n.d.). The JJCC received the digitised images in an EPS file format. TIFF, PNG, PSD, and JPEG surrogates were later created and archived. At the request of the JJCC, a watermark of the JJCC logo was added using Adobe Photoshop to the JPEG public surrogates.

Audio Digitisation

Audio digitisation “is the activity of converting an analogue sound signal to a digital signal” (Hooper & Force, 2014, p. 82; Leggett, 2014). To convert the collection’s analogue tape cassette, “Frank Budgen: My Friend, James Joyce, A Spoken Appreciation,” to digital format, best practices and guidelines relating to audio digitisation were gathered during the interview and literature review activities; the group then sought to ensure that the appropriate standard “sample rates, bit-depths, file formats, and equipment for analogue-to-digital-conversion” were applied (Carli, n.d.). A simple audio tape digitisation workflow based on the findings

was drafted to increase technical knowledge and to assist with the process.

To execute this workflow and because of the challenging nature of the, now obsolete, tape cassette format, external assistance with the correct equipment and expertise was required. The Irish Traditional Music Archive (ITMA) was initially contacted; subsequently, ITMA helpfully referred the students to UCD’s National Folklore Collection who agreed to assist with the conversion. The majority of the drafted audio workflow was professionally completed by Anna Bale while the post-digitisation process was the team’s main responsibility as was guaranteeing that audio best practice guidelines were implemented. Two audio files of different lengths were created from this digitisation process. Employing the software Audacity with the LAME encoder plugin, the group converted the two preservation WAV files (with a 96kHz (96000) sampling rate, and 24 bit depth) to the presentation MP3 format, following best practice advice, with the recommended sampling rate of 44.1kHz and bitrate of 192Kbps; they then trimmed any audio noise from the two MP3 recordings. However, only the second file will be available to the public, as the James Joyce Cultural Centre requested to make accessible just 5-10 minutes of the audio-recordings online.

Online Platform

An Omeka site using the free basic plan was created to host the exhibition. To enhance user display and features, an environmental scan was conducted of other Omeka sites and the plugins used. Based on these findings, we decided to use a number of plugins on the site, including a geolocation and a book reader application, which allows the user to flip through images of pages. However, only a limited number of plugins were available to the group with the free basic plan. The Simple Pages and Social Bookmarking plugins were installed. Simple Pages allows administrators to create simple web pages for their public site, while Social Bookmarking uses AddThis to insert a customizable list of social bookmarking sites on each item page (“Plugins,” n.d.). Utilising the Simple Pages plugin, a “Home” and “About” page was added, offering context for the collection and project, as well as featuring selected items. The team was also able to overcome the restriction around the lack of a geolocation plugin, which will be discussed in the following section. To create a map detailing Joyce’s

European influences on the site, it was decided to employ the free open source tool StoryMapJS due to its interactive features, “friendly authoring tool(s)” and sophisticated design. The team could simply login using a google account and create, share, a map as well as pinpoint various locations and events using the tools provided (“StoryMapJS,” n.d.). Locations marked and elaborated further by the group include: Dublin, London, Paris, Zurich, and Trieste.

Cataloguing

For cataloguing of items in the exhibition, best practice dictates adherence to a standard (Gi Sung, 2013). One interviewee, from Maynooth University Library, suggested the use of Dublin Core for cataloguing the online exhibition. The standard followed was set out in the booklet, *Qualified Dublin Core and the Digital Repository of Ireland (Bustillo et al., 2015)*.

Once digitisation had been completed, metadata was created for each item in the collection using Dublin Core, which is the default standard on Omeka (Omeka, n.d.). A standard was created for the project to ensure consistency of all the records in the collection. To verify that the metadata information was consistent, two group members were assigned with checking for consistency in all of the Dublin Core fields across the collection’s items. Tagging was used for all items. As the geolocation plugin was unavailable, it was decided to develop a simple system of creating tags using the Omeka tagging available on the editing page (Geolocation, n.d.). The general tags used for all items were “James Joyce,” “Frank Budgen,” “The James Joyce Cultural Centre” and “The Budgen Collection.” Along with these, pertinent geographic information was added to the metadata. For example, tags such as Dublin, Paris, or Zurich.

The issue of copyright was discussed at length and researched. Copyright in Ireland expires 70 years after the death of the author (*Copyright and Related Rights Act, 2000*).

Aside from the works written by Joyce, this time period had not elapsed for any other work in the collection. Library exhibitions are exempt from normal copyright restrictions but it is not yet clear in the law whether this extends to online exhibitions. Items in the collection are marked as “All Rights Reserved”.

Mark Traynor, the manager of the James Joyce Cultural Centre, expressed a wish that copyright of the sketches and audio recordings be given to the James Joyce Cultural Centre. In this respect, those items contain that caveat.

Project Outcomes

The Budgen Collection project was very successful. The sketches, audio tape and highlights of the print collection were digitised thus providing a good basis for long-term preservation and increasing accessibility of the collection. An archive of the digitised resources was created with detailed metadata for each item in the collection. A digital exhibition was created using Omeka, which will be available to the public soon.

Collaboration was important in achieving the project objectives. A core tool used was a WhatsApp (instant messaging application) group with all team members. This allowed for rapid and easy communication; it was a very effective solution for the group.

The team recommends using social networking sites such as Facebook, Twitter and Instagram to promote this and future exhibitions. One such strategy would be to share a weekly photo from the collection using the #throwbackthursday or #flashbackfriday hashtags. This approach has proved effective for organisations such as the RTE Archives and the National Library of Ireland who share items of ephemera with the tagline “On this day...”. The Capstone group also advises the JJCC to investigate the provenance of the collection’s three sketches, as if they are original or limited edition prints they could be of significant value and of even greater interest to the audience.

Conclusion

In summary, the Budgen Collection Digital Exhibition will serve as a valuable research and educational tool for the JJCC and could potentially be used in universities and Joycean research centres. The entire process proved a steep learning curve for project participants; for example, in digitising the myriad materials of this special collection and learning of the technicalities of digitisation, online exhibitions and websites (Watson & Graham, 1998).

Nonetheless, by thoroughly conducting a range of research methods, including a literature review, interviews, SWOT and needs analyses, the group succeeded in establishing and adhering to best practice guidelines and producing a curated digital exhibition. Overall, the project shed important insights on digitisation, the primary aim of this assignment, including digital preservation and online accessibility. To build a functional, accessible, and pleasing online exhibition, which would adequately represent the physical Budgen collection and the needs of the clients, was a primary objective. This goal was successfully achieved despite financial restrictions of the project and the JJCC have expressed their contentment with the end result. Without thorough research behind this, however, the site would not have come to fruition. The exhibition will soon be available to the public. James Joyce's quote here may aptly describe the Budgen collection's transition from the physical to digital domain: "Better pass boldly into that other world, in the full glory of some passion, than fade and wither dismally with age" (Joyce, 1914).

Acknowledgements

- Lai Ma
- Deirdre Ellis King, Mark Traynor and all at JJCC
- Evelyn Flanagan, Eugene O'Curry, Audrey Drohan, Ríonach Uí Ógáin & Anna Bale UCD
- Padraic Stack, Maynooth University
- Grace Toland & Brian Doyle, ITMA
- Katherine McSharry, NLI
- Copper House Gallery, Dublin

James Durkan BA MLIS, Ciara Fahy BA MLIS, Aoife Flynn BA MLIS, Edel King BA MLIS, Julianne Morgan BA MA MLIS, Clare Murnane³ BA MLIS, Tina Stagliano BA MLIS

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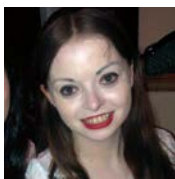
A Report on Rudaí 23 – an Irish 23 Things Course for Information Professionals

Mary Murray, Kris Meen, Wayne Gibbons,
Caroline Rowan and Niamh O'Donovan

Abstract

Rudaí 23 (meaning 23 Things in Irish), is an online, collaborative, professional development course based on *Learning 2.0: 23 Things*, an online discovery programme developed by Helene Blowers in 2006. Designed to facilitate the technological upskilling and professional development of Irish information professionals, Rudaí 23 was established and managed by a team of eleven information and education professionals. The Rudaí 23 team researched, designed, and implemented the course, delivering an engaging instructional learning programme which was utilised by information professionals across a variety of library sectors worldwide. This article provides a summary of the course, its goals, its development, implementation and achievements.





Introduction

Rudaí 23* is a collaborative project, designed to facilitate the technological upskilling and professional development of Irish information professionals. Established and managed by a team of eleven information and education professionals the course was based on the 'Learning 2.0: 23 Things' discovery programme developed by Helene Blowers in 2006. The multi-organisational Rudaí 23 team researched, designed, and implemented the course, delivering an engaging instructional course which was utilised by information professionals across a variety of sectors, library types and countries.



The success of Rudaí 23 can be seen in the high completion rates. Completion numbers for MOOCs have, in the majority of cases, been found to be less than 10% of those who enroll (Jordan, 2014). 235 people initially registered interest in Rudaí 23 in July 2015: 185 of those went on to enroll fully by registering a blog for the course and 123 of those wrote their first blog post. Of that 185, 79 have applied for completion certificates. This represents a 42% completion rate.



Through continuous engagement and support via online networks and web technologies, the Rudaí 23 team encouraged participants to be part of an active and supportive community and demonstrated the value of peer learning and online networking for professional development.



By completing Rudaí 23, participants were able to develop their skills and knowledge of web tools currently used in libraries worldwide. They were also encouraged to think about current issues within the information profession.



* which literally translates as 'Things 23'



Background

Treasurer of the Western Regional Section of the Library Association of Ireland (WRSLAI), Niamh O'Donovan, first recognised the need for a 23 Things course as a result of feedback from LAI members in the West of Ireland. It has been some years since a publicly accessible 23 Things programme has been

delivered and, with the continuous changes that occur in web technology and the constant need to retrain and upskill in such technologies, the Western Regional Section Committee felt that an Irish-led 23 Things course would be well received nationally.

The central goal of our Government's National Digital Strategy 'Doing More With Digital' (DCENR 2014) is to help more people to engage with the internet and utilise the resources available to them online. In *Opportunities for All: The public library as a catalyst for economic, social and cultural development* (DCENR 2013, p.95) the 23 Things programme is listed as a key resource for professional development for public library employees in Ireland.

Both of these documents demonstrate the need for widely available learning programmes like Rudaí 23 to help information professionals meet the new challenges and needs of library patrons as well as to access resources available online for professional development.

Planning for Rudaí 23 began at the WRSLAI Annual General Meeting in March 2015. The committee of the WRSLAI were the first project team members to be involved in the planning process, with Niamh O'Donovan as team leader. The final Rudaí 23 team was comprised of Caroline Rowan (St. Michael's Hospital, Dun Laoghaire), Christine Jordan (St. Patrick's College, Drumcondra), Emmet Keoghan (Marsh's Library, Dublin), Kris Meen (NUI Galway), Elizabeth Keane Kelly (Galway County Council), Mary Murray (Galway-Mayo IT), Michelle Breen (University of Limerick), Niamh O'Donovan (Galway County Council), Siobhan McGuinness (The Heritage Council), Stephanie Ronan (The Marine Institute) and Wayne Gibbons (Galway-Mayo IT).

Rudaí 23 was officially launched on 22 June 2015 at the annual WRSLAI Seminar in Galway. Registration for the course opened on 1 July 2015 and by the close of registration on 7 August 2015, 235 people had registered for the course. Of these, 185 participants commenced the course with 73 participants completing the course.

The course began on 7 July 2015 with the publication of the first module, which required participants to set up a blog which they would use throughout the course. Modules were posted at scheduled intervals with the twenty-third module going live on 12 October 2015. The course officially closed on 30 November 2015.

The Modules

The objectives of the course were: to demonstrate the usability of free web-based tools which could be used for the improvement of service delivery in libraries, to provide professional development for library staff, to advance advocacy and to increase the visibility of the library profession as a whole.

The modules covered technical topics such as infographics, blogging, online networks, augmented reality and communicating through photographs as well as professional development modules covering topics such as joining professional associations and attending conferences. A full list of the modules can be viewed in the Appendix.

Each technical module presented two or three free web-based tools and gave examples of the tools' use in a library context, followed by a choice of tasks for participants to complete. Participants were then asked to write a reflective blog post about their own experience and views on the tasks.

In the theoretical modules participants were presented with current issues in the information profession or opportunities for professional development and encouraged to discuss their views and experiences on the topics.

In module 2, participants were asked to write their first blog post called 'Why I became a Librarian'. The result of this activity was 123 blog posts from a hugely diverse group of information professionals who had each followed

different paths but who all shared the same passions and values about libraries and were experiencing similar challenges in their work. This was the beginning of the Rudaí 23 community.

In module 15, "Advocacy for Libraries", participants were asked to review a series of advocacy campaigns and reflect on their own views on advocacy. This module was accompanied by a Twitter chat on the theme of advocacy for libraries, to which active tweeters and library advocates, in addition to the course participants, were invited to contribute.

Three of the Rudaí 23 modules were called 'Reflective Practice' and had no specific topic, but were instead intended to allow participants time to reflect on their experience of the course as a whole. Participants were encouraged to read and comment on each other's blog posts as well as reflect on any issues they might have been experiencing and to identify areas for improvement in their own writing.

The final open reflective practice module introduced the Gibbs Model of Reflection (1988) and gave recommendations on how to improve on reflections in future blog posts. There was significant evidence that this model was taken on board by participants, as their final few blog posts showed great engagement with the six stages of reflection in Gibbs' model.

Developing and Managing Rudaí 23

Managing a project of this scale on a voluntary basis was challenging. In keeping with the objectives of the course, the Rudaí 23 team used free web technology and online collaboration tools to develop and deliver the course. Google Groups provided an opportunity for effective engagement and discussion between the team members throughout the creation and operation of the course. This was vital as the geographical spread of team members throughout Ireland meant that it was not possible to schedule face-to-face meetings.

All aspects of the project were developed collaboratively. The workflows for the content were devised in such a way as to give every opportunity for

volunteers to contribute comments or suggestions regarding the content of the course throughout its development. The diversity of information professionals – academic, public, special and health librarians as well as third-level educators – meant that there was a broad range of expertise and experience upon which to build the course and its content.

In addition, the team sought advice from previous 23 Things course (2011) administrators in the University of Cambridge Library, building on their experience to formulate the timeline and course content to ensure that the participants would derive the maximum benefit from the course.

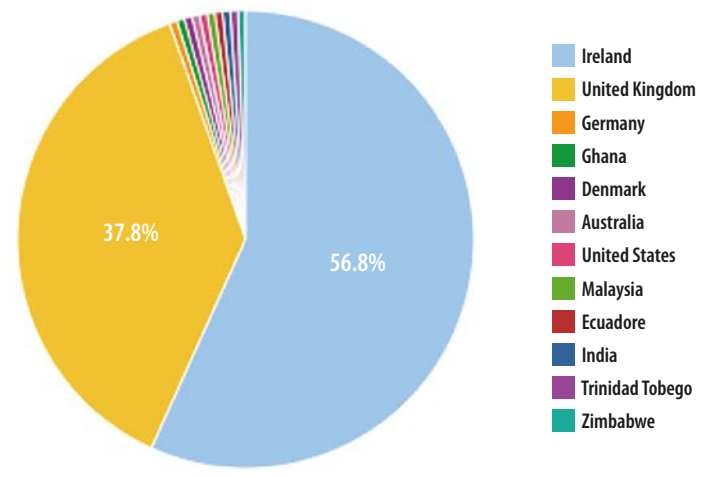
Spreading the Word

Publicising the course began via social media in May 2015 and an overwhelmingly positive response was received. Previous Irish 23 Things offerings have been organisation-specific, so there was a huge amount of interest in Rudai 23, in Ireland and the UK as well as further afield.

The Library Association of Ireland was very supportive of the project and agreed to provide CPD certification to anyone who completed the course within the designated timeframe. This certification was one of the key deliverables of the project plan and gave the course additional value for participants.

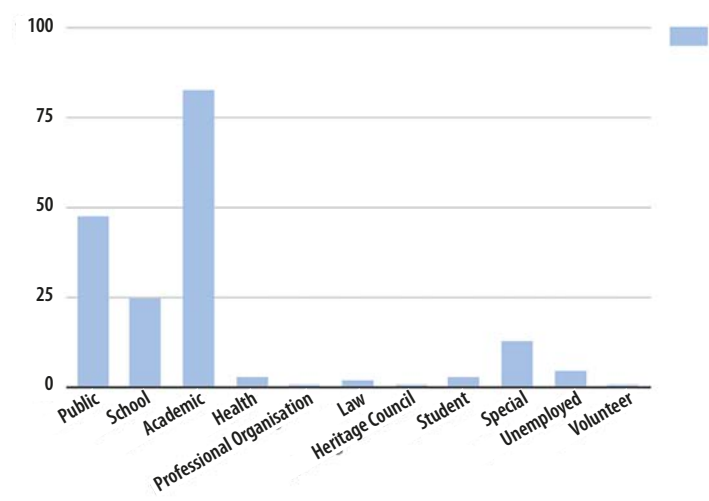
Figure 1, below, illustrates the geographical spread of the 185 participants who actually commenced the course. 105 participants were from Ireland and 70 participants were from the United Kingdom with the remainder geographically located as per the legend in Figure 1.

Figure 1: Geographic distribution of participants



The academic library sector represented the largest portion of participants on the course, followed by public libraries, school libraries and special libraries. Figure 2, below, shows the range of sectors represented by the participants.

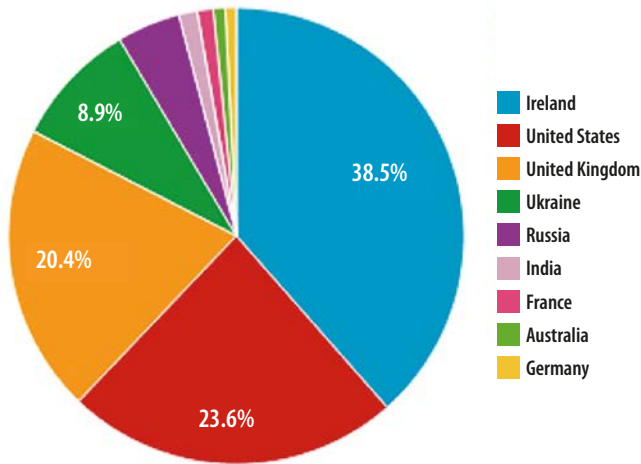
Figure 2: Sectors represented by the participants



The project also generated a lot of interested from information professionals who are advocates of the 23 Things movement, such as Jan Holmqvist and Michael Stephens, as well as individuals who chose to follow the course without participating in the activities.

Figure 3, below, shows the geographical spread of readership of the Rudaí 23 blog, which received over 29,000 page views in the first six months.

Figure 3: Geographical distribution of blog readership



Motivating and communicating with participants.

Interaction between the Rudaí 23 team and course participants was recognised as an essential component in ensuring that participants would complete the course. A number of Rudaí 23 team members moderated participant blogs by reading and commenting on posts and encouraging participants. This individual moderation also provided participants with an available and responsive point of contact.

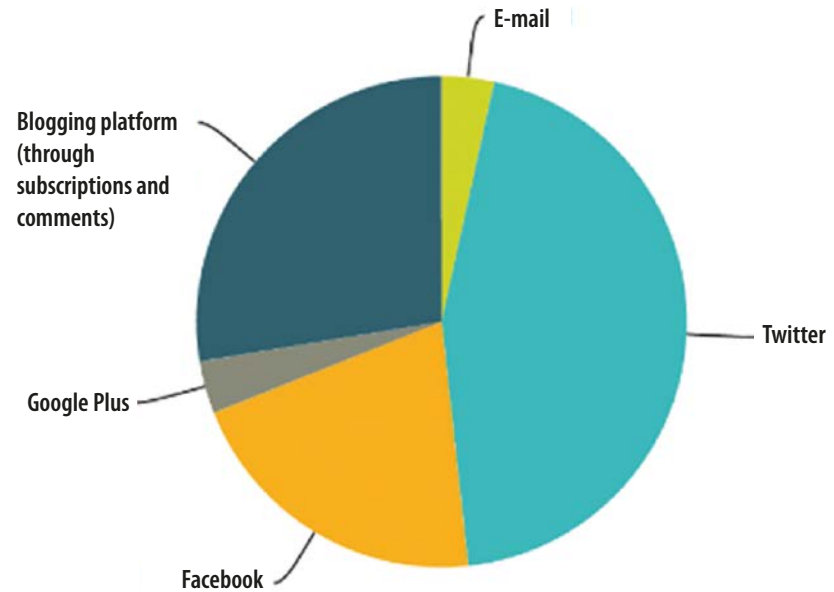
Other team members moderated the Facebook group, the Twitter account, LinkedIn Group and Google+ Community, ensuring that participants had a variety of communication channels via which they could engage with each

other and the Rudaí 23 team.

The course participants were encouraged to join all of the online networks to which they were introduced. This allowed them to experience firsthand the benefits of being part of an online professional network - something many of them had never done before. Twitter proved to be the most popular medium for participants to connect with other participants. The Rudaí 23 team received a lot of support via Twitter from other LAI sections and groups and information professionals who are prolific Twitter users. This further helped demonstrate to the participants the active, vibrant network of information professionals which exists on networks such as Twitter as well as providing encouragement and validation for the hard work of the Rudaí 23 team.

Figure 4, below, illustrates the popularity of the networking tools used by participants to communicate with each other.

Figure 4: Popularity of networking tools among participants



Feedback

Once the course completion deadline had passed, a user feedback form was distributed to the participants. The aim of the feedback was to establish typical profiles for the participants and to identify strengths/weaknesses in the design and delivery of the course. As an extension has been granted to some participants on request, data collection continues, but the key points emerging from the feedback process are as follows:

- The profile of the average participant can be summarised as a motivated person, with professional goals and a clear desire to learn new technology to enhance their personal and professional lives. They are focused on engaging with learning communities built around micro-blogging, and have identified clear aspects of the Rudaí 23 course that they definitely will and will not use in the future.
- The three most favoured modules were Video/Screencasting, Blogging and Augmented Reality.
- Presentations, Infographics and Communicating through Photographs are the three modules most likely to be used by participants in their workplace.
- Twitter was the most used method for participants to communicate with each other about the course.
- 100% of participants viewed the open reflective practice blog posts as worthwhile, and 89% agreed that three was the correct number of them to include.
- 66% of participants intend to use the Rudaí 23 certificate for CPD purposes.
- The moderation process was very well received, although some comments provide points to consider if the course is to run in the future.
- When asked for general feedback, the predominant theme that emerged was how well received the course was by participants, and how they are currently able to use the skills they have learned and developed through the course in their workplace.

Conclusion

The course proved an unanticipated success, reaching not only a national, but an international participant audience, as well as a global readership. There have been numerous queries as to whether Rudaí 23 would continue to be available after the completion date or if it would be run again in the future. This further confirms the demand for courses of this nature.

The Rudaí 23 teams have agreed that the course will remain accessible online for the foreseeable future for anyone who wishes to complete the course without official certification. An updated version of the course may be run in the future when technology and trends have changed. Meanwhile, the global library community is invited to make use of what is now an excellent, standing professional development resource at <http://rudai23.blogspot.ie/>. A full list of the modules, plus links to all the participant's blogs is available on the Rudaí 23 blog for further reading.

Mary Murray, BA, MLIS (Galway-Mayo IT), Kris Meen, MA, MLIS (NUI Galway), Wayne Gibbons MEd, MSc (Galway-Mayo IT) Caroline Rowan, MLIS, MA (St. Michael's Hospital, Dun Laoghaire), Niamh O'Donovan, BFA, HDip LIS (Galway County Council).

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Appendix – Rudai 23 modules

Thing 1:	Blogging
Thing 2:	Write your first blog post
Thing 3:	Your professional brand
Thing 4:	Google
Thing 5:	Online Networks
Thing 6:	Reflective Practice
Thing 7:	Podcasts
Thing 8:	Curator Tools
Thing 9:	Video
Thing 10:	Live Streaming
Thing 11:	Reflective Practice
Thing 12:	Attending Conferences
Thing 13:	Professional Organisations
Thing 14:	Augmented Reality
Thing 15:	Advocacy for Libraries
Thing 16:	Collaboration Tools
Thing 17:	Reflective Practice
Thing 18:	Communication through Photographs
Thing 19:	The Legal Side of Things
Thing 20:	Presentations
Thing 21:	Creating Infographics
Thing 22:	Mobile Things
Thing 23:	Making it all work together





Use it or lose it! The importance of measuring the impact of Irish public libraries

Patricia Nolan

Abstract

This article considers the importance of measuring impact in public libraries. Example of various metrics are described.

Keywords: *Metrics, Public Libraries, Ireland*

Introduction

My interest in this topic was piqued by my research¹ on the role played by outreach activities in Irish Public Libraries (Nolan, 2011). For the purposes of this study outreach is defined as – ‘the active involvement of libraries in community activities, forming partnerships and seeking ways to encourage library use’. The study findings confirmed that such activities are now regarded as an integral part of today’s Irish public library service but that there is no consistent measurement of these programmes. So why is it so important to be able to measure and prove the value and impact of public library programming, and how can this be achieved?

¹ Nolan, P. (2011). An exploration of the role played by outreach activities in Irish public libraries today. Dissertation. [Online]. Available at: <http://www.askaboutireland.ie/search.xml?query=outreach&query.x=15&query.y=14>

Previous research

The original study examined this topic from a public library perspective using a mixed method approach incorporating desk research, a descriptive questionnaire, Delphi study and semi-structured interview. The questionnaire survey was distributed to all Irish public library services with an overall response rate of 91%. A request for volunteers to participate in the Delphi study was incorporated into this survey questionnaire and the nine participants were all members of different library services. Following completion of the survey questionnaire and Delphi study, a semi-structured interview was held with Alun Bevan (An Chomhairle Leabharlanna) to further validate findings. The overall picture that emerged was of a library service in which outreach activities play a major role in serving the local community, raising the profile of the library and promoting the service to both users and non-users. It was also found, however, that a large percentage of public libraries did not evaluate these services (45%) and where measurements were in place many were undertaken on an ad hoc basis. Participants felt that a system of relevant qualitative and quantitative indicators would be very beneficial in both raising the public library profile and as a support to service planning and development, in the words of one respondent - *measuring the success of these activities is crucial as often they go unnoticed and their value diminishes because of this.*

Raising the Public Library Profile

Funding:

- Irish Public Libraries are very much dependent on priorities and resources at national level and original research findings highlighted the challenge in raising awareness, particularly at government level, of the degree of programming taking place each year across the public library network. Funding for public libraries has been threatened, and, although part of today's modern digital world, there is difficulty in articulating the value of the public library effectively. The positive impact that libraries have in the fields of employment, education, health and community engagement can

be overlooked, and having verifiable data readily available to support this is very beneficial. Such data confirms the value for money provided by the service and demonstrates how it supports and feeds into government policy and priority areas. The ability to produce 'evidence of the positive impact public libraries have on the lives of people in their community' (Jacobs, 2015) is one of the most important and effective ways of securing government support and funding in an environment of cutbacks and budgetary constraints.

At local level, study participants agreed that library programmes are popular with the elected members and that the service is generally regarded as a 'good news story'. In order to benefit from this goodwill at budget time, it is important that 'libraries are recognised and funded as core community assets and partners' (Jacobs). By linking performance indicators to local policies and development plans such structured measurement tools can be used to illustrate the significant contribution being made at local level and the value of the library service within the wider public service.

A good example of how this can be achieved was presented by Richard Bealing, (Director of Wigan Libraries, Museums and Archives) at the recent LAI Public Libraries conference (2015). With his view that 'politicians love numbers' he demonstrated how Wigan LMA collected data relevant to their council's priorities and presented this information to senior management in a succinct manner via digital media. This approach was received favourably and the service has managed to survive restructuring and budget cuts without library closures.² This is no mean feat as according to CILIP, almost 450 library branches have closed since 2010, with more than 100 libraries closed in England, Wales and Scotland in 2015 (Flood, 2016).

In addition to government funding, the development of working partnerships and externally funded projects can only be enhanced by the

² Presentation entitled *This is what you think we do* can be accessed [here](#)

ability to demonstrate evidence of need, originality and value for money (Poll & te Boekhorst, 2008). Verifiable proof of a potential audience with a specific interest or need, for example, can help both potential funders when making investment decisions, and library professionals as a means of demonstrating the impact and value of public libraries when seeking such support.

Promotion:

- The use of measurement data can be very effective in general library service promotion. In spite of acknowledged improvements and progress in how libraries self-promote, my original study (2011) indicated a general lack of awareness of the public library service, what it has to offer, and particularly so among non-users, other agencies and organisations. Proactive use of measurements in local and social media improves the visibility of the service and demonstrates the impact that library programmes can have on those who participate. The profile of the public library can be further raised by using verifiable quantitative and qualitative data to demonstrate both its economic and social value and statistics can be supplemented by the creation of digital records collecting visual and multimedia evidence (Cole, 2014). As trusted information providers, targeted information campaigns can enhance our attractiveness and increase demand for our services.

Programme Planning and Development

Data collected can also be used to inform the organisation and procedures of the library and as a guide in the library programme planning process (Poll & te Boekhorst, 2008). A preference for structured programming of activities emerged from the study and this was re-enforced by the concern that event and activity programming on an ad-hoc basis may lead to a lack of recognition of the importance of these services and impact negatively on the availability of resources. The use of relevant measures encourages a more structured approach, improving recognition of the value of these services and enabling better service planning.

Performance measurement should not be seen as an end in itself but rather a proactive way of informing and improving practice in the following ways:

- Offering the ability to assess the changing needs of communities and service users
- Measuring how the public library rises to meet these needs
- Identifying gaps and less successfully targeted areas
- Evaluating the underlying reasons for gaps in provision and addressing these where possible
- Relaying information and results back to all staff members
- Using results in a practical manner by feeding them into library procedures
- Comparing results with former ones collected or similar indicators in other libraries

How to measure?

Measuring the impact of public libraries is a difficult task, as what we are basically trying to measure is 'whether our services make a difference' (Brettell, 2014) This is complex due to the multidimensional nature of public library service provision.

Internationally, a number of research projects have been undertaken recently in an effort to identify the most appropriate methods - most notably:

ISO 16439: The International Standards Office commenced this project in December 2010 involving 17 experts from 13 different countries (Poll, 2012). This culminated in the publication of **ISO 16439: Methods and procedures for assessing the impact of libraries in 2014**. Building on existing projects and literature, the aim was to standardise the terminology for impact assessment and to describe and select the methods most used and most effective in delivering meaningful results. The methods prescribed are not exhaustive but rather a guide from which to choose suitable methods for assessing the individual, social, educational and economic impact of public libraries.

Common Impact Measurement System (CIMS): This measurement system was co-designed by Global Libraries staff along with Country Grantees and has been in use since its introduction in 2013 (Streatfield, Markless and Cottrill, 2015) The aim is to quantify the impact participating libraries have on their users and, by all participants using the same measures, data can be aggregated, monitored and compared across countries. There are both required and optional indicators across seven categories: digital inclusion, health, education, economic development, communication, culture & leisure and government & governance. In addition, participants are encouraged to collect other data which they perceive to be relevant to their local priorities and needs.

National Impact of Library Public Programming Assessment (NILPPA): This initiative is a response by the American Library Association to the demand by librarians in the USA for a means by which they can demonstrate the impact of library programming. Following publication of a White Paper (2014) a research framework has been developed which will be implemented over a five year period. This three phase research plan will culminate in usable data, data collecting tools and an ongoing reporting mechanism for assessing the impact of American library public programs in public, school, academic and special libraries.

LibQual+: Developed by the Association of Research Libraries (ARL) and members of Texas A&M University this is essentially a survey instrument used to assess service quality in academic libraries. Although principally academic it has also been used by some public libraries (Saunders, 2007) and is a good example of a standardised method which can be used both to compare services with peers and to seek help and advice from higher performing services in implementing best practice. As a reliable, valid and robust method the data collected can also be used as an aid in strategic planning, seeking funding and support and implementing improvements and changes in service delivery. LibQual+ recommends using the survey as a first step in highlighting specific issues, regarding it as 'one tool in a kit of tools for performance measure' (Saunders).

This level of commitment on an international scale demonstrates the need for realistic measurements to be introduced. The general consensus is that a mixed method approach, using both quantitative and qualitative data, is the most appropriate with methodologies then adapted to suit national and local needs.

Measurement in Irish Public Libraries

At national level the public library service indicators collected annually are (1) Number of library visits and (2) Operating costs per thousand population. In addition, detailed statistical information is collected in the Public Library Service annual statistical returns to the Libraries Development Unit.

Neither method, however, adequately captures information on the real nature of activities and programming in public libraries. Those participating in the outreach survey had developed quantitative and/or qualitative indicators as methods of capturing this information. Quantitative indicators included attendance, loans, number of events and number of visits. Participant feedback was the most commonly used qualitative measurement, some services indicating regular reviews and evaluations, others seeking feedback but not on all events.

The need for a uniform system of data collection is recognised at national level and included in *Opportunities for all*, the current Strategy for Public Libraries (2013). Programme seven of the strategy highlights the need for immediate performance measurement with the associated aim of generating measurable data on the provision and impact of library services.

In the interim, current performance data collected by Irish Public Libraries can be supplemented by other statistics such as the number of events, event attendance, requests for assistance with online searches etc. but the gathering of qualitative material, although rich in information, is much more problematic.

Survey follow-up 2015

In preparation for this article the original study participants were contacted as part of an informal follow-up and were asked the following questions:

1. Does your library service actively engage in outreach activities (e.g. community projects, targeted reading initiatives etc.)?
2. Has your service developed any indicators to measure the success, or otherwise, of outreach activities?
3. If yes, are these quantitative and/or qualitative in nature?
4. If no, do you feel such indicators would be worthwhile?

The responses (40% response rate) indicate no significant change from the initial results five years ago, which is understandable given the pressures of maintaining service levels over the intervening period. All participating services indicate regular engagement in activities and outreach, dependent on staff resources. Most have measurement mechanisms in place and the methods used are mainly quantitative in nature e.g. attendance figures, memberships, issues, number/type of event. Feedback forms are still the preferred method of collecting qualitative data but there is a concern that these may be off-putting for participants. What has emerged from the responses is a real appetite for some well-structured and robust qualitative indicators to show the real impact of library activities. It is also suggested that these be suited to uniform application across the library network, be user friendly and place minimum demand on staff resources. In her literature review of methods for demonstrating the value of public libraries (2011), Rooney Browne concludes that there is no perfect method for measuring the value of public libraries – but there are many possibilities. Initiatives such as Speaking Volumes³ (Carnegie Trust, 2015) demonstrate, through the use of

databases and accompanying material, one method by which the impact of libraries can be effectively communicated to stakeholders. While, ideally, a nationally co-ordinated standard methodology will be established, in the interim public libraries can select methods best suited to their programmes and objectives to ensure that valuable data is collected. These methods can then be used, in addition to national indicators and PLS returns, to inform, enrich and provide service specific information. Public libraries are changing and being challenged to re-invent themselves (Brophy, 2008). The ability to assess performance is necessary to raise the library profile, secure funding, assist efficient planning and maintain and enhance their contribution to society.³

Patricia Nolan BA, HDipEd, MA (ILM) is a member of Kilkenny County Library Service and currently manages Ferrybank Library.

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Strategic Partnerships for Access and Discovery

36th IATUL Conference • Hannover, Germany 5-9 July, 2015.¹



¹ Attendance at this conference was made possible by a travel grant from BI International.

² Sponsored by Philip Morris

Held under the auspices of the German National Library of Science and Technology (TIB), the conference explored the latest trends in librarianship and considered possibilities for collaboration. Topic streams included: Library Strategy and Management, Strategic Partnerships, Changing Environment for Librarians and Open Science/Science 2.0. Other topics covered included Management of Research Data, Non-textual Information and Digital Preservation. From Australia to the Netherlands and Brazil to Singapore, some thirty-eight speakers considered these topics through plenary and parallel sessions.

Conference sponsors were: [Elsevier](#), [IEEE Xplore](#) and [ExLibris](#) and 123 delegates were registered. This report will give a flavour of the conference and the complete report is available at: <http://anleabharlannai.blogspot.ie/2015/07/iatul-conference-july-2015.html>

With four keynote speakers, there were some common themes. Martin Hofmann-Apitius (Fraunhofer Institute) outlined efforts undertaken to develop methods to make unstructured scientific data available in a structured format enabling computer processing. A bio-medical example given would facilitate personalized medicine. As individuals differ, the question of how to assess individual cases becomes imperative to answer. The Fraunhofer Institute developed a new tool for text analysis and mining. This recent project² worked to create a more integrated workflow linking UIMA, SCAiview, to create a semi-automated workflow called [BELIEF](#).

The project demonstrated that there is a greater information gain if the full text of an item is mined as opposed to the abstract. This process has a 70-90% recall and precision rate for the biomedical field. The speaker argued for change in the management of copyright and copyright law to allow for this type of decision support to begin saving lives, in critical time sensitive scenarios, as many databases holding important research in this area do not permit full text mining.

José Cotta (CONNECT Directorate-General of the European Commission) noted that the directorate is working towards a single digital market, which allows for the free flow of data, including research data. Copyright reform is an important

aspect of this, especially in relation to text and data mining. This move dovetails with the EU commission's policy for open science, plans to create an e-infrastructure, and its emphasis on open access publishing. As much of the research undertaken within the EU is done under the auspices of publicly funded institutions, the case grows for research, data, process and even software generated via such funding structures to be made publicly available. This move supports evidence based decision making, but may necessitate a change in publishing, intellectual property, data protection and copyright models.

Wilma van Wezenbeek (Technological University Delft Library) focused on the mechanics of open access publishing arguing that everyone should have easy access to research. This prevents unnecessary duplication of research. She also echoed the Cotta's remarks on taxpayers' access to the research which they fund. Open access ties to open science, open education and open ICT, which require responsible data management. Dutch policy is to achieve 100% open access publishing by 2020. Substantial open access output is needed to flip the publishing model in its favour. A call for a FAIR system was made.

Wolf-Tilo Balke (Technological University Braunschweig) argued that libraries have a big data problem, and need to care more about the semantics in the metadata that they index, as the aim is to provide access to knowledge. Major challenges facing indexing include automatic indexing and searching across paths. Many automated data mining approaches now exist, and libraries as information institutions, need to be connected to capture the semantics of these, as a large corpus of information sources is now held beyond the library. In addition, libraries should be aware of increasing levels of publication withdrawals as issues with quality, data massaging, and honest mistakes in research are increasingly identified. Balke questioned how reliable Science 2.0 is.

Library Strategy and management topics covered included Key Performance Indicators (KPIs), Leadership skills, change management and looking at library strategy from the users' perspective. In further parallel sessions on LIS in a changing environment, trends mentioned included the work of the 'International Coalition of Library Consortia' [<http://icolc.net/>] and how 'Big Deals' emerged in

response to journals crises. Models of publishing and pricing were discussed. For example: Library Journal's' Annual survey of periodicals pricing[<http://lj.libraryjournal.com/2015/04/publishing/whole-lotta-shakin-goin-on-periodicals-price-survey-2015/>], issues with double dipping by publishers, with the price of 'Gold Standard Open Access Publishing', etc. Further discussion revolved around the 2012 Finch report in the UK where Gold Standard Open Access publishing was put forward as the way to go to Academics in the UK [<http://www.researchinfonet.org/wp-c>], and the 2014 Report for JISC Collections on Total Cost of Ownership Project: <http://www.jisc-collections.ac.uk/Global/News%20files%20and%20docs/IPL-Jisc-Total-Cost-of-Ownership-Data-Capture-Report.pdf> and <http://www.researchinfonet.org/wp-content/uploads/2012/06/Finch-Group-report-FINAL-VERSION.pdf>

The future is already here ... short presentations

In considering the future, it would appear that it is already here. Speakers covered recent innovations in libraries: Blogs established by library (Chia Yew Boon, Nanyang TU, Singapore), 3D printing (Bridle, Oxford) and an app (Stille, Darmstadt). Other German developments described included University Library of Regensburg (EZB link resolver) and the TIB(German National Library of Science and Technology) (Image handling, and metadata mining, TIB Video Portal, Use of Video Abstracts, Vivo Research Information Management System).

There were ten poster presentations and delegates had the opportunity to visit Herzog August Bibliothek in Wolfenbüttel and the Volkswagen Autostadt in Wolfsburg.

The 2016 conference will be in Halifax, Nova Scotia.

Selected photographs are available at: <https://photos.google.com/story/AF1QipPOPCP8 wtEwCk9l0sX3pHGAslHa2klOg5vy2oxNNNBLw2 TguE78dNS9Z9qltra5LQ>

Niamh Walker-Headon, Library ITT Dublin, Systems Librarian.
niamh.walker-headon@ittdublin.ie

Blue Growth: Motivating Innovations in Aquatic Information Management

41st IAMSILIC Conference in conjunction with the 16th EURASLIC Biennial Meeting
Rome, Italy, September 7-11, 2015

The International Association of Aquatic and Marine Science Libraries and Information Centres ([IAMSILIC](#)) encompasses all aspects of aquatic and marine sciences and their allied disciplines. The association provides a forum to exchange and explore ideas and issues of mutual concern. IAMSILIC was established in 1975 and its 2015 conference took place in the [Food and Agricultural Organisation \(FAO\)](#) building of the United Nations, Rome, Italy. EURASLIC is the European wing of IAMSILIC.



41st IAMSILIC Annual Conference and 16th EURASLIC Biennial Meeting FAO, Rome, September 7-11, 2015

"Blue Growth: Motivating Innovations in Aquatic Information Management"

Following a busy first day with many business meetings, a drinks reception was held on the beautiful FAO rooftop terrace. This provided an excellent opportunity to network with key personnel in the marine and aquatic sector. During the business meetings, I was nominated as the Irish representative for EURASLIC. As the official tweeter for the conference, I established a twitter account for the group '@lamslicOrg' and tweeted under the hashtag #iameura15. A collation of the tweets, photos and blog posts is available through Storify at: <https://storify.com/StephanieRonan/new-story-55f3244492765f6408ac8ed2>.

The seminar began in earnest with a welcome by Arni Mathiesen, the Assistant Director-General of [FAO Fisheries and Aquaculture Department](#). He praised the role of information specialists, viewing us as key to promoting Blue Growth. Blue Growth is the long term strategy to support sustainable growth in the marine and maritime sectors. The theme of the conference centred on how IAMS LIC supports this strategy. The keynote speaker, Dr. Devin Bartley, stressed the need for further research in inland fisheries, highlighting that in developing countries fish are often the only source of protein. Interestingly, in rice paddies, the species in the water often have more value than the rice itself! Bartley was campaigning for the inclusion of dried fish in the [World Food Basket](#) disaster response kits. He further emphasised that science is rooted in conversation and urged us to tweet and help disseminate this message.

The conference reinforced the importance of IAMS LIC emphasising its engagement on the international field and also illustrating its regional initiatives. Presentation sessions were divided into the following categories: Projects, Vendors and posters, Euraslic posters (European Association of Aquatic Science Libraries and Information Centres), Open Source, Blue Growth invited speakers, Fishing for information panel, Linked repositories, and Diversity in practice.

A noteworthy presentation by Linda Pikula on the collaboration between IAMS LIC and [GE-MIM](#)¹ was excellent. This presentation detailed GE-MIM's

work with the [Ocean Teacher Training Academy](#) and explained how it offers data and training management workshops. These sessions are recorded and available to view on the [website](#).

Wednesday was Blue Growth day, established by the FAO to highlight ocean food sustainability. The FAO has considerable information available on websites such as: <http://www.fao.org/biodiversity/cross-sectoral-issues/ecosystem-approach/en/>. Another interesting development was iMarine (www.i-marine.eu/), presented by FAO's Anton Ellenbroek. With data, the policy of datasets and their derivatives as well as copyright must be considered. To address this issue, iMarine provides an infrastructure to reuse marine data with respect to policies and also provides dataset citations.

A further highlight from the week came from Lisa Raymond, Woods Hole Oceanographic Institution (WHOI), who described WHOI's development of a semantic integration product to link open access data through repositories. This product makes searching across all available materials easier. This will contribute to the DSpace community, creating an environment where linking becomes seamless. To facilitate linked data, please encourage your scientists to get an ORCID!

I presented a poster introducing the Marine Institute, as it was our first time attending this conference. The IAMS LIC posters provided a wonderful insight into the stellar work conducted across the globe in these specialist marine and aquatic libraries. For further information, a detailed conference programme can be viewed [here](#) and a comprehensive overview of the conference is provided on the IAMS LIC [blogspot](#).

The 42nd IAMS LIC conference will be held this October in Merida, Mexico. I can hardly wait, adios amigos!

Stephanie Ronan is Irish EURASLIC representative and Information Professional, Marine Institute.

¹ GE-MIM: Group of Experts on Marine Information Management

Enlighten, Enrich, Engage: Learning, Culture and Community in Public Libraries

Public Libraries Conference 2015
Garryvoe Hotel, East Cork,
11-13 November 2015

At the invitation of Cork County Council, the 2015 Annual Conference was held at the Garryvoe Hotel. Over 100 delegates attended and the conference was accredited by the Library Association of Ireland. The conference theme continued the exploration of key areas in **Opportunities for All**.



LAI President Philip Cohen, formally opened the conference, welcomed delegates and spoke on the benefits of becoming an active LAI member and recognising the value of a vigorous library community.

The conference included three panel discussions covering funding, literary awards and My life in Books. In addition there was a keynote speaker, several supplier lightening sessions and a professional lightening session.

The funding panel explored which local, national and European funding avenues are open to public libraries. This session generated many questions from the floor. Anastasia Gasia (The European Library) outlined the work of the library and their Europeana Archive.

The literary awards panel gave information on the selection process and the importance of the awards in today's information society. Awards considered included the Kate Greenway Prize and the Irish Book Awards.

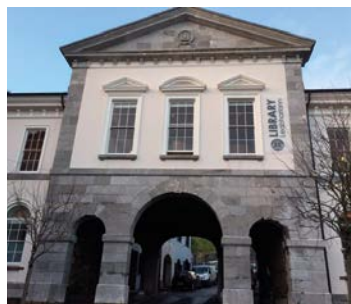
The conference concluded with the firm favourite 'My Life in Books' panel, chaired by Eddie O Sullivan, which included actor and comedienne Tara Flynn, *Irish Independent* Sports writer Vincent Hogan and author Pdraig O Rourke. The panel discussed a wide range of books that impressed them from a young age, through to their teens and into adulthood.

Keynote speaker Richard Bealing, (Head of Library Services, Wigan Libraries), considered ways to promote the work of public library services to reach wider audiences. Wigan produced a generic video promoting the services in a fun, qualitative, way, in contrast to the more quantitative, statistical approach services have used in the past. Other speakers included Fintan Mulligan on the '121 Digital Programme', a one tutor/one learner programme developed with transition year students training the elderly on Internet enabled devices. Ciaran McKinney (Director of Development, **Age and Opportunity**) gave a lively presentation on, and insight into, the organisation's work in engaging the elderly in a wide range of creative activities, from the Bealtaine and Samhain festivals to the Azure Project, helping those with dementia related conditions take part in cultural activities.

During short professional contributions, Offaly Library Service gave an update on their Open Libraries Project and noted that the project is going well with no major problems encountered by staff or users. Marjory Sliney spoke on writing for *An Leabharlann: the Irish Library*.

A conference highlight was the presentations by the LAI Public Libraries Section Project Prize finalists (Carlow, Kilkenny & Wexford). Applications had been invited from all local authorities with the aim of providing an opportunity to develop and implement innovative ideas. The initiative served to stimulate ideas and creativity amongst public library staff and the presentation to conference delegates allowed for potential project emulation in other library services. Carlow's winning project was 'Live from the Library': working with local teenagers on a six-month production of YouTube music videos on issues facing teenagers. Kilkenny colleagues spoke on their 'Aistear in the Library' project, working with junior and senior infants classes to develop play-related activities around libraries. Staff from Wexford presented their 'eSkills for Work and Entrepreneurship' a project focusing on education and employment options for school leavers.

Following a vote from delegates on their favourite shortlisted project, a fund of €1000 was awarded.



Cork County Libraries arranged for delegates to visit the refurbished library in Cobh where County Librarian, Eileen O'Brien, gave a presentation on the County's 'Year of Light' project. Cork's larger scientific enterprises were contacted to fund events throughout the county, promoting their collections linked to the project theme. The delegates also had a tour of the Middleton Distillery and then attended the conference dinner with after dinner speaker Colm O'Gorman.

Mary Murphy is Chairperson, Public Libraries Section LAI and Executive Librarian, Meath County Council.

A Room of Their Own: Cork Carnegie Free Library and its Ladies' Reading Room 1905-1915

Helen McGonagle. Cork: Cork City Libraries, 2015. ISBN 978-0-9928837-2-0. €10, 64 pages, pbk.
(Occasional Series 8)

Arising from the author's interest in annual reports of the then Carnegie Free Library dating from 1905-1915, which had been discovered in Cork's City Library, *A Room of Their Own* paints a vivid picture of life and work in a public library at the beginning of the 20th century. Setting it against the political and social backdrop of the Ireland of the time makes it easy for non-Irish readers to place this book in context. The author finds quirky details in these reports, such as the librarian's battle against the unrestricted use of the libraries' lavatories, which make this booklet quite entertaining.

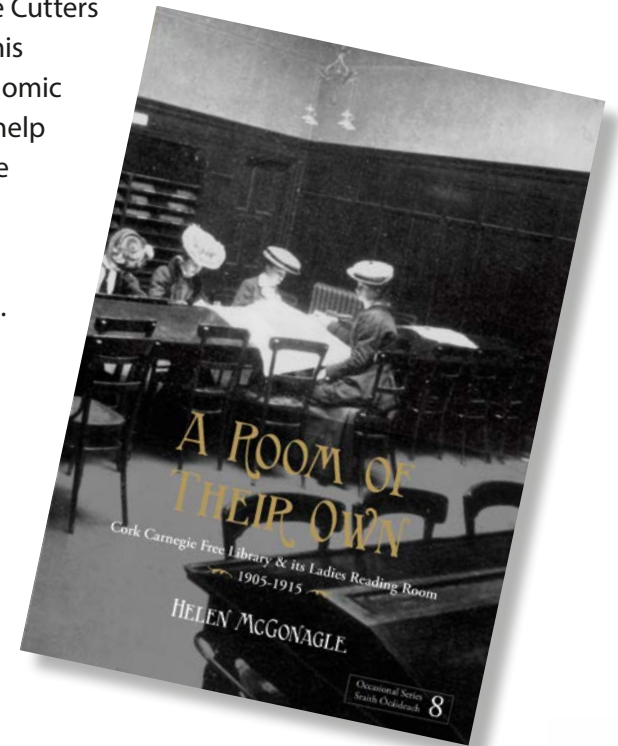
It is in the fourth of its five short chapters, however, that the *Ladies' Reading Room* takes centre stage. Incredibly, despite the proliferation of female nationalist writers, any journals or books related to the Gaelic Revival or the suffragette movement were absent. Women were believed to be a separate class from "serious readers". I would have loved to read more about this period and hope that the author considers writing a more in-depth analysis of this important time in women's cultural history.

This is a beautifully produced paperback containing many black and white pictures as well as excerpts of letters, some of which are slightly difficult to read, but which add to its authenticity. The correspondence between the Lord Mayor of Cork and philanthropist Andrew Carnegie alone makes for a fascinating read – haggling for library funds seems to have been going on since the dawn of time! And the parallels with today's world do not end there. The appendices contain copies of letters, one of which was sent to Carnegie

by the General Secretary of the Stone Cutters Association thanking him for giving his tradesmen work during difficult economic times. A bibliography and endnotes help interested readers to follow up on the sources quoted.

I was very happy to discover that this book was based on a student project. Too often Master dissertations go unreported. It is great to see these fruits of labour in print. This book is not only about local social history of Cork and its Carnegie Free Library, but of the women's movement in Ireland, and it is a great reminder of libraries' role in Free Speech and access to information.

*Eva Hornung is Librarian, CDET
Curriculum Development Unit/Trinity College Dublin*



Library services from birth to five: delivering the best start

Edited by Carolyn Rankin and Avril Brock. London: Facet Publishing, 2015. ISBN 978-1783300082. £54.95 Pbk.

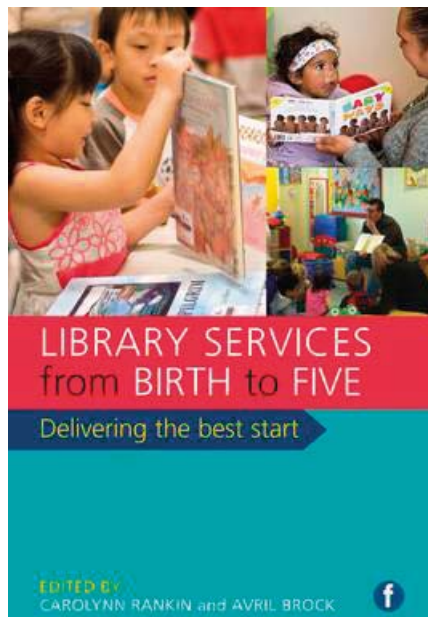
Access to a library and its resources provides a great foundation for developing early literacy. The professional librarian's role in supporting and encouraging young children and their families in the development of communication, language and literacy is crucial. The library helps build social capital by providing a safe community space for children and their families to meet, socialise and relax. This has implications for the librarian's role supporting family learning and creating a space which gives families a sense of belonging within the community. Rankin and Brock conclude the chapter discussing public libraries under threat and how important it is that councils and government understand the value of the professional librarian.

Chapter two emphasises young children's needs and the librarian's role in supporting early reading and in developing strategies for promotion. There is practical advice on storytelling, rhyme, rhythm, song and teaching phonics in the library setting. Australian and American case studies of family literacy programs and their promotion are explored in chapters three, four and eight. These highlight best practice for information professionals developing their own literacy programs. Examples include a new program in Melbourne (2015), an overview of Western Australia's Better Beginnings Family Literacy Program (2005). This program is one of the most successful and extensive family literacy programs in Australia. Play and its importance in literacy activities are considered in Brooklyn Public Library.

As a relatively new public librarian, chapter six was of particular interest to me. It outlines good collection development and management policies. It offers guidelines on book selection for your early years

collection and for the parenting collection. Some of the advice may seem obvious for more experienced practitioners but it is helpful to be reminded of these recommendations when preparing additions to your collections. Guidelines on non-book collections such as CDs, DVDs, music resources, digital resources, toy libraries and treasure baskets are also offered. An extensive list of sources to help the early years' librarian with stock selection is included.

De Freitas and Prendergast (ch. 7) look at the digital media landscape and consider where this fits into early childhood library services. There are interesting case studies from Vancouver Public Library where digital media have been incorporated into various early years programmes including story time.



No book on library services for young children would be complete without discussing inclusivity in early literacy or the use of music in children's library programmes. Prendergast identifies a lack of library studies on the needs of children with disabilities and how we should adapt literacy resources to meet these needs. An important concept I have taken from this is to ensure children with disabilities are provided with the opportunity to share in the same experiences with their peer groups and Prendergast offers practical recommendations for adapting your activities to meet these needs. Nursery rhymes and songs surround young children and they are hugely beneficial to child development. Bullas and Lawrence outline a plan for preparing a musical session and provide suggested resources.

The final chapters are realistic in their advice on materials to use to support various early literacy activities. They look at case studies from a number of different countries on reaching your target audience. Harding reviews various ways to promote both the service and the collection. Rankin and Van Riel discuss building and developing children's library spaces, looking at it from an architect's perspective as well as advising on furniture, soft furnishings, signage, storage, etc. Finally, Rankin looks at the unavoidable, financial planning.

Rankin and Brock have brought together contributors who have provided us not just with best practice but as stated throughout this review, practical suggestions and resources to aid the information professional. The chapters are interspersed with smaller case studies demonstrating practical application of the material. This book would be an invaluable tool to those who plan children's literacy activities in their library service. It inspires the public librarian to further develop their children's services while being aware of many of the limitations that effect library services today.

Amye Quigley, Executive Librarian, Wicklow County Council Library Service.





**Maeve Hoolan,
1927 - 2015**

Maeve Hoolan died peacefully on the 8th of May 2015.

Born in 1927, Maeve grew up in Athlone where her father was stationed as an army colonel. She had one sister Noreen, who predeceased her.

Maeve completed a degree in commerce at University College Dublin and was a contemporary of both Garret Fitzgerald and Charles Haughey. Following some time spent in management posts, she returned to UCD to undertake a postgraduate diploma in Librarianship and was subsequently employed in 1980 as an Assistant Librarian in the newly established National Institute for Higher Education Dublin (NIHED, later to become Dublin City University).

Maeve was a wonderful role model to the library staff and staff and students who came in contact with her in DCU. She

applied the highest standards to ensuring the quality of all aspects of her work, most particularly cataloguing. She was kind, thoughtful and full of wisdom and good humour. Her standards of behaviour and professionalism were such that she had an enormous influence on creating a kind and caring library environment with the highest professional and ethical standards.

Maeve shared her skill and knowledge beyond DCU and was an active member of the LAI Cataloguing and Indexing Group (now Cataloguing and Metadata Group). She served as treasurer of this group for a number of years

She has left a great legacy to those of us who had the privilege of knowing her. May she rest in peace.

Helen Fallon is Deputy Librarian, Maynooth University.

Budgen Collection Capstone Project Image References

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NEWS from the STACKS

Maynooth University and Queen's University Belfast Libraries host IFLA Section mid-year meeting

From 3- 5 March 2016 Maynooth University (MU) and Queen's University Belfast (QUB) Libraries hosted the mid-year meeting of the IFLA Library Building and Equipment Section (LBES). The meeting started with a half-day seminar at MU on "Key challenges for library space – international perspectives" which included speakers from Ireland, Australia, Sweden and Canada. While Friday and Saturday morning were dedicated to business meetings the afternoons consisted of tours. In Dublin the group visited Trinity College Dublin, the National Library and the DLR Lexicon while in Belfast the group visited the McClay Library at QUB. The LBES thoroughly enjoyed their visit and chair Diane Koen was delighted at how productive the meeting was. To find out more about LBES see the IFLA website <http://www.ifla.org/library-buildings-and-equipment> or join their Facebook group <https://www.facebook.com/groups/1649951498620366/>



Pictured at the DLR Lexicon L-R: Cathal McCauley (Maynooth University), Karen Latimer (Queen's University Belfast), Inger Edebro Sikstrom (City of Umea), Kjartan Vevle (Biblioteksentralen SA), Santi Romero Garuz (Diputació de Barcelona), Diane Koen (McGill University), Sharon Bostick (Illinois Institute of Technology), Dorothea Sommer (Bayerische Staatsbibliothek), Janine Schmidt (Mukurta Solutions), Traci Engel Lesneski (Meyer, Scherer

Awards

Congratulations to all who have recently received professional awards:

- Madelaine Dennison (Oireachtas) and Kate Kelly (RCSI) both FLAI
- Cathal McCauley (MU), Anne Madden (SVUH) and David Meehan (MDI) who have been awarded ALAI
- Eileen Morrissey (Wexford) IFLA International Fellow

A&SL CPD awards:

Jane Burns (RCSI), Genevieve Larkin (Marino Institute) and Isabel Fleischmann (Dublin Dental School).

Chambers Ireland Excellence in Local Government Awards 2015:

South Dublin Libraries for Best Library Service

Forthcoming Conferences

<https://libraryassociation.ie/events/laicilip-ireland-annual-joint-conference-2016>

<http://www.inconecss.eu/program.html>

<https://libraryassociation.ie/events/hslg-annual-conference-2016>

<http://eahil.eu/conferences/>

<http://www.biall.org.uk/pages/dublin-2016.html>

<http://liber2016.org/>

<http://or2016.net/>

<http://ozk.unizd.hr/lida/>

<http://2016.ifla.org/>

CPD Opportunities

Details of LAI CPD are available at:

<https://libraryassociation.ie/events>

Details of CILIP Ireland CPD are available at:

<http://www.cilip.org.uk/about/devolved-nations/cilip-ireland>

Details of DBS CPD are available at:

<https://sites.google.com/site/dbslibraryseminar/>

Details of UCD ICS CPD are available at:

<http://www.ucd.ie/ics/>

Maynooth University Library

November 10th 2015 was the 20th anniversary of the death of Nigerian writer and activist Ken Saro-Wiwa. To mark this event Maynooth University Library hosted a visit and reading by Saro-Wiwa's daughter, the writer Noo Saro-Wiwa. The Library holds the death row correspondence of Ken Saro-Wiwa.

During her visit Noo Saro-Wiwa had the opportunity to view a new exhibition of the Ken Saro-Wiwa Archive and see her father's letters for the first time. She also formally launched the post graduate award established in her father's name, with a presentation to its first recipient, Graham Kay, whose PhD research will look at the history of oil extraction.

An audience was also treated to a reading by Noo from her award winning book: *'Looking for Transwonderland: Travels in Nigeria'* in which she recounts childhood visits to Nigeria, the execution of her father and her return to Ogoni in 2008.

An interview with Noo Saro Wiwa and other individuals connected with Ken Saro-Wiwa and his cause is freely available via the Ken Saro-Wiwa Audio Archive (a joint initiative between MU Library and Kairos Communications) <https://www.maynoothuniversity.ie/library/collections/ken-saro-wiwa-audio-archive>

A selection of photographs of the commemoration is available at: <https://www.flickr.com/photos/22668824@N07/albums/72157658780430584>

New Publications

Several Irish librarians have been busy with publications.

The Presidents of the Library Association of Ireland 1929-2014. Is written by former LAI President, **Deirdre Ellis-King**. The book places Past Presidents of the LAI on the formal national biographical record and it makes a significant contribution to the history of the Association and that of libraries and librarians. Starting with inaugural President Dr Robert Lloyd Praeger, the book comprises a collection of short profiles of the thirty-nine people who have held the prestigious office of President. The pen-picture profiles are accompanied by an individual photograph and the work is

enhanced by the placing at random within the text, of group photographs of Association members taken at library meetings, conferences and other functions. The title acknowledges the leadership role and contribution made by all Past Presidents to the process of building a network which supported collegiality and professionalism.

Appropriately the launch took place on 28th January 2016 in Dublin's Mansion House, the location of the founding of the Library Association of Ireland in 1928, For copies of this publication, please contact: president@libraryassociation.ie?subject=LAI

An article based on this new publication will appear in the October 2016 issue of this journal.

Those interested in exploring the contributions of our illustrious predecessors should also consult: <http://dib.cambridge.org/> Recent additions include Roisin Walsh and PJ Stephenson (both former Dublin City librarians) and Mary'Paul 'Pollard (TCD).

Cork City Libraries staff member Helen McGonagle has written a history of the Ladies Reading Room in Cork and it is reviewed in this issue.

Aoife Lawton (Systems Librarian, HSE) has written <http://store.elsevier.com/The-Invisible-Librarian/Aoife-Lawton/isbn-9780081001714/> This publication was launched in the National Library of Ireland, on 14 December 2015.

Claire McGuinness and Crystal Fulton (UCD ICS) have written <http://store.elsevier.com/Digital-Detectives/Crystal-Fulton/isbn-9780081001240/>



Libraries in the News

UCC Library has received a donation of Frank O'Connor's letters. For details see here: <https://www.ucc.ie/en/about/uccnews/fullstory-622609-en.html>

UL is currently preserving the books from Bolton Library, Cashel. Details here: <http://www.irishtimes.com/culture/heritage/the-rescue-of-cashel-s-magical-but-mouldering-library-1.2532666>

Library Developments

RCSI New Library

The RCSI academic education building currently under construction on York Street, Dublin 2 will house a new library on three floors of a nine storey building. The building is due for completion early 2017 and in addition to the new library will include surgical and clinical training suites, gym and sports facilities, a 500 seater auditorium and a café.

RCSI Library has made several new appointments:

- Sara Jane Higgins, most recently Compliance Manager at Lidl, appointed Records & Information Compliance Manager. A new position with responsibility for records management, data protection and FOI compliance.
- Johanna Archbold PhD, MLIS, most recently at the Irish Research Council and Block T, appointed as Customer Services & Communications Coordinator. A new position with responsibility for front of house services, promotion & marketing of library services and the customer experience onsite and online.
- Catherine Lee MLIS, most recently UL, appointed temporary Assistant Clinical Librarian, RCSI Library Beaumont Hospital.
- Kathryn Smith MLIS, most recently at TCD, appointed as Associate Librarian, Library Service Delivery. This is a new senior management position responsible for Customer Services & Communications, Information Resources Management and Systems Support & Development.

- Lorna Flannery MA HDipLIS, most recently at TCD, appointed as Teaching & Learning Support Librarian. A new, dedicated position with responsibility for developing and delivering library services to support RCSI students and staff.

Recent Promotions at RCSI

- Grainne McCabe DipLIS, most recently Information Services Librarian, promoted to Scholarly Communications and Research Support Officer. A new position with responsibility for developing and delivery library services to support RCSI research.
- Colm O'Connor MLIS, most recently Library Assistant, promoted to temporary Assistant Librarian, Information Resources Management.
- Noreen McHugh MLIS, most recently part-time Library Assistant, promoted to temporary full-time Library Assistant.

1916 Commemorations

A commemoration with a literary slant is Dublin City Library's One Book Festival. Details available here: <http://www.dublincity.ie/story/fallen-one-city-one-book-choice-2016>

This year is a joint venture with Libraries NI.

In libraries around the country, various events and exhibitions are being held. See local libraries for details. For specific events, see <http://rcsi.ie/2016>; <https://www.ria.ie/exhibitions>.

One you might have missed is <https://www.rotunda.ie/en-gb/rotundanews/rotundabirthofanation.aspx>

Survive and Thrive: Strategies for Success



The Conference you've been waiting for!

Plenary sessions cover strategic planning and advocacy for libraries of all types plus a presentation on the leading joint-use library in the UK and Ireland.

Smaller scale learning sessions and workshops include the recognition of CPD activities, marketing, how to make an impact and get published – as well as exchanges of experience and updates on the Decade of Commemorations, Open Libraries and a shared library management system.

Speakers include **Nick Poole**, CILIP Chief Executive; **Helen Osborn**, Libraries NI; **Susan Reilly**, LIBER Executive Director; **Judith Keene** and **Kathy Kirk** from The Hive in Worcester; **Helen Shenton**, Librarian and College Archivist of Trinity College Dublin; **Deirdre Ellis King**, Past President of the LAI.

Nearly 20 exhibitors will be on hand to display and demonstrate the whole range of library supplies – from low tech to high tech and everything in between. The full draft programme is attached.

Booking for the Conference is open now at

<https://www.regonline.co.uk/builder/site/Default.aspx?EventID=1827141>

Overnight accommodation is available in the Malton Hotel at the special delegate rate of €103 single/€140 sharing (including breakfast). This rate is also available on the Friday and Saturday nights for any delegates wishing to extend their stay in Killarney.

Overnight accommodation is booked via the Malton Hotel quoting Conference Code LIB2016 at <http://www.themalton.com/>