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ONTARIO LIBRARY ASSOCIATION

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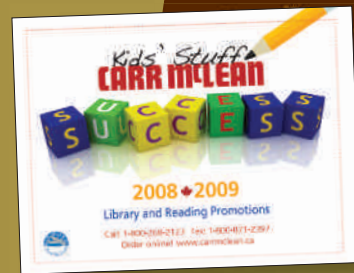
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"Library staff members will not be surprised by the variety of ways that library programs and philosophies have influenced the development of my children in becoming literate young people."

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WHAT LIBRARY IS THIS? Send your guess to info@accessola.com and be eligible to win an education Institute [E] session.

Cover Photo: Kerry Sheppard



from the editor

As I write this, I am in the midst of moving. Packing up things I want to keep, selling or throwing away things that I wonder why I've dragged around with me all these years, and planning to buy a few other things that I will need in the new place. Starting with this fall issue, we're making some moves at *Access* as well, taking the odd metaphor along with us as we go.

We are expanding the web presence of the magazine. There are two main aspects of this expansion. First, we will no longer have to be limited to the 38 pages of editorial text which the printed magazine allows. We will be able to publish more features, introduce more columnists, and even take the opportunity occasionally to use the website to elaborate on the content of an article published in the printed magazine – add more detail, add another part, make it more comprehensive, and so on. In the past, we've had to respect the page restrictions pretty carefully, but the new website will give us more leeway. The idea is not simply to shift content from the printed magazine to the web, but to have both media serve as beneficial complements to each other. We also hope to introduce an online readers' forum, giving all OLA members the ability to communicate easily and directly with the magazine (and with each other). Watch for that in the coming months.

The other aspect of *Access* on the web is the simple and excellent redesign of the site. The basics of what you've needed have always been there – past issues, of course, but also editorial guidelines and other information – and now all that and more will be readily available. You'll notice also that the printed magazine is also redesigned. New look, same great taste, as they say in the beer ads.

I mentioned about more content. Over the past year or so we've been thinking about the readership of *Access*, and trying to analyze how the content of the current magazine gives those readers what they are looking for. We're really hoping that, for example, the new columnists we've introduced in the past couple of issues are providing you with information and perspectives and ideas that are relevant to your professional lives. I'd be very interested in hearing from you if that's the case – or if it's not. The membership of OLA and hence the readership of *Access* are very broad, and so I think there are probably still some significant gaps in our coverage. Issue to issue, do you wonder, for example, why we are not covering a specific topic that you think is an obvious one? If so, again, I'd love to hear from you about that.

In this fall issue we are debuting another columnist to add to the strong suite of ones that we already have. Catherine Baird of McMaster University now edits "Library Marketplace." Check out her first column on page 20 and let her or me or both of us know what you think. In addition, we have another great lineup of features and other columns, including an interview with the director of Canada's newest library school (page 12), and a piece about how one public library is using the web phenomenon LibraryThing to revitalize its catalogue and its website generally (page 14). Note that our World Outside column will return in the winter issue of *Access*.

Enjoy the fall.

Do you wonder why we are not covering a specific topic that you think is an obvious one? If so, I'd love to hear from you.

Wayne Jones is Head of Central Technical Services at Queen's University and Editor-in-Chief of Access (wjones@accessola.com).



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ontario snapshot

library news, programs,
and recognition

CNIB'S SUPER (HERO) SUMMER

It was a super(hero) summer for kids living with vision loss across Canada who joined the CNIB Library Summer Reading Club. Almost 200 kids up to 16 years old accepted the mission of completing a Superhero Training Program – 50 joined the library just to participate. They took part by phone, mail, or online through the CNIB Children's Discovery Portal. A DAISY Talking Book machine, donated by Humanware, was the grand prize for participating in chats or polls, reviewing books, and completing superhero tasks. Some of these tasks were reading audio or braille books about real and imaginary heroes, writing about personal heroes, and practising to be a hero yourself. Some achievements: learning how to work safely in the kitchen with vision loss, and perfecting orientation and mobility skills with a white cane. One superhero's slogan: "Accept help when needed but be independent whenever possible."



PHOTO: © ISTOCKPHOTO.COM/COURTNEY WEITENHILLER



THE LIBRARY OF PARLIAMENT. PHOTO: © FLICKR/BRENDAN LYNCH

The Most Beautiful Room in Canada

If you're looking for the most beautiful room in Canada, then look no further. The Reading Room of the Library of Parliament is most definitely it. The bronze doors, beautifully patterned parquet floor, wooden shelving, carvings, statue, windows, dome ... even the outside is perfect. Truly a jewel of a building. And of course the collection is a history buff's dream.

If you're planning a trip to Ottawa, it's worth asking whether a visit can be arranged. Visits can be organized for groups with interest and expertise in areas such as library science, specialized collection management, conservation, heritage architecture, and so on. Of course, this is a busy library, so it may not be possible to accommodate all requests, but ask anyway! — Brenda Dillon

THE DEWEY DEBATE

As part of the communication plan for promotion of Toronto Public Library's new website for children, the library had a mascot created. Dewey is based on the fun-loving robotic alien seen throughout Kids' Space. After almost two years of Dewey appearing at branch openings, celebratory endings, book sales, and community events, we can say that it is an unqualified success. After its Word on the Street appearance in 2007, Dewey even sparked a lively debate on Flickr as to what it was and why it was numbered "37."



A YOUNG FAN WELCOMES DEWEY TO THE CLIFFCREST BRANCH REOPENING. PHOTO: KIDS' SPACE



ELLEN STROUD (L), MANAGER OF BRANCH SERVICES, OSHAWA PUBLIC LIBRARIES, WITH RICK FICEK, MANAGER, INFORMATION AND ADULT SERVICES, OSHAWA PUBLIC LIBRARIES

SERVING SENIORS WITH PANACHE!

In June, Oshawa Public Libraries were presented with the W. Kaye Lamb Award for Service to Seniors at the CLA conference in Vancouver. The awards committee chose OPL for its partnership with the Oshawa Senior Citizens Centre and the establishment of a joint Seniors' Advisory Group, which has enabled both partners to develop a wide variety of programs. The award is co-sponsored by Ex Libris Association.

Oshawa Public Libraries highlighted the partnership with its seniors' centre at an IFLA poster session at the Quebec City conference in August. "Serving Seniors with Panache!" included information on seniors' demographics, working within differing organizational cultures, establishing a Seniors' Advisory Group, and relationship building.



PHOTO: THE STANDARD FREEHOLDER

READ TO RIDE IN CORNWALL

A partnership between the Cornwall Public Library and Cornwall Transit allowed children aged up to 13 years old to ride on the bus for free during July and August 2008. All they needed was a free library card with a Cornwall Transit logo on it, made available at the library.

Caledon's Innovative Community Partnership

The Peel Newcomer Information Centre (NIC) opened in the Albion Bolton Branch in July. In partnership with the Centre for Education and Training and funded by Citizen and Immigration Canada, this centre is designed to assist newcomers to settle in Canada. The centre has friendly, multilingual staff who will provide up-to-date information and referrals to various programs and services in the community to meet clients' specific needs. As always, library staff are available to direct and assist clients whenever possible.



A KOREAN VISIT

The Ontario School Library Association hosted guests from Korea after their visit to IFLA, Ottawa libraries, U of T, and Peel. The guests had many questions about public and school libraries. The delegation was thrilled with their resource bags courtesy of OLA and TPL, and took many photos of the facilities.



FRED AND KPL'S TEEN SUMMER READERS.

TEEN SUMMER READING CHALLENGE – A SUCCESS STORY

Over the past three summers, the Kitchener Public Library has participated in an unusual teen summer reading challenge. Teens are challenged to read a set number of pages and, if successful, the library staff agrees to complete an end-of-summer challenge. Included with the challenge are weekly draws for prizes and grand prizes for the top readers. In 2006, KPL challenged teens to read 150,000 pages. Teens beat the challenge, and on the first day of school KPL staff dressed up as superheroes. In 2007, the page count increased to 250,000, teens beat it again, and KPL became more environmentally conscious. This year, if teens read more than 250,000 pages, the staff would stuff the coordinator of children's and teen services car, named Fred, with food to support the local food bank. An incredible 585,810 pages were read this summer and plans for next year's challenge have already begun.

Opening of the Tyndale Education Library

In July 2008, Tyndale University College opened its Education Library at its newly renovated facilities on its Bayview Campus in Toronto. The library is staffed by Mark Mueller, education librarian, and Albert Villaruz, library technician.

The Education Library was the result of more than four years of planning that included extensive consultation, resulting in the approval from the Ontario College of Teachers. The new library was designed by Shore Tilbe Irwin and Partners, Cricket Interior Design, Berkim Construction, and Tyndale staff. The library facilities include a student work area, 12 work stations, a media centre, and an arts supplies store. The library services also include extended hours and 24-hour access to online resources via the Tyndale Education Library website. The Tyndale Education Library supports the curriculum of the new Bachelor of Education program at Tyndale University College.

Georgina Goes Batty at Your library!

Georgina Public Libraries are going batty with a One Book One Community program featuring *Silverwing* by Kenneth Oppel. As a family literacy event, the project encourages kids, teachers, parents, and grandparents to share in the reading of the book and attend a multitude of batty events, including bat house workshops, kite making and flying, bat talks and hike, and a visit from the Bat Guy Bill Scully. The six-month extravaganza will culminate November 14 with a visit from Kenneth Oppel, who will meet with classes from local schools in the afternoon, and with the general public in the evening. Visit the batty website at georgina-library.com/GeorginaGoesBatty.html.

GAMING AT KINGSTON FRONTENAC

On August 21, the Kingston Frontenac Public Library officially launched its gaming initiative. With the support of the Government of Ontario through the Ministry of Culture, the library is building a collection of Wii, Xbox, and PlayStation games that are now available for loan, and has purchased two Nintendo Wiis, plus a selection of games to use for youth, adult, and senior programming.



KATIE, A MEMBER OF THE KPFL TEEN ADVISORY GROUP, HIGH-FIVES HER GUITAR HERO CHALLENGER, LIBRARY PATRON ALEC MILLS.

TALES from the FRONT LINES All True!



All true, submitted by YOU. Illustrated by Eva McDonald.



ADVOCACY

Hollywood Librarian

Director Ann Seidl has asked OLA to be the Canadian distributor for *Hollywood Librarian* screenings. If you are interested in hosting a movie event in your community, contact the OLA Store for more details. Sales of individual DVDs for personal viewing are scheduled to be available next spring.



OLA Councils

Obama and McCain, move over – nominations for OLA councils are open. Are you interested in setting new directions in the library and information management world? Do you have ideas for resolving issues or developing programs to make a difference? If you or someone you know would like to get more involved with one of the six divisional association councils of OLA, the nominations deadline is November 15. Visit the website and select the division you are interested in for more information.

PROGRAMS

Thank You, Ontario Ministry of Culture

A consultation on the \$15-million ministry injection for libraries to help bridge the digital divide was conducted by Southern Ontario Library Services and Ontario Library Services North over the summer. OLA participated with a request for funding a “Hometown” conference for rural, remote, and First Nations libraries, leveraging training opportunities in Ontario via the Education Institute, and expressed support for funding marketing, research, and digital initiatives to advance Ontario’s libraries. Announcements about approved projects are scheduled during Ontario Public Library week (October 19-25).

The Accessibility for Ontarians with Disabilities Act: Update

University of Toronto Libraries’ Lari Langford is OLA’s representative to the AODA Information and Communications Standards Development Committee.

The intention of the committee is to develop common standards for accessible information and communication, both to and from individuals, including but not limited to print, telephone, electronic transmission, and in person. The proposed standard, once adopted as a provincial regulation, is intended to apply across all industries and sectors of the economy. It will set out the measures, policies, practices or other requirements for the identification and removal of barriers.

An accessible/bilingual version of the proposed standard will be made available for public review this fall, including opportunity for discussions at scheduled public forums. It is expected that the public review period will extend into early 2009.

More information at:
www.mcass.gov.on.ca/mcass/english/pillars/accessibilityOntario/accession/business/information/reference.htm

OLA EDUCATION



AUTHORS AND READERS AT THE 2008 RED MAPLE AWARD CEREMONY IN MAY AT HARBOURFRONT, TORONTO.

OLA Members Are the Best!

OLA and its member associations have 18 award programs that recognize the significant contributions of people who make a difference. Awards are presented at OLA's annual Super Conference and recipients are recognized in the spring edition of *Access* magazine. Visit the Awards and Recognition section of the website to learn more. Deadline for nominations is November 15.

The Forest of Reading 2009 Award Programs

Consider offering these reading programs to your students or patrons. Last year more than 250,000 people read and voted for their favourite books. Over the past six months, dedicated selection committee volunteers have read hundreds of books and have chosen the top 10 for each of the five reading programs.

The lists will be announced on October 27, 2008, for the Blue Spruce, Silver Birch, Silver Birch Express, Red Maple, and White Pine Award programs. Registration for the programs opened on October 1, 2008.

Find out how your school or library can participate at:

www.accessola.com/reading

Super Conference: You Live. You Learn.

How does your library fit in the cultural context of your community? Do libraries contribute to a creative community? These are some of the sub-themes that will be explored at the 2009 OLA Super Conference. Richard Florida, Michael Enright, and Justin Trudeau are just some of the influential and provocative speakers invited to challenge and inform. Check out the program online. Early bird registration deadline is December 8.

School Resources

The Premier of Ontario has committed \$80 million in additional funding for school libraries over the next four years. At time of writing, a request for proposal for eligible book vendors to provide books and related services for elementary school libraries in Ontario was to be released in August on the MERX service.

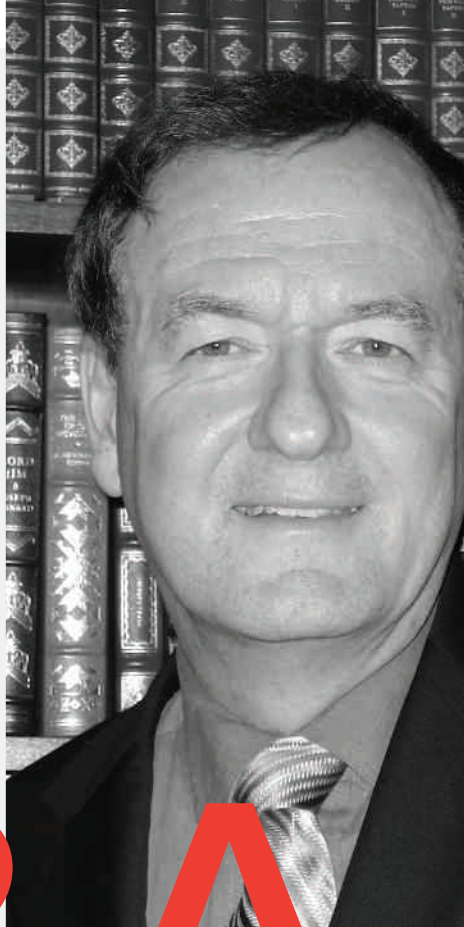
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An interview with
Dr. Kenneth Roy Bonin,
director of the University
of Ottawa's new School
of Information Studies.



Q&A

Canada's New Library School

By Daniel Phelan

IN SEPTEMBER 2009, the eighth Canadian school of library and information science is set to open to full-time students at the University of Ottawa. There will be part-time studies beginning in January 2009. The program's director, Dr. Kenneth Roy Bonin, spoke with Daniel Phelan recently. This article is a synthesis of their conversations.

Dr. Bonin has had a wide and varied career at academic libraries across Canada. He was teaching at the Université Laval when he was recruited to join the Knowledge Management Practice of KPMG Consulting. That relationship continued with the Ottawa partners who founded the Kelly Sears Consulting Group, which ultimately led to his directorship of the new University of Ottawa School of Information Studies.

Phelan: Could you tell us about your career path and what led you to accept your new position?

Bonin: Most of my career has been spent in positions for which I was recruited to address specific challenges. My university teaching experience and graduate study have had a similar management orientation, and a variety of opportunities over the years provided a basis for advising others through consulting projects. Although not everything in this regard was particularly related to libraries, archives, or information centres, launching a new School of Information Studies certainly provides an appropriate frame of reference in which to exercise acquired organizational expertise.

“Part of our contribution to the information profession is to explore the learning objectives and career aspirations of future members and to guide them accordingly.”

Phelan: Could you explain the reason for starting a new program at the University of Ottawa? In light of the closing of library schools in the United States, is there something uniquely Canadian that prompted the establishment of the school?

Bonin: In responding to the provincial call for increased enrollment at the graduate level, the University of Ottawa was able to address one of its own objectives as proposed in its institutional multi-year plan. At the same time, the proposed School of Information Studies responded to the human resource development concerns expressed by the major employers of information professionals in the National Capital Region. The feasibility study for the project identified four essential distinguishing characteristics: the program should be bilingual, focused on information management, accent new and emerging technologies, and be offered locally.

As the only bilingual program in Canada, the program hopes to prepare graduates capable of assuming information leadership responsibilities in the federal government, but also in other organizations in the private and public sectors where developed second-language skills are recognized as an asset.

While some traditional library schools have closed in the United States, new directions in favour of the i-school orientation of others have attracted many students who graduate as librarians but who don't work in libraries, who become archivists more concerned with records management than rare documents and manuscripts, or who serve as professionals in information centres where there are no books at all.

Phelan: Is the Ottawa location based on the need for educational upgrading and opportunities for library workers in the National Capital Region?

Bonin: Yes, both observations are correct. Family commitments, employment responsibilities, and a number of related

limitations have prevented many people currently working in the field from pursuing full-time or part-time graduate study leading to a master's degree or continuing education opportunities for career development or advanced certification.

Phelan: What student population will the school serve? Will the school cover areas not currently included in existing programmes? What will the research focus be?

Bonin: Current projections expect a steady state enrolment of 50 full-time students per year and 25 full-time-equivalent part-time students. Given that the program is to be offered on a full-time basis in fall and winter semesters over two years, complemented by a spring/summer semester for part-time students, the total number of students enrolled at any given time would not exceed 200.

The initial research effort of the small research team associated with the school is directed at the evaluation of electronic health resources available to minority official language communities.

Phelan: Is the new programme slated to be fully bilingual? Will some courses be taught or offered in only one of the official languages?

Bonin: Yes, in answer to both questions. Both the small size of the program and its second-language development objectives preclude offering parallel streams in both English and French.

Phelan: Are there plans to make linkages with other programmes in Canada or elsewhere in the world?

Bonin: Very preliminary discussions have been initiated with a school in Europe which also has a multilingual mandate. Reciprocal visits will be completed this year, hopefully leading to possible student and faculty exchanges. There are evident advantages to concluding arrangements where students

and faculty can exercise their abilities in more than one language. For pedagogical reasons associated with exposing students to the technology, as well as to complement the very specialized nature of the University of Ottawa curriculum, the development of online courses is an integral part of our program planning. Unfortunately, Canadian schools have not expended as much effort in this regard as our US counterparts, some of whom have their entire programs available through distance education. Exchanges south of the border are therefore not beyond our possibilities.

Phelan: Thank you very much for sharing your thoughts about this new programme. Is there anything further you would like to add?

Bonin: The curriculum of the University of Ottawa School of Information Studies is being designed to avoid replication of centres of excellence already well established in other library science programs with which we would hope to develop reciprocal arrangements. Our information management and policy specializations may not appeal to every student, since certain courses that might be optional elsewhere are required here. Those less interested in our technological orientation (students must own a laptop computer which they can bring to classes and labs), strong management focus, or in improving their second language skills, might be happier elsewhere. Part of our contribution to the information profession is to explore the learning objectives and career aspirations of future members and to guide them accordingly, even if that means recommending that an excellent potential student pursue a course of studies in another program. ■

Daniel Phelan is Senior Librarian Emeritus of Ryerson University in Toronto and a freelance research consultant in Kingston, Ontario. He was formerly the Manager, Collection Services Team at Ryerson University Library until 2007.

LibraryThing

for Libraries

By Stephanie Stowe and Jo-Anne Teeuwssen

Discovering a Library's Holdings in a New Way

LAST FEBRUARY PELHAM Public Library became the first Canadian small library and the first library in Ontario to implement LibraryThing for Libraries into its Dynix Horizon catalogue. As a small library (Pelham has 16,000 people, and the library has 7.8 FTE staff), we have few technical staff and resources with which to implement new services. Consequently, IT tools and developments need to be carefully evaluated for cost and ease of implementation and use. Despite this, Pelham's forward thinking and technically adroit staff developed our Fahrenheit 451: Freedom to Read blog/website with open source systems. Our early adoption of LibraryThing proves smaller libraries can introduce web 2.0 technologies and benefit greatly from them.

WHAT IS LIBRARYTHING?

LibraryThing for Libraries was developed by the founders of LibraryThing, a site that allows book lovers to catalogue their books easily and connect with other people based on common subject interests. Users can see what others are

reading and recommending. To date, more than 29 million books have been added. LibraryThing links to our library's catalogue records, and helps patrons and staff to browse, search, and discover our library's holdings in a new way.

HOW IT HAPPENED

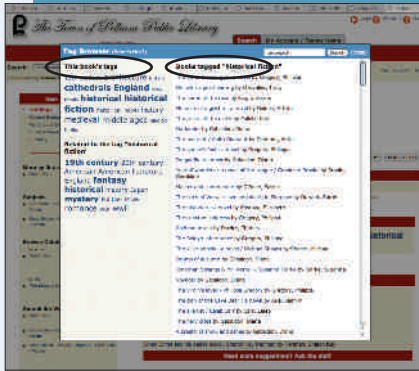
Staff heard about LibraryThing for Libraries through our ILS listserv and colleague recommendations. Staff member Jo-Anne Teeuwssen attended a seminar with Tim Spalding, the LibraryThing developer, at the CODI (Customers of Dynix, Inc.) conference in November 2007. She left the seminar feeling LibraryThing could raise Pelham's patron services to a new level. Annual subscription costs were reasonable and we saw it as an inexpensive way to add immense value to our catalogue records and website. Pelham Public Library staff began the implementation process in January 2008.

ADDING LIBRARYTHING: THE PROCESS

Integrating LibraryThing for Libraries into our Horizon ILS was a very simple

process. We started by contacting the people at LibraryThing through their website (www.librarything.com/forlibraries). The developers graciously allowed us to "test drive" LibraryThing for Libraries for three months. Their staff's familiarity with Horizon, their desire for us to succeed, and their helpfulness made implementation a smooth and positive process. We had to add ISBN index searches to our OPAC. After we set up the indexes, we exported our MARC records and uploaded them to the website. Patron privacy is important to all of us and LibraryThing for Libraries accesses only our bibliographic holdings, not our patron data.

LibraryThing staff helped us add HTML code to our portal server so LibraryThing for Libraries widgets would show up in our OPAC. The CSS programming for the widget labels is completely customizable and available through our LibraryThing account. We modified it to match the layout of our OPAC. Area headings can be worded as the library chooses. The widgets can



Considerations for developing or adding a web 2.0 tool to your website or catalogue:

1. Does the purpose of the blog/tool assist in fulfilling your library's mandate or a goal?
2. What are the benefits of implementation? Does it assist your patrons? Your staff? Raise your community profile?
3. Are the costs (short-term and, more importantly, long-term) affordable? Do not forget to include estimates of staff time. Blogs, in particular, are time-consuming.
4. Are you comfortable that you may be giving up some control? Introducing web 2.0 means outside opinions/recommendations – not necessarily those of library professionals – are integrated into your services.

be placed on any part of the page. LibraryThing for Libraries is now a seamless part of our OPAC.

Testing was done by adding a short character string to the HTML address in our OPAC. When we were satisfied with the setup, going live was as easy as logging into our account and selecting one button to turn the widgets on. Voilà, we were up and running!

LIBRARYTHING AS A READERS' ADVISORY TOOL

Patrons looking at the detail screen in the library catalogue for books that have records in LibraryThing see several headings. Selecting any of the keywords or titles under the headings brings the user to other items that are in our library. Currently our collection of 64,600 items has a 74 per cent overlap with LibraryThing listings. The overlap increases every time our records are uploaded.

The heading "Click on any link below for more ideas" lists tags used by LibraryThing users to categorize books. LibraryThing staff remove any tags that

might be inappropriate or offensive. "Other editions and formats" sends users to related editions of the same work. "You might also like" provides lists of similar books that might be of interest. The beauty of these links is that they point only to other items owned by Pelham Public Library.

LibraryThing adds a more contemporary appearance to our catalogue. In providing a list of suggested items, it provides an intuitive approach for the reader, helping offset frustrating subject heading searches in fiction. Put simply, LibraryThing is like having a library staff member or enthusiastic reader there with you.

CONSTANTLY GROWING ...

Updates can be done as often as a library wishes. All that is required is an upload of an ISBN file to LibraryThing. When the files have been re-indexed (usually within 24 hours), we are notified by email. No further action is required.

The user group set up by LibraryThing staff allows interaction between developers and library staff. Feedback is requested on

new ideas and we are encouraged to ask questions. LibraryThing introduces new features regularly. User reviews and ratings are examples of upcoming enhancements.

Readers and staff using the Pelham Public Library catalogue now have access to a tool that helps them find recommendations handily from our catalogue record. LibraryThing for Libraries has enhanced both our OPAC and our readers' advisory services to patrons. Users have discovered new authors they might not have tried otherwise. LibraryThing has proven an excellent tool to add value to our customer service.

The Pelham Public Library's website is www.pelhamlibrary.on.ca. For more information on the implementation process, contact jteeuwsen@gmail.com. To become a free subscriber and contribute to LibraryThing, contact LibraryThing at www.LibraryThing.com. ■

Stephanie Stowe has been the CEO of the Pelham Public Library since 2001. Jo-Anne Teeuwsen is the Library's Technical Services Manager.

A Cite for Sore Eyes

From Index Cards to Citation Management Software

By Lesa Balch

A FEW YEARS AGO, researchers kept their references to articles neatly arranged on 3x5 index cards. Okay, the reality was likely more messy! Today, there is software designed to let us move beyond 3x5 cards, but how many options are available, and how do we choose the best one? Comparing citation management software is as complex as describing a landscape of shifting sands, since the functionality of each piece of software improves with each version upgrade.

There are at least a dozen products that claim to help you organize your research citations; the best-known names are BibTex, citeulike, Connotea, EndNote and EndNoteWeb, ProCite, Reference Manager, RefWorks, and Zotero. Each one varies in where and how they store your references and the number of format choices available for creating bibliographies. Some applications must be purchased and installed on individual PCs. Web-based software may be subscription based or free. And, more recently, browser-based software has emerged that makes tracking references almost as easy as saving a bookmark. While not all software is created equal, each has its own devoted following.

When I am asked, “What is the best software to use to create bibliographies?” my answer depends on who is asking. If a researcher owns a copy of EndNote, ProCite, or Reference Manager and has been happily working with it for years, I recommend they continue using it since it obviously meets

their needs. On the other hand, I recommend RefWorks (the library-licensed software for our campus) for new users who might need our support using the software in tandem with our various article databases.

ENDNOTEWEB, REFWORKS, AND ZOTERO

These three web-based products all carry out the basic tasks of importing records from databases, organizing the records to allow effective retrieval, and producing bibliographies. To accomplish the first task, you generally need filters that translate the citation details into the correct fields within records. The last task requires a list of output formats that adhere to standard bibliographic styles. RefWorks has more import filters available while EndNoteWeb has more output styles. Zotero has fewer filters but has “sensing” technology that presents an icon beside the Firefox location bar when citation details display on a web page. This means that a Zotero record can be created with a click of a button. In addition to the basics, there are many advanced features available in all three products such as the ability to attach PDF files and images or to share records and folders, as well as in-text citing plug-ins for Microsoft Word.

The common complaint about citation management software is that errors creep into a bibliography. These can originate from the source database or be due to the filter or output style.

This is the point at which the level of self-sufficiency of a user will determine which tool is most suitable. How easy is it to edit an author field, select a different import filter, or modify an output format? This assumes that the author of a paper will recognize that the style is incorrect and make the necessary changes to the bibliography. Research and anecdotal evidence indicates that often this does not happen. In *Citations and Aberrations* (Searcher, 2007), Nicholas Tomaiuolo notes the volume of discrepancies in citations within published articles as well as the inconsistency of software-generated citations.

Although some may not realize it, researchers are ultimately responsible for assuring the accuracy of the final output, whether they use 3x5 cards and a printed style guide or rely on automated software to organize their citations and create a bibliography. Citation management software facilitates the tasks that were previously done in a manual fashion and offers intuitive organizational and collaborative functionality that can save time and improve research.

AND THE WINNER OF THE BEST CITATION MANAGEMENT SOFTWARE IS ...

As a result of this review of three web-based products, I remain undecided about the best in the field of citation management software. It would be easy to say that product X is best because it has the latest and greatest features. However, I have no doubt that the others will catch up with their own versions of these new features. My recommendation is to weigh the pros and cons, the cost (if any), the availability of support (or your level of self-sufficiency), and narrow down the field to a few that meet your basic needs. Take a test drive and you will likely know which one appeals to your personality. The best outcome is that you'll leave those 3x5 cards behind. ■

Lesla Balch is Senior Manager, Service Development, at Kitchener Public Library (Lesla.Balch@kpl.org).

Glance @ Products	EndNoteWeb http://www.endnoteweb.com	RefWorks http://www.refworks.com	Zotero http://www.zotero.org
History and Development	Builds on the reputation of the well-regarded EndNote stand-alone product and both are now affiliated with ISI.	First on market with web-based software and developed partner alliances such as SCOPUS.	Free, open source software developed in an academic environment with government and foundation funding.
Access	<ul style="list-style-type: none"> • Subscription-based • Free companion to existing ISI product subscriptions • No IP-authenticated logon • Remote server houses database • Off-line database possible 	<ul style="list-style-type: none"> • Subscription-based • Institutional accounts require authentication • IP-authenticated logon • Remote server houses database • Off-line database possible 	<ul style="list-style-type: none"> • Free • No account • Browser-based • Database resides on PC
Import Filters	600+	1,200+	400+
Output Styles	2,800+	1,300+	20 78+ user-developed styles
Maximum Records	10K	Unlimited	Unlimited
In-text Citing	Cite While You Write (Word)	Write-N-Cite (Word)	Plugin for Word (beta version)
My Vote for "Best At" Award	<ul style="list-style-type: none"> • Visual appeal of style guides list by discipline • Clean look of tabbed interface and simple screens • IE and Firefox (v.2) tool bar offers "capture new record" templates • Import filter pull-down list arranged by database name 	<ul style="list-style-type: none"> • Comprehensive help files • Links to citation data, author links for SCOPUS records • IE and Firefox tool bar offers "Ref Grab-It" for web page mini citations • Very customizable output formats for advanced user needs 	<ul style="list-style-type: none"> • "Sensing" capability to recognize citation information and present an icon at the end of the Firefox location bar • Visual appeal of record displays and ability to modify width of columns • Intuitive field-editing options

Literacy Lessons & Connections at Your Library

By Melissa Poremba

IF I CLAIMED IT was at the public library that I learned to raise children who love reading, most would assume I was referring to its fabulous print and electronic collections. However, in retrospect, I realized that many of the most important literacy lessons came courtesy of the library's philosophy and programs, and the personal competencies of its staff.

At the library I learned that Rosenberg's first rule of reading, "Never apologize for your reading tastes," applies to children, too. Initially I was mortified when my young son announced at the information desk that he hated the story book I had chosen for him. While I had drawn his attention to the beautiful illustrations and creative story line, he declared, "It is a stupid book. Turtles can't talk or ride bicycles." The library staff member immediately responded, "What if we find some books about real turtles for you?" My son's first choice has remained the non-fiction section to this day.

Well-intentioned adults (like me) constantly try to impose their idea of quality literature and effectively dismiss the children's own preferences. In school, the demands of curriculum and necessity of evaluation frequently limit the self-selection of reading materials by students. My own three kids love participating in OLA's Forest of Reading Program at the public library because they can take part in discussions with their peers without feeling limited to prescribed questions, and are not required to write reports or otherwise justify their assessment of each book. With the voting

process set up to mimic that of a formal election with privacy screens, scrutineers, and returning officers, the students take the responsibility of selecting their favourite very seriously. At the celebration announcing the winners, students can mingle with like-minded kids from across the province, meet the authors, and participate in workshops – in essence, tangibly experience a culture of reading. The students feel empowered knowing that their votes alone will decide the provincial winner – not the opinions of teachers, librarians, or parents.

Our local library has extended this approach of soliciting the views of young patrons by establishing a teen advisory group. Members are asked for their input on collection development, programs, policies, and the physical environment. These young adults develop a sense of ownership and pride in their community library and will hopefully continue to be life-long users and advocates.

It is surprising how deeply some library experiences have resounded in our home. Upon being introduced to *Chickadee* magazine through the summer reading program, we soon also had subscriptions to its sister publications, *Chirp* and *Owl*. Subsequently, both my daughters applied for and were selected to become members of *Owl's* "Think Tank" student advisory committee where they could make monthly contributions to a well-respected Canadian magazine while simultaneously honing their critical thinking and writing skills. After listening to a presentation at the



library by writer Barbara Haworth-Attard, my daughter was so inspired that she approached her school principal to organize an author visit for her fellow classmates. It was through another library promotion that we met YA author Marsha Skrypuch and learned of her plans to launch a children's summer writing program. For the past five years my girls enrolled in Book Camp where participants have an unparalleled opportunity to attend workshops presented by an impressive list of Canadian authors, illustrators, story-tellers, editors, and publishers.

Of course we were delighted when Book Camp keynote speaker Deborah Ellis received a Silver Birch nomination for *Three Wishes: Palestinian and Israeli Children Speak*. It was then that I learned my most important lesson as a parent about childhood literacy: an adult cannot read, appreciate, or assess a book from the perspective of a child. While local school libraries were pressured to pull *Three Wishes* from their shelves, my daughter and I both read it via the public library. In our very poignant follow-up discussions, I was in awe of my 10-year-old's insight, sensitivity, and desire to learn more about the underlying issues.

This appreciation for the unique point of view of a child was consolidated when I read another challenged book, *And Tango Makes Three* (by Justin Richardson and Peter Parnell), to all my children and we each came away with distinct notions about its main focus and message.

I realized my shortcomings as a censor when I read aloud a seemingly benign book that my son enjoyed but upset his sister terribly. Each person, regardless of age, brings his or her own history and personality to a piece of writing and will therefore have a unique reaction to it – one that no else can, nor should, be allowed to predict. Had the library not permitted my family members to read these books and formulate and share our own thoughts, we would have missed out on some truly remarkable chances to learn about ourselves, our world, and each other.

Library staff members will not be surprised by the variety of ways that library programs and philosophies have influenced the development of my children in becoming literate young people. However, many parents still consider libraries only as repositories for books or places to gain computer access. With increased advocacy efforts supported by the testimonials of appreciative families such as my own, I hope more parents will realize that valuable literacy lessons and connections are available free at their local library. ■

Melissa Poremba and her family are sincerely appreciative of the efforts of all the staff at the Brantford Public Library, but would like to extend special thanks to Karen Leonard and Donna Hyodo, who organized the majority of the programs in which the children participated.

OUTING

a Marketing and Communications Librarian

By Catherine Baird

I attended a workshop on writing and research for librarians a short time ago, offered by the institution where I work. It was great timing because I'd just accepted an offer to edit this column on marketing and communications and had already experienced several moments of panic as I thought about navigating the murky waters of outing myself as a "marketing and communications librarian." It's not a title you often see on business cards collected at a library conference, but our numbers are growing.

No matter how you cut it, the word *marketing* just doesn't seem to come off well in the library world. We tend to have a knee-jerk reaction to the word, often accompanied by a slightly bitter taste in our mouths left over from years of being manipulated into buying ThighMasters from ex-*Three's Company* cast members or a box of the New Diamond Shreddies, only to find out there ain't much new.

The word *communications* might be a little safer, but I suspect this is because we're not quite sure what communications means. Perhaps it's just a clever euphemism for marketing, cooked up by some marketing guru who's realized the public is wary of being treated as consumers morning, noon, and night.

I hoped that the writing workshop would help me to get started on this column and to mount my defense of marketing to the readers of *Access*. To my surprise, the moderator of this workshop incidentally provided me with a compelling opening

argument. You see, she made a point of reminding the participants about one of the cornerstones of good writing: know who you are writing for – essentially (though I admit it wasn't quite phrased this way), you have to know your target audience.

Of course, I thought. It's not just me who has to think about target audiences and messaging and all this Donald Trump jargon I watch on *Celebrity Apprentice*. It's everyone!

We are all doing it all the time. Whether we are teaching, giving a conference presentation, helping out a customer/client/patron/user/human being who's standing in front of us with a puzzled look – we are marketing ourselves, our services, and our collections. How do I figure we're doing that? Well, let's consider a definition of marketing: the act of matching a product or service with the people who need and want them. Isn't that why we all come to work every day? We help people fulfill their information needs and we do so by answering questions, teaching classes, authoring and editing web pages, cultivating and curating good collections – the list goes on and on.

I expect I've got your attention now, if only because I've insulted your sensibilities by outing you as a member of the manipulative marketing profession. Allow me to present you with you with one more, perhaps more palatable, argument. You and I – we're storytellers.

Those of us working in academic or college libraries might

like to think that we leave storytelling to our colleagues in public or school libraries, but I think that we're all engaging in storytelling, or at least we should be. In this digital age, we're starting to get used to the fact that libraries aren't just about borrowing, blogs, and books. But libraries still have stories to tell. And a good storyteller is a good marketer.

So if we can all admit to ourselves that we actually spend quite a bit of time marketing our collections and services, or, if you're more comfortable with the wording "matching our collections and services" with people who need them – doesn't it make sense to figure out how we can do a fantastic job at this newfound match-making activity? Let's be as deliberate about marketing our services and collections as we are about improving and creating them.

This column will provide an opportunity to tell some of our stories and share some of our failures and successes in library marketing and communications. In order to achieve this, I'll be drawing on my own expertise and experiences as well as that of my colleagues in the library world, inviting guest authors on occasion to contribute to the column, and of course piping in with some of my own opinions and what I hope are insights on an under-explored topic in the library world. If you're a storyteller eager to share with others, please get in touch with me.

Catherine Baird is the Marketing, Communications and Outreach Librarian at McMaster University Library in Hamilton, Ontario. She can be reached at bairdca@mcmaster.ca.



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WELCOME

TO

THE

LIBRARY

It's Confusing and Hard to Use.
Wonderful.

By [Michael Ridley](#)

“You’ve finally caught up to public libraries!” That’s what Norman McLeod, Chief Librarian at the Guelph Public Library, said at the launch of our innovative Learning Commons at the University of Guelph in 1999.

Of course, Norm was right: the idea of an integrated space with comfortable seating, a casual environment, helpful services, and food was a lesson public libraries had understood and mastered years before. Academic libraries were late to the party. However, we have arrived; the Learning Commons concept has spread like wildfire through academic and research libraries over the past few years.

Library spaces at universities and colleges are welcoming, helpful, integrated, and supportive. Wonderful, right? Perhaps.

What if library space, particularly in support of learning institutions (universities, colleges, schools), wasn’t helpful and supportive but was disruptive, difficult, and intentionally obscure? Library as problem to be solved. Library as conundrum. Library as a real learning space.

Scott Bennett is the University Librarian Emeritus at Yale University and a leading proponent of libraries that are centred

on learning. I highly recommend his *Libraries Designed for Learning* – it’s a classic. Scott has visited Guelph a number of times. At each visit he provokes me in serious and challenging ways; I suspect that is why I keep inviting him back. He gets under my skin. One of Scott’s key questions is this: are libraries designed for service or for learning? All indications suggest that the vast majority of libraries are designed for service (and, after all, libraries are justifiably proud of the service they provide). But in an academic library especially, isn’t the core mandate, for undergraduates in particular, learning rather than service?

Scott dislikes service desks, especially the reference desk. It loudly proclaims service rather than learning. It demonstrates that the library is not a core part of the learning program but an ancillary service or resource. It puts staff in the customer service role, not the learning facilitation role. I wrestle with this because I do believe in the service mandate of the library. Users and staff strongly associate success with good service. Having said that, I can envision a library where the objectives are accomplished by a facility, a set of resources, and a series of challenges that are

more akin to a learning laboratory than a service space.

If libraries were truly designed for learning, when you entered the facility there wouldn't be signs pointing the way to the washrooms. There would be signs. However, they would say "Where are the washrooms?" Facetious? Of course, but illustrative of what could be done and the dramatic difference in mindset. Finding the washrooms would engage the user in understanding the nature of buildings, people, and efficient plumbing (i.e., a learning experience).

Can libraries be active learning environments like this? Learning arises from challenges, failures, risk taking, feedback, and reinforcement. We are designing many of these characteristics out of libraries. The service philosophy has so dominated our thinking that we forget that one of our roles is to facilitate learning. While information literacy programs have created a philosophical foundation for our services and resources, it does not appear that this focus on critical thinking has been applied to the physical environments of libraries.

Perhaps the way to assist learners is to challenge them with the physical building. We could think of the library as a gaming environment. A series of challenges to be worked through, retried, and finally mastered. As in games, learning could be provoked by

disruptive events, random actions, and irrelevant information.

The experience I had visiting the US Holocaust Museum in Washington some years ago has informed my thinking about this idea of disruption. When you enter the large, multi-story main entrance hall of the museum, things just don't seem right. It is a mix of styles, materials, angles, perspectives. There are staircases that don't seem to go anywhere, windows that open on brick walls. You feel uncomfortable, uneasy ... dislocated. The architect, James Ingo Freed, talks about the building "speaking." Walking through the entrance hall to get to the exhibit was a profound experience. The building spoke to me; I learned as much from it as I learned from the exhibition itself.

A library envisioned as a learning space would have to break many rules and would probably alienate many of those it was intended to serve. However, if integrated in the overall curriculum, library space as learning tool could be tremendously effective. Any takers?

Michael Ridley is the Chief Information Officer (CIO) and Chief Librarian at the University of Guelph.

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Archivist
Storyteller
Librarian
Webmaster
Internet trainer
Library director
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EDUCATIONAL TECHNOLOGY

Sources you don't want to miss!

By Jennifer Dekker

Perhaps because research in educational technology has been so open from the start, the amount of information available online seems limitless. To help make sense of it all, the websites below are suggested as starting points into the field of educational technology.

EDUCAUSE

www.educause.edu

EDUCAUSE focuses on issues related to information technology in higher education. Though some online content is restricted to member organizations, much is available freely from the website. Educause is a must for anyone working in a university or college. Of particular note, the ELI series (EDUCAUSE Learning Initiative) links to web seminars on topics of interest to its member community: <http://net.educause.edu/eliweb>.

EDUCAUSE also publishes *EDUCAUSE Quarterly* (archives online to 2000) available at: <http://connect.educause.edu/apps/eq/index.asp>.

ATHABASCA UNIVERSITY: THE CENTRE FOR DISTANCE EDUCATION

<http://cde.athabascau.ca>

Athabasca University (AU) is arguably the leader in Educational Technology education in Canada. With five different programs on offer ranging from Graduate Certificates to a Doctorate in Distance Education, Athabasca has been involved in distance education (the parent field of educational technology) for nearly 30 years.

In 2004, Athabasca created the Canadian Institute of Distance Education Research (CIDER), a series of webinars in the field of educational technology. Researchers from all over the world participate in this important and international forum available online at <http://cider.athabascau.ca/>.

AU also publishes four academic journals in the field of educational technology, the content of which is mostly online:

- *The International Review of Research in Open and Distance Learning*
www.irrodl.org
- *International Journal of Emerging Technologies in Learning*
<http://online-journals.org/i-jet>
- *The Journal of Distance Education*
www.jofde.ca
- *Innovate: Journal of Online Education*
<http://innovateonline.info/>

There is also the Distance Education Technology Symposia (<http://cde.athabascau.ca/resources/archive.php>) and a Software Evaluation Site (<http://cde.athabascau.ca/softeval/index.php>), providing analyses of various online collaborative tools.

LOGGY

SLOAN CONSORTIUM

www.sloan-c.org

Sloan-C is a resource for educational technology practitioners. There are free and paid memberships available through its website. Free membership offers access to the online knowledge centre, publications, communications, community building, and recognition sections of the website. A paid membership includes access to the journals published by Sloan-C, conference proceedings, collaborative online fora, listservs, conference discounts, and more. Publications available online include:

- *ALN Magazine*, www.sloan-c.org/publications/magazine/index.asp (1997-2000 issues available online)
- *Journal of Asynchronous Learning Networks* www.sloan-c.org/publications/jaln/index.asp (the current issue is available only to Sloan-C member institutions)

In keeping with its highly practical mandate, Sloan-C offers an Online Teaching Certificate Program as well as professional development opportunities, conferences, and free publications for download at www.sloan-c.org/publications/freedownloads.asp.

ISTE: INTERNATIONAL SOCIETY FOR TECHNOLOGY IN EDUCATION

www.iste.org

ISTE focuses on the K-12 and teacher education communities. It is home to CARET, the Center for Applied Research in Educational Technology, available at <http://caret.iste.org/>. CARET is a fantastic resource for current research in educational technology for the K-12 community.

The strength of this website is its educator resources. There are tools that teachers can use in the classroom, links to opportunities for grants, networking opportunities on sites such as Facebook or Second Life, a career centre, professional development opportunities, awards, publications, and the list goes on!

CANADIAN NETWORK FOR INNOVATION IN EDUCATION

www.cade-aced.ca

This network, formed in 2007, is national and bilingual, and publishes *Canadian Journal of Learning and Technology/ Revue canadienne de l'apprentissage et de la technologie*, www.cjit.ca – archive online to 2002.

EDUCATIONAL TECHNOLOGY, PEDAGOGY, AND DISTANCE EDUCATION JOURNALS

This is a comprehensive list of journals, many of which are available online, compiled by Professor Curtis Bonk (Indiana University): www.trainingshare.com/resources/distance_ed_journals_and_online_learning_books.htm

ASSOCIATION FOR THE ADVANCEMENT OF COMPUTING IN EDUCATION (AACE)

www.aace.org

AACE is one of the leading international organizations in educational technology. Online publications include:

AACE Journal: International Forum on Information Technology in Education (online archive to 1999) (www.aace.org/pubs/aacej/default.cfm) and *CITE: Contemporary Issues in Technology and Teacher Education* (online archive to summer 2000) (www.citejournal.org).

BLOGS

Connectivism

www.connectivism.ca/blog

A blog about the intersection of learning, learning theory, and technology.

Hey Jude

<http://heyjude.wordpress.com>

Judy O'Connell, author of this blog, presents an online tour de force of web 2.0 tools for online learning.

Virtual Canuck

<http://terrya.edublogs.org>

Professor Terry Anderson posts his thoughts on educational technology here. It's a thoughtful resource for librarians working with education faculty and e-learning departments.

elearnspace

www.elearnspace.org/blog

Written by George Siemens, associate director of the Learning Technologies Centre at the University of Manitoba. It has a Canadian angle, is frequently updated, and contains archives to 2002.

This article has attempted to point readers toward resources that are primarily available on the open web for general interest and even some research. Readers wishing to pursue advanced research would be advised to consult a specialized database such as Ed/TLib or even ERIC (remember that the ERIC index is available online: www.eric.ed.gov).

Jennifer Dekker is a librarian at the University of Ottawa. She is a former student of Athabasca University's Advanced Graduate Studies in Educational Technology.

2.0

watch

dispatches from the
front lines of web 2.0

BUILDING THE

LIBRARY



By **Amanda** Etches-Johnston

We just launched a redesigned website at my library (literally 48 sleepless hours ago, as I write this). The project consumed my entire summer, and as the launch date drew near, I experienced all the textbook signs of launch anxiety: plenty of fear, a healthy dose of nervousness, and limitless amounts of self-doubt. What if everyone hates it? What if all the blog comments are negative and scathing? Should we delay the launch until we can build in that one, beautiful feature we left out in the interest of time?

During one particularly anxious moment very close to launch, something occurred to me: I was not being a very good 2.0 librarian! I was gnashing my teeth over possible minor glitches! Wringing my hands over releasing something that is not perfect! Why was I not allowing “perpetual beta” and “radical trust” carry me through? It seemed like a perfect time for a lesson in these 2.0 philosophies.

PERPETUAL BETA MEANS PERPETUALLY BETTER

In the world of software development, product builds come out in releases, as part of the software release life cycle. The beta release usually gets tested by a small number of users before the product’s official release. Recently, the term *perpetual beta* has been used to represent web 2.0 companies that stay in beta much longer than you might expect of the traditional software development cycle. Flickr (www.flickr.com) is probably the best-known example of a product that stayed in beta for a few years (through millions of users and a fairly high-profile buyout by Yahoo!), and finally moved from beta to gamma, yet another stage in the release cycle.

So, why all the releases, and what’s up with all the software development jargon? When it comes down to it, web 2.0 companies have co-opted the notion of beta. It’s no longer about

releasing a product to limited testing before the final release; nor is it about trying to anticipate user needs and releasing the perfect product. Instead it’s about getting as many users as possible to use your product early in the development cycle, then getting them to tell you what could be better and what’s missing. It’s about continual development in response to user needs, which can only result in a better, more usable service.

PERPETUAL BETA NEEDS RADICAL TRUST

Continual development requires user feedback, and user feedback requires radical trust. Radical trust represents the essential trust required by anyone (person, website, company, organization, institution, etc.) who wants to engage with the online, social community for input, feedback, or just plain conversation. Wikipedia is probably the weightiest example of radical trust in action – by definition, the idea that an open community can build a relatively trustworthy encyclopedia about anything/everything requires a massive amount of trust. The social web is positively littered with similar examples that might have less import, but are still remarkably audacious. Take, for example, the library blog that allows users to comment on posts. Or the library that solicits user input on its topic/subject-based wiki. Think either of those things would happen in a library that didn’t embrace radical trust? Not likely.

ENTER: TRANSPARENCY

When you think about it, perpetual beta and radical trust are relatively meaningless without transparency: you can’t claim continuous improvement and open communication channels without being transparent and accountable in your communica-

tion with your user community. Take Twitter (www.twitter.com), for example. It's safe to say that users of this exceedingly popular microblogging solution have a love/hate relationship with it: when it works, it's fantastic; when it doesn't (during one of the frequent downtimes), we're quick to complain and denounce. For all its growing pains, Twitter has done one thing right: written openly about problems with scalability (i.e., too many users too fast), and honestly about what's being done to fix them.

SO, WHAT DOES IT ALL MEAN FOR LIBRARIES?

Are there lessons in perpetual beta, radical trust, and transparency that we can apply to our products and services? I'd like to think there are. As in my website redesign example, I'd be the first to admit that these 2.0 philosophies aren't easy to embrace. There's nothing wrong with wanting to build perfect products and services for our users. But perpetual beta can teach us that perfect is a constantly changing and evolving target. And if we radically trust our users to communicate their needs to us, and if we are, in turn, transparent and accountable for the decisions we make in response to them, we're well on our way to building 2.0 libraries. Or just plain better libraries.

“CONTINUAL DEVELOPMENT REQUIRES USER FEEDBACK, AND USER FEEDBACK REQUIRES RADICAL TRUST.”

Amanda Etches-Johnson is the User Experience Librarian at McMaster University. She is also an adjunct faculty member at the Faculty of Information and Media Studies, UWO. Both of her jobs are pretty 2.0 focused, and that makes her happy. You can find her online at blogwithoutalibrary.net.

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STUDYING THE COMPETITIVE INTELLIGENCE

By [France Bouthillier](#)

In the context of globalization, the need for organizations to become more competitive is a serious area of concern in many countries. In Canada, the lack of competitiveness of companies and public agencies has been often mentioned by governments and business associations. There is no simple solution to solve such a problem, however competitive intelligence (CI) is a potential strategy.

CI refers to the process by which an organization collects, analyzes, and distributes the information about its external environment, including its competitors, in order to gain or maintain a competitive advantage. CI helps to formulate organizational strategies and supports decision-making. It is very often associated with the private sector because the importance of better competitiveness has always been more easily acknowledged. However, in the public sector, we can find many government agencies – especially in the health, scientific, and educational sectors – which are integrating CI within their organizational functions.

Although it is rooted in management practices, CI involves, in essence, a series of information processing activities requiring various levels of collaboration between differing organizational actors. The acquisition, organization and storage, analysis, and distribution of competitive information involve various people who manage different types of information and information technology (IT). Over the last decade, many software applications

have been developed to support CI activities to ensure CI practitioners are more efficient. Information technology has penetrated every aspect of organizations, including the way CI is conducted. But little is known about the exact contribution of CI-related technology and the extent to which it meets the need of its users. In *Managing Frontiers in Competitive Intelligence*, C. S. Fleisher argues that intelligence for competitive purpose is easily available to those who know how to find it with suitable tools or, in other words, for those who know how to use IT.

On the other hand, for *Super Searchers on Competitive Intelligence: The Online and Offline Secrets of Top CI Researchers*, M. M. Carr interviewed 15 CI professionals and reported a very low use of technology among them. Given that CI involves so many information processes, adequacy between the CI tasks and IT must exist, and CI practitioners must be convinced that using these IT tools will enable them to improve the performance of the whole CI process.

Given the many unknowns relating to CI, a research project was developed to investigate to what extent CI technology is used in the public and private sectors, and to identify how this technology could better address the needs of CI practitioners and organizations. Using a theoretical framework based on Activity Theory, human-computer interaction, and CI research, the investigation should yield new insights regarding the practice of CI.

USE OF COMPETITIVE INTELLIGENCE SOFTWARE

The survey will be launched in fall 2008. The research findings should be of interest to government agencies concerned with our national competitiveness, to businesses and business associations interested in CI, to CI educators who need to train practitioners to use appropriate technology, to CI software designers who need to better understand the organizational constraints of those practicing CI, to the human-computer interaction field where more empirical and organizational studies are needed, and to the field of CI as a whole.

France Bouthillier is with the School of Information Studies at McGill University. Bouthillier and Kathleen Shearer co-authored Assessing Competitive Intelligence Software: A Guide to Evaluating CI Technology (Information Today, 2003).

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THE OBJECTIVES OF THE STUDY ARE THREEFOLD:

1. To investigate to what extent CI/collaborative technology is used in private and public organizations
2. To examine the perceptions of CI practitioners and the critical factors that would facilitate an optimal use of such technology
3. To identify the value-added dimensions of such technology which support the CI process and its inherent collaboration

THE RESEARCH QUESTIONS ARE THE FOLLOWING:

1. How and to what extent do CI practitioners use CI/collaborative technology in the private and public sectors?
2. What are the perceptions of CI practitioners about the value of CI/collaborative technology in supporting their activities?
3. How and to what extent does CI/collaborative technology support, enhance, or hinder the CI process?
4. Which types of CI/collaborative technology best support the various levels of collaboration that are involved in the CI process?

TO ADDRESS THE RESEARCH QUESTIONS, A MULTI-METHOD STRATEGY IS USED:

- Phase one: four case studies to generate insights for designing a questionnaire
- Phase two: a survey among corporations and public agencies in Canada

THE DANGER OF GOOGLE HEALTH



By [Mark Aaron Polger](#)

Many have read about Google Health and were curious to find out what it was. Is it a replacement for PubMed with better searching than Google Scholar? Google's mantra is to make information more accessible and available than ever before. What exactly is Google Health and why is Google suddenly so concerned about our health?

Google Health is a web-based tool where consumers can better manage their health information. Users log in like they would using Google Gmail and they can import information from their health records into a secure environment. Prescription history, test results, and doctors records can be easily accessed and stored. Google Health can easily access and store your health information in one source, thus making you in control of your health information.

In the past your health records were almost impossible to track down. One patient's file could be stored in doctors' offices, various hospitals, and clinics. In order to obtain your medical history, you would have to retrieve copies of your health records from different locations and you might not be

able to get everything. Google Health provides a free and easy solution to this.

Using Google Health, you can create your health profile and add your allergies, medical conditions, medications, surgeries, and procedures. In addition, you can add your age, height, weight, blood type, and medical history. There is also a physician search engine (similar to the College of Physicians and Surgeons of Ontario website), indexed by name, location, and specialty.

This is an exciting venture and at present it is in beta mode. The Cleveland Clinic, a non-profit health care centre in the United States, has 1,370 volunteers who are testing the product. Other tools for the Cleveland Clinic include a module on booking an appointment with the physician, as well as drug prescription alerts.

The *Sydney Morning Herald* reported last February that Google Health will partner with third-party retailers like Wal-Mart, Walgreens, Aetna, and Cedars-Sinai Medical Center provide online tools to better serve its users. It is not clear what types of products these retailers will be providing but it is alarming that Aetna and Wal-Mart are partnering with Google. What are the true intentions of Google and its third-party retailers? Can we entrust a corporation like Google with our personal health information? Why is Aetna (a health insurance company) so interested in our health records?

Google's CEO, Dr. Eric Schmidt, says that more people are searching Google to access their own health information. He argues that Google Health is an extension of the traditional Google search. One of Google's philosophies includes "instant gratification" in its searches. Schmidt must assume that many Google users are expert searchers. However, many Google searchers don't go past the second page of results and many do not evaluate what they have found. Some may trust that cure for cancer they read on a blog, on Wikipedia, or heard on that podcast.

It is confirmed that Google Health will not carry ads based on health record content. However, there are many ethical and privacy issues when it comes to personal health information. If Google's goals are to make health records available, can the insurance companies view clients' record without notifying them? Like a credit card, the information is sensitive and it

could get into the wrong hands. What can Google Health do to ensure the privacy of its users?

Google denies the leaking of personal health information, but one can only imagine the potential. Strategic marketing can be based on users' personal health information. Pharmaceutical companies can market their medications to specific users and Google Health may act as a catalyst in their desire to market new medications. Google states that all personal health records will not be shared or sold by Google.

Google Health's practices are regulated by the Google Health Advisory Council, a group of physicians, many with MBA degrees, who are business savvy. It will be interesting to see what online health tools retailers will develop with Google. Google maintains that there will be no ads, but maybe retail partners will promote their products in their logos. If profit is their objective and selling ad space or users health profiles is not on the agenda, then what is the true nature of Google Health?

Google Health will begin its beta release this year in the United States, but it is uncertain whether it will be successful. Only time will tell.

PRESCRIPTION HISTORY, TEST RESULTS, AND DOCTORS' RECORDS CAN BE EASILY ACCESSED AND STORED.

Mark Aaron Polger has been working as the Health Sciences Librarian at Humber River Regional Hospital since May 2006. He also teaches part time at Seneca College in the Library and Information Technician Program. He holds a B.A. from Concordia, an M.A. from the University of Waterloo, and an MLIS from the University of Western Ontario, and will graduate with his B.Ed. from Brock in 2009.

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MENTORING EMERGING LEADERS FOR THE FUTURE OF OUR PROFESSION

By [Christina Hwang](#)

In the summer of 2007, I took a class that invited guest speakers who were top leaders in our field. In one of the sessions I asked a guest speaker, “What was the most valuable resource for you as a leader?” This person paused for a moment and thoughtfully replied, “My mentor,” and then went on to explain that on first taking on the university librarian position, one of the first arrangements was to set aside regular meetings with the mentor for guidance, support, and discussion of new ideas.

This person’s comment resonated with me as I too was in a position of leadership at that time, having been elected as the president of my school’s master of information studies student council. But being relatively new to the field, I had not yet identified and established a mentorship relationship with anyone. There were times during the year when I found myself requiring information from those with more experience and needing support and guidance; and so I sought out individuals to share ideas, discuss matters, and hear their experiences. In this way I discovered kind and knowledgeable individuals who

welcomed and made time available for me during even the busiest of seasons. Initial meetings developed into ongoing relationships, and before I knew it, I realized that this was precisely the mentorship relationship that I had heard about the summer before. When I expressed my gratitude for all the assistance they gave and the time they spent, these individuals told me that they too had had mentors who had assisted them on their paths to where they are now. And indeed, I learned that success in leadership is greatly enhanced by a mentor.

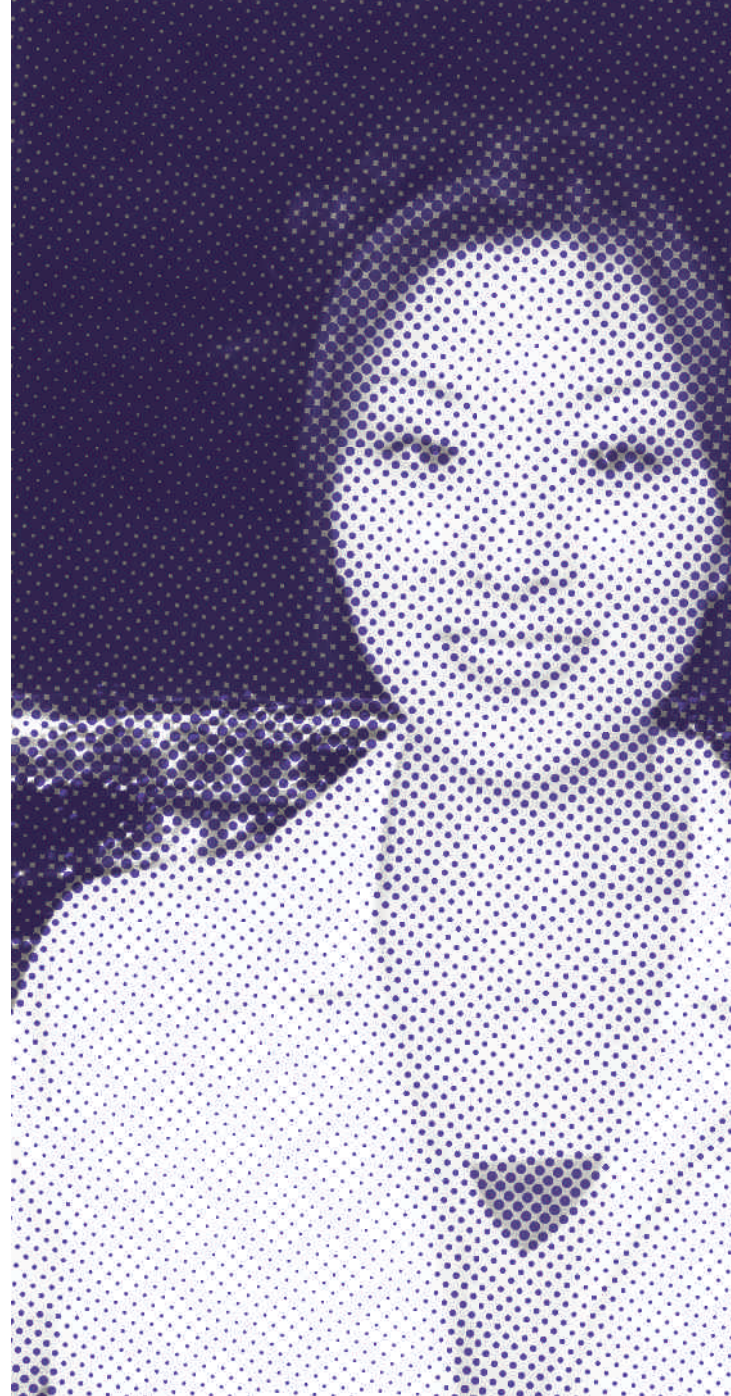
It has become common knowledge that leadership is a competency that is highly desired by managers in our industry. The 8Rs study reports that though leadership is a desirable trait, many managers found this trait lacking in new librarians. I can say with certainty and a grateful heart that my early active involvement, leadership growth, and interest in our professional organizations were due greatly in part to the incredible support of dedicated library and information professionals who ignited and kindled this love and fire in my heart and made time to

“Part of our contribution to the information profession is to explore the learning objectives and career aspirations of future members and to guide them accordingly.”

mentor me. Real conversations and time shared with a new kid on the block like me have left a deep impression on me and on my outlook toward leadership, stewardship, and the profession as a whole. It is my hope to ignite the same kind of passion and dedicated support in my future aspiring librarian peers, and bring about excellence in our collective professional cause.

I should also mention that mentorship is a reciprocated relationship. Often it is those whose years of experiences to their name who may have more to offer to a new graduate than vice versa. I for one found myself anxious to hear seasoned professionals' stories and advice honed from many years of experience. But I have realized that fledgling librarians, too, have a lot to offer to our newfound profession and our veteran colleagues. As brand new librarians and digital natives, we bring new ideas, 2.0 expertise, and a fresh perspective to the profession, its members, and the institutions we serve. Our technical expertise and experience will help us connect with younger clients and ensure our services, products, and programs are relevant in this day and age. Seasoned professionals and fledgling librarians each offer unique skills and strengths, and though new librarians need to seize leadership opportunities and step up, the joining of hands of veteran and new professionals is key in determining the future relevance of our profession.

OLA is made up of a wealth of human resource/capital, and raising leaders and having mentorship as one of our professional aims is forward-thinking. This profession has a lot to gain from mentorship.



Christina Hwang is a recent graduate (2008) from the Faculty of Information, University of Toronto. During her studies, she served as the elected President of the Master of Information Studies student council, has been involved in numerous university committees, and was an active participant in provincial, national, and international conferences. She enjoys creating forward-thinking initiatives, collaborative partnerships, and instigating innovative projects. She can be contacted at christina.hwang@utoronto.ca.



Collection development expertise, demonstrated instructional experience, and strategic planning practice

By *Sophia* Apostol

The following is a vendor vignette told to me recently by a colleague.

Once upon a time, a vendor rep made a customer call at a library. This vendor rep was a heavy smoker back when smoking was becoming less of a popular choice. After the call, the rep went outside and walked around the corner and behind another building in order to light up out of sight of anyone from the library. Turning the corner, the rep encountered the library's acquisitions manager, who had participated in the same meeting just moments before. The acquisitions manager was lighting up behind the building, having gotten there from the opposite direction, also hoping to be out of sight of anyone who might disapprove...

How librarians and vendors act when face to face, and the perceptions held by both parties, force an examination of the library-vendor relationship. Everyone knows that communication, trust, integrity, and perseverance are the keys to a good business relationship. Having a "vendor (fender)-bender," as in the anecdote above, only creates a façade that causes both parties to work harder needlessly.

When I was in vendor sales, I was often asked to help make collection decisions, which led to discussions about a library's

strategic direction. When I was working as an academic librarian, I would provide vendors with feedback on their services and assist them with future products development. This is very likely the same experience that many of you have had as well. So, if both sides of the library-vendor relationship are intimately involved in the operations and decisions of the other, is there really such a great divide as warrants one side being known as the dark side?

Just think about how integrated you've become with your vendor. Who instructs your staff on new online tools? Who performs training at your library on the new features of a database? Who helps you analyze your collection? Who stores your digital content? Who provides information resources for distribution to your staff?

A pBook/eBook supplier will provide your library with a collections consultant. That person works with your librarians and other staff to create a set of parameters that will be used to bring the most appropriate published materials into the library. In collaboration with staff, a collections consultant delves deep into each subject area, provides collection analyses, discusses publishing trends, and works towards keeping subject area selectors within their budget allocations, while also updating the original parameters as collection needs change

in accordance with institutional focus. With such detailed knowledge of the overall collection needs, a vendor can partner with the library to build relevant collections and policies, and to assist with administrative and budgetary reporting.

As libraries have moved into the online environment for selection and acquisition, most vendors will send a trainer to the institution to work closely with each staff member who interacts with the online application. The vendor trainer, using instructional strategies, works to ensure complete understanding of the application, and also provides extensive, customized resources and documentation. These vendor resources can also be embedded in a library's intranet, allowing the vendor information to contribute to the knowledgebase of the library. In the days when paper predominated, there was not as much need for a vendor trainer to come on-site. Now, however, library managers and staff can have a rich and efficient experience if they fully understand how the vendor system works – just as your patrons will find what they need if they know how to use the library's online databases and other tools.

For vendors, the input from libraries is equally important. Our database developments are based on priorities set by libraries, our instructional design methods glean insight from

what innovative liaison librarians are doing in their faculties' classrooms, and our products' expansion is driven by the strategic directions of libraries. Vendors have become more than just sellers of books just as libraries have become more than storehouses of books. To get beyond our humble beginnings, vendors have formed alliances with each other and with libraries in order to continually push the envelope. We have developed more integrated and streamlined workflows and begun incorporating a more 2.0 approach to our systems, while eyeing the shift towards 3.0 and 3D and still consistently striving to do more in less time.

As libraries and vendors become more intertwined, we become pseudo staff members at each other's workplaces. We work together closely, communicate and collaborate frequently, and help to shape each other's futures. More than just partners, we are the combined strength of multiple organizations, working towards mutual benefit with the desire to do the best for our customers.

Sophia Apostol is the Training and Group Knowledge Resources Manager for Coutts Information Services and can be contacted at sapostol@couttsinfo.com.

FALL 2008



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The Joy of LibX



By F. Tim Knight

When I first saw LibX demonstrated at a conference a few years ago, I was immediately impressed with its ability to bring a library's catalogue directly into the user's internet searching and browsing activity. LibX is a toolbar extension for the Firefox browser created by Annette Bailey and Godmar Back at Virginia Tech. When it is installed, your library users will start to see visual cues in web pages where books or articles are referenced (see fig. 1). ISBNs and ISSNs become active links that when clicked on instantly run a search against your library's catalogue. When the user is reading an article online, titles or conceptual keywords can be highlighted and with a quick right-click of the mouse sent to run your choice of title, author, or subject searches in the library's catalogue (see fig. 2).

When searching at the article level, LibX also provides access to the library's online resources. LibX recognizes

DOI and COinS information, so if it's supplied in a web page, library users can link directly to the resource. If library users are off-campus, LibX provides the option to reload the URL through the library's proxy server. LibX also has a direct link to Google Scholar. Dragging and dropping title information onto the Scholar icon will retrieve the journal home page, as well as a Google Scholar results list that gives access to DOIs and other links that will send users back to your electronic resources.

Aside from enriching your library user's internet browsing experience, LibX has proven to be an incredibly useful acquisitions tool aiding the selection and the ordering processes. When reviewing new titles on publishers' websites or using your book jobber's online catalogue, you'll see active ISBNs that provide an instant link to your library catalogue. And because LibX uses the xISBN OCLC service it will search on all the ISBNs associated with that particular title. It will

search for hard cover, paperback or e-book, and it will also pull up previous editions that might be held by your library ... all with a single click of your mouse. If there is no ISBN available, title, author, or series information can be highlighted and searched through the context menu found with a right-click on your mouse.

This is great for selectors. They can immediately see if the library has previous editions or whether they've been picking up titles in a particular series. If another selector has already chosen this title, the search will retrieve the order record in the catalogue. And for ordering staff, the system provides a quick and easy link into the catalogue when double checking holding status and placing the order.

LibX is an easy way to bring your library directly to your library users with the added bonus of being a great tool for your acquisitions staff. And with the introduction of the LibX Edition Builder, it is now very easy to create a LibX edition for

your own library catalogue (see fig. 3). Sign in, follow the instructions, and provide the necessary links. Build the edition, make it live, and promote the availability to your library users. It's really that easy. The LibX Team is very responsive and quickly answers your questions if you run into any problems.

If you don't happen to be a Firefox user, don't despair! There is a beta version of LibX for Internet Explorer. It offers many of the same features as the Firefox version, and is currently one of the priorities of the LibX developers.

If you haven't tried LibX I would encourage you to build and test an edition for your own library. It's really a simple process and brings a wealth of features for all of your library users. Try it – if you don't like it your money will be refunded. Oh, did I mention it's free? This is a great way to boost the profile of your library's catalogue and the resources you have available to your research community.

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Answers to the Health Questions People Ask in Libraries

Laura Townsend Kane, Rozalynd P. McConaughy and Steven Patrick Wilson
Neal-Schuman Publishers ★ 978-1-55570-642-5 ★ 2008 ★ \$78.00

This new consumer-focused handy reference volume will give your staff a reliable, authoritative resource to suggest when patrons come to you with health questions.

Getting the Money: How to Succeed in Fundraising for Public and Nonprofit Libraries

Ken Dowlin ★ Libraries Unlimited ★ 978-1-59158-597-8 ★ 2008 ★ \$84.00

The content ranges from tips for community programs such as story hours and simple book sales (a good way to clean house of outdated or little-used books and make a little money) to referendum issues for increased or dedicated funding. The goal of this book is to sort through the activities and tools and then provide a clear, concise strategy to assist people in creating the funding to ensure success of their library and other governmental and non-profit organizations.

Library Ethics

Jean L. Preer ★ Libraries Unlimited ★ 978-1-59158-636-4 ★ 2008 ★ \$54.00

The evolution of ethical standards for librarians parallels the development of librarianship as a profession. Many of the most important professional values have been tested and debated in the course of formulating and adopting codes of ethics for the profession. This book includes historical precedents and current examples of ethical issues facing the profession. It focuses on ethical dilemmas rather than more general management concerns or more technical legal requirements.

Picture Book Primer:

A Guide to Understanding, Selecting and Using Picture Books in Your Library, School or Home

Denise I. Matulka ★ Libraries Unlimited ★ 978-1-59158-441-4 ★ 2008 ★ \$48.00

After outlining the history and technological evolution of the picture book this primer covers: anatomy, types of illustration, layouts, design elements, typography, types of picture books (genres, formats), the art of the story, value of picture books, selection and collection development, and using picture books with various age groups.

Your Canadian Source for Professional Literature

Understanding FRBR: What It Is and How It Will Affect Our Retrieval Tools (Paperback)
by Arlene G. Taylor (Author)
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FIGURE 1

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FIGURE 2

LibX Edition Builder

LibX - a browser plugin for direct library access

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#	Status	Last Changed	Last Built
1	archived	2008-01-12	2008-01-28
2	archived	2008-03-26	2008-03-28
3	archived	2008-03-27	2008-03-27
4	archived	2008-04-03	2008-04-03
5	archived	2008-04-03	2008-04-03
6	archived	2008-05-01	2008-05-06
7	archived	2008-06-14	2008-06-15
8	archived	2008-06-16	2008-06-16
9	live	2008-07-30	2008-07-30

[Build Revision 05](#) [Explain building editions](#)

[Bundle Auxiliary DLLs for LibXTE](#) [When should I bundle DLLs?](#)

FIGURE 3

F. Tim Knight is Head of Technical Services at Osgoode Hall Law School Library, York University.

YOUR CAREER PORTFOLIO

By Maggie Weaver

Many LTs come late to the library profession, and the job history that is the “normal” résumé fails to reflect the wonderful skills gained through experience in environments other than the workplace. A portfolio is a great way to present the Complete You to a prospective employer.

A portfolio can be a file box or cabinet, a binder, a scrapbook, a website. Included might be a listing of skills, transcripts for academic qualifications, certificates for technical skills (such as software or languages), samples of creative skills, testimonials from community and volunteer work, job descriptions, awards and honours, photographs of success, conference papers and journal articles, and professional association contributions.

In fact, you’ll probably need two compilations: the “database” which has all of your experience in it, in a useful and retrievable way; and a “showcase” version which contains evidence of your experience relevant to a particular potential employer. The showcase portfolio is rather like the cover letter.

But there is a drawback to the portfolio. Unlike the cover letter, you have to be already at the interview stage in order to deliver it.

The upside, however, is that the very act of organizing your portfolio brings clarity to your career direction. The process of identifying your skills and clarifying your goals requires reflection and analysis. Also, when you index your samples in your portfolio, you begin thinking more broadly about your collection of talents. You think more deeply about who you are.

There are some really useful guides to developing a portfolio. The ones targeted to young people, whose skills are probably not yet developed, focus on personality and strengths. A great example is *A Self-Managed Career Portfolio Guide* from Manitoba Education, Citizenship and Youth (www.edu.gov).

mb.ca/k12/docs/support/c_portfolio/). You too may have to dig into these aspects if you are researching a complete change in career, or need to figure out why parts of your present job are boring or frustrating. For example, I like building content for websites (reflecting my strengths in logic and research), but I have no interest in choosing colour schemes for them.

The guides targeted to college graduates, such as *Finding Your Profile* from Reading University (www.careers.reading.ac.uk/cms/profile/home.html), cover motivation, interests, and values. As *Finding Your Profile* reminds new graduates, “Two people with similar capabilities [skills] may wish to employ them in quite different jobs because they have different interests and values.” I found the exercises in this guide helpful for clarifying which projects I would most like to work on, as well as ways to demonstrate values. In job interviews I’ve been asked about my level of commitment, since my “regular” résumé shows a history of job-hopping. However, my portfolio includes hard evidence of my long-term commitment to professional associations.

I’m a firm believer in listing skills, if not for portfolio development then for self-affirmation. Useful tools here are *Employability Skills 2000*, from the Conference Board of Canada (www.conferenceboard.ca/education/learning-tools/pdfs/esp2000.pdf), or lists of competencies published by library associations (see <http://wikis.ala.org/professionaltips/index.php/Competencies>).

But even with long lists of skills to choose from, we can’t always relate them to ourselves. We tend to equate “that’s easy” with “that isn’t really skillful.” Here’s where it helps to have a buddy or mentor to remind you that not everyone can knit or speak in public or write easily or plan weddings. My tips: all parents have learned some useful skills, such as decision-making or

THE VERY ACT OF ORGANIZING YOUR PORTFOLIO BRINGS CLARITY TO YOUR CAREER DIRECTION

handling difficult situations; all volunteering demonstrates use of skills; all creations – whether balanced budgets or newsletter articles – are tangible evidence of skills; all courses have assignments and projects that are tangible evidence of comprehension.

When linked to career goals, a portfolio is a good way to determine what you need to do next for continuing education. Then it comes into its own as a career portfolio.

In your present job, in which areas would additional skills and knowledge be useful right now? These can be library and information skills, personal effectiveness (e.g., time management), management, or even political skills. Look at your possible

future roles in the same way – what skills will you need to develop to get to there from here? Can you find those skills in your existing portfolio? Or will you have to do something to acquire them – take a course, shadow a colleague, learn by doing (for example, by taking on a project for a professional association)? Next, plan to do that something.

A résumé outlines the past; a career portfolio is a roadmap to your future career.

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DISCOVERING THE UNDISCOVERED

By Sharron Smith

For librarians involved in helping readers, either through readers' advisory or collection development, being aware of new and forthcoming great reads can be both challenging and daunting. And yet, we know it is essential that we are knowledgeable and able to anticipate demand, having the titles readers want, when they ask for them.

But how can we realistically meet this challenge? Certainly, award-winning titles are almost always sure bets to be popular and adding them to acquisition lists doesn't take a lot of forethought. However, librarians know there are dozens of other wonderful titles published every year that don't rise to the top of bestseller lists, award lists, or readers' choice lists, but nevertheless would be great reads for their patrons. So how can we discover these undiscovered treasures? What sleuthing strategies yield the best bets? This was the topic of discussion during OLA's 2008 librarian session at Book Expo Canada. The panel, comprised of a collection development librarian, bookseller, publisher, and author, convened to discuss and offer strategies on how to "Discover the Undiscovered."

Publisher Lynn Henry of the House of Anansi Press began the conversation. Henry spoke about how Anansi, as an independent publisher specializing in finding and developing Canada's great new writers, seeks out the undiscovered. In a time when it is almost unheard of for publishers to continue to accept un-

solicited manuscripts, Anansi continues the practice – and in fact this is how they came to publish the 2008 IMPAC Dublin Literary Award winner, *De Niro's Game* by Rawi Hage. Henry suggested that librarians look to both literary magazines and journals and subscribe to publisher online newsletters. She also reminded the audience of the value of following the electronic media, indicating that all of these sources can provide invaluable information on titles that will be interest to our readers.

Next to tackle the topic was Florence De Dominicis, Oakville Public Library, a librarian with extensive collection experience. De Dominicis began by stressing the value of connecting with the publisher sales representatives for libraries; most publishers have them (many of them are part of the Dewey Divas and Dudes, www.deweydivasanddudes.com). These reps provide useful information on the unknown, and because they have read the books, they can speak about authors whose work may be about the break out. As well, she also echoed the advice to tap into reviews, blogs, and RSS feeds.

Understanding the power of word of mouth, De Dominicis encouraged us to invite reader-generated reviews, through whatever format works for our individual situation – paper, online, or catalogue software. This type of reader feedback/input is important and we can definitely learn from readers.

Next to present was Richard Bachman, owner of a bookstore called A Different Drummer Books. Bachman annually awards the Drummer General's Award to a worthy book that has been passed by for Canada's most esteemed literary honours. As someone who understands readers well, Bachman reminded us that media attention is short and that many great reads will get little or no mention. As a result, people need to be directed

towards books that don't make the usual lists. He described the bookseller as being positioned "behind the reader and ahead of the author." Like librarians, they tell people about books every day.

Bachman suggested reading the long lists for awards to discover unknown authors. Often lesser known works will fall off the short lists, but they are still interesting reads and will be enjoyed by our readers.

The panel presentation culminated with a short presentation and reading by Gil Adamson, author of *The Outlander*, the 2007 winner of Bachman's Drummer General's Award. Adamson, a strong supporter of both libraries and bookstores, advocates that all readers connect with trusted sources at both, thereby gaining wider perspectives.

Librarians know there are dozens of other wonderful titles published every year that don't rise to the top of bestseller lists, award lists, or readers' choice lists, but nevertheless would be great reads for their patrons.



FROM LEFT TO RIGHT: LYNN HENRY, PUBLISHER, HOUSE OF ANANSI PRESS; GIL ADAMSON, AUTHOR OF *THE OUTLANDER*, AND WINNER OF THE 2007 DRUMMER GENERAL AWARD; FLORENCE DE DOMINICIS, MANAGER, WOODSIDE BRANCH & ADULT COLLECTIONS, OAKVILLE PUBLIC LIBRARY; RICHARD BACHMANN, BOOKSTORE OWNER, A DIFFERENT DRUMMER BOOKS IN OAKVILLE; SHARRON SMITH, MANAGER OF READERS' ADVISORY SERVICES, KITCHENER PUBLIC LIBRARY, MODERATOR OF THE PANEL.

Sharron Smith is with Kitchener Public Library: sharron.smith@kpl.org.

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Ask me: Loren Fantin, Project Manager
lfantin@knowledgeontario.ca

THE DEATH OF CULTURE IN CANADA?

RIP

In August, the government began cutting millions from our arts programs.

Book Publishing Industry Development Program	\$1,000,000
Eculture (CULTURE.CA AND CANADIAN CULTURAL OBSERVATORY, INCLUDING CULTURESCOPE.CA)	\$4,360,000
Audiovisual Preservation Trust	\$150,000
Canadian Culture Online (RESEARCH AND DEVELOPMENT COMPONENT)	\$5,640,000
Canadian Memory Fund	\$11,570,000
Canadian Arts and Heritage Sustainability Program (STABILIZATION PROJECT)	\$627,000
Canadian Arts and Heritage Sustainability Program (CAPACITY BUILDING)	\$6,100,000
Canadian Arts and Heritage Sustainability Program (ENDANGERED ARTS ORGANIZATIONS)	\$500,000
Canada Music Fund (CANADIAN MUSIC MEMORIES COMPONENT)	\$150,000
Northern Native Broadcast Access Program	\$2,100,000
Canada Magazine Fund	\$500,000
Trade Routes Program	\$9,000,000
PromArt (DEPARTMENT OF FOREIGN AFFAIRS AND INTERNATIONAL TRADE)	\$4,700,000
Canadian Independent Film and Video Fund	\$1,500,000
National Training Program for the Film and Video Sector	\$2,500,000
Total	\$47,397,000

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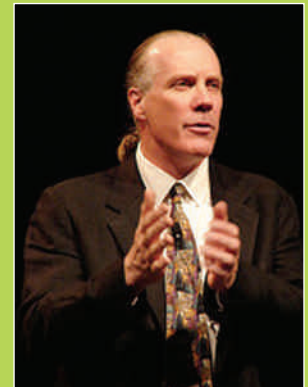
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