

ALISS Quarterly

Association of Librarians and Information professionals in the Social Sciences

Special issue: Collecting the 2015 Election.

LSE Library.

Scottish election ephemera at the University of Strathclyde.

The Election leaflet collection at the University of Bristol

Library Special Collections.

Information Literacy

10 Days of RefWorks, York St John University.

Bite-sized Twitter training at Swansea University.

Copyright the card game.

New Projects

The University of Manchester Library's Company Annual

Reports Collection Digitised.

Library Champions for Disability Access.

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PROOF

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Library Champions for Disability Access

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Editorial

Welcome to the latest edition of ALISS Quarterly. It has been published by ALISS (Association of Librarians and Information Professionals in the Social Sciences).

This issue has a focus on the UK General Election 2015. It provides an introduction to major historic collections of election ephemera in UK Libraries and discusses how they continued to gather materials in 2015. Did the emergence of websites and social media for political communication impact on library policies?– read the issue to find out more! Contributions are from the LSE Library, University of Bristol and University of Strathclyde. An account of a recent visit to the British Library also offers insight into the news media team strategy.

The second section focuses upon the key theme of information literacy. Several of the articles introduce projects which aimed to provide short introductions for time pressed users. These include the 10 Days of RefWorks programme from York St John University and Bite-sized Twitter training at Swansea University. Finally an introduction to a fun and educational training scheme for copyright which is based on a card game. Having tried this myself I can heartily endorse its aims and outcomes!

The issue ends with accounts of two new projects. The University of Manchester's collaborative digitisation of its company annual reports and the launch in the autumn of a new disability support group by ALISS.

We hope you enjoy the issue.

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Collecting the 2015 election at the LSE Library

Heather Dawson, Academic Support Librarian, LSE Library with assistance from Andra Fry - Academic Support Librarian, Paul Horsler – Academic support Librarian and Daniel Payne - Official Publications Librarian.

The history

The LSE Library has a long tradition of collecting election related materials. One of the treasures of the collection is the archive of election ephemera containing promotional leaflets and addresses made by candidates at general elections since the 19th Century. The time range covered means that it is possible to use the collection to trace the impact of electoral reforms. This includes the extension of the franchise to women and working-class men and the emergence of individual political parties such as the Labour Party and UKIP. It is also possible to examine long-term trends in political communication techniques and the changing focus upon specific policy issues in individual elections.

An early example are electoral handbills produced in the 1830s by Richard Potter, a radical Liberal Party MP for Wigan, and a founding member of the Little Circle campaign group which was influential in achieving the 1832 reform of electoral boundaries.

<http://archives.lse.ac.uk/Record.aspx?src=CalmView.Catalog&id=COLL+MISC+0151&pos=7>.

A founder of the LSE, Sidney Webb was instrumental in writing a number of early 20th Century Labour party election policy documents including the 1924 manifesto 'labour's appeal to the people' <http://www.labour-party.org.uk/manifestos/1924/1924-labour-manifesto.shtml> (unofficial site). Beatrice Webb's diaries for 10th October 1924 (available from the LSE Archives) offer a fascinating insight into the swiftness of the drafting process. <http://digital.library.lse.ac.uk/objects/lse:vat325giy/read#page/652/mode/2up>. She recalls that after the Prime minister told Web 'you had better go and do it' he proceeded to spend two days drafting the King's speech and the election manifesto - while also trying to prepare his own campaign materials!

The breadth of the LSE Library collections mean that the individual election ephemera can be put in context by consulting other primary source documents. These include contemporary newspaper accounts, parliamentary debates and other archives. For instance in 1924, the response of the Spectator to the manifesto was to wonder why rival party programmes gave such conflicting figures about levels of unemployment. <http://archive.spectator.co.uk/article/18th-october-1924/3/the-labour-election-manifesto-says-that-the-govern>. While on October 13, 1924, The Times stated 'Considerable surprise is expressed at the scanty reference to Empire matters in the Labour manifesto.'

The collections can also be used to trace statistical data on the election results and voter turnout (in 1924 a Conservative win with 47.6% of the vote in England) <http://www.parliament.uk/briefing-papers/RP12-43/uk-election-statistics-19182012>.

For later elections we have surveys which offer insight into public opinion. Mass Observation Online http://librarysearch.lse.ac.uk/44LSE_VU1:44LSE_ALMA_

DS61146907560002021 has some fascinating diaries and accounts from market researchers which convey the mood of the 1945 elections. In its report on the attitude of youth to the 1945 elections the compiler refers to a general mood of 'post peace itis' with a lack of interest in anything. <http://www.massobservation.amdigital.co.uk/Documents/Details/FileReport-2257>. From 1963 onwards it is also possible to access results from the British Election studies <http://discover.ukdataservice.ac.uk/series/?sn=200003>. This long-term large scale project enables the charting of trends on a range of topics from voting intentions to levels of trust in politicians!

For further information on our range of historic election resources see: <http://blogs.lse.ac.uk/library/2015/03/25/uk-elections-lse-library-historic-resources/>

2015 General election

With increasing amounts of political information being generated online, in the run up to the election a number of commentators posed the question of whether 2015 would be the first social media election. Indeed in March 2015 an Ipsos Mori survey <https://www.ipsos-mori.com/researchpublications/researcharchive/3539/A-third-of-young-people-think-social-media-will-influence-their-vote.aspx> revealed that 34% of 18-24 year olds felt that what they read on social media would influence their 2015 vote. In a New Scientist article <http://www.newscientist.com/article/mg22530132.900-hashtag-election-will-it-be-twitter-wot-won-it.html#.VRQH6eGhkfA> Carl Miller, Research Director of the Centre for the Analysis of Social Media (CASM) at Demos, discussed the way in which Twitter had the potential to change the political landscape for 2015 elections in terms of both the range of voices heard and the types of communication. Demos recorded <http://www.bbc.co.uk/news/blogs-trending-31766165> over 149,000 tweets sent by MPs from January - March prior to the official launch of the election campaigns. Against this background, LSE Library Collection Development staff felt that any collection of election materials for 2015 should reflect the emergence of this new material.

Why should libraries continue to collect election materials?

Some might question whether in the age of the Internet it is necessary for libraries to continue to collect election materials at all. Could not researchers just Google 'election 2015' and get everything they needed? However there have been a number of well-documented cases where items have disappeared or been deleted from official websites. In 2013 the Conservative Party was criticised by Computer Weekly for 'removing' a decade's worth of political speeches from its website. <http://www.computerweekly.com/news/2240208976/Conservative-Party-slammed-for-erasing-its-internet-history>. In this circumstance it was only the work of the British Library backed Web Archive which continued to make this content freely available to researchers.

Other concerns have been expressed about the neutrality of major search engines. In the 2014 paper 'in Google we trust' http://research.barcelonagse.eu/tmp/working_papers/717.pdf Roberto Burguet, Ramon Caminal and Matthew Ellman felt that search and display advertising could distort results. This issue was also raised by the European Commission Google Antitrust investigation http://europa.eu/rapid/press-release_SPEECH-14-93_en.htm which drew attention to the high visibility of Google sponsored

advertising on results pages. In contrast, Libraries can offer a more neutral space for objectively selecting, assessing and curating relevant election materials. Their staff also have the necessary expertise to add value to the materials by arranging them into meaningful collections and providing descriptions which will guide future generations in searching and using them effectively.

In recognition of this, the Collection Development team decided to collect electronic election communications from fifty key 'battleground' constituencies. These were chosen from a listing in House magazine, the Houses of Parliament weekly magazine, as interesting examples of marginal constituencies. They included seats being contested by party leaders, and UKIP targets, as well as those which were likely to produce close run races. The aim of focusing upon these fifty areas was to create a manageable sample where we could focus in depth on identifying and capturing key electronic campaign communications that could in the future be made available to researchers via the LSE Digital library.

Our methodology

Even with a sample of fifty constituencies the logistics were potentially large as there are no limits on the number of candidates who can contest a seat. In 2010 they ranged from 3 in Birkenhead to 12 in Hackney South and Shoreditch. If all of these individuals and their parties maintained websites, Facebook pages and Twitter accounts on which they published individual electronic communications throughout the campaigns the amount of potential materials to be collected would soon become huge.

The LSE Library's approach to collecting this involved both qualitative and quantitative elements.

In terms of the qualitative, the 5 members of the Library Collection Development team each worked upon 10 constituencies. The first stage of identifying the candidates and their web platforms using websites such as YourNextMP <https://yournextmp.com/> from Democracy Club and declared candidate lists, was followed by a thirty day monitoring programme during which we hand selected individual electronic communications from the candidate's resources. All materials were uploaded and individually indexed into a specially created shared EndNote library which recorded the URLs, date of access and added coding about authorship and content. This created a quantitative file of materials. Authority controls on details such as party and constituency headings were added to ensure consistency.

The challenges

Despite the proliferation of online political communication, it soon became apparent that many candidates continued to produce printed publications which they did not post on their websites. We had expected to see in pdf format manifestoes and election addresses which could be downloaded. However the reality was that many candidates did not put these online. In fact many candidates from smaller parties did not create dedicated webpages. Instead they relied upon social media such as Twitter and Facebook to communicate their message. In some instances they posted images of their leaflets

there, but the text was often not clear or incomplete. While members of the public did upload a selection of these to the free website Electionleaflets.org <https://electionleaflets.org/> these too were often poor quality mobile phone photographs and the fact that the site was crowd sourced meant that some constituencies had no content at all. As a result, mid-way through the campaigns a decision was made to email candidates directly to seek out missing items.

Technical issues also arose. Surprisingly very few documents were in pdf format. Instead many candidates wrote messages directly to the electorate on blogs, Facebook and Twitter. A surprising number of smaller party members also produced their own Youtube videos. This proliferation of formats necessitated problem solving in how best to try to capture varying content and training to ensure all team members were aware of the procedures to do this. It also provoked discussion about the type of material that should be saved. While some of the postings did not constitute addresses in the traditional sense, they did discuss local policies and campaigns and so could be of value to future researchers. As a result the decision was made to collect materials widely to ensure that they were preserved. At a later date, if quality or relevance of capture was questioned, it would be easier to delete files rather than to discover they had disappeared from the Internet.

Another issue was quality control. A number of candidates and parties were described with varying titles on websites and Facebook pages. A particular issue were parties based in Scotland and Wales which often used alternative names, such as Welsh Labour, but were officially part of the main Labour Party. Time was spent developing authority files of party names and constituencies to ensure consistency. Quality checks of the input data were also carried out by staff to ensure regularity of coverage and metadata standards.

Finally, copyright remained a concern. With a proliferation of sources and formats, including materials from candidates uploaded to third party websites difficult questions arose about ownership. With a limited time span items needed to be captured quickly but for future use to be possible legality had to be ensured. As a result a considerable amount to time will need to be spent checking and contacting rights holders.

After the campaigns

During the campaigns over 600 items were collected. Labour and the Conservatives produced the most resources with over 100 items collected for each party. Amongst them were some traditional manifestoes, however there were more policy documents and 'about me' statements sourced directly from websites and blogs. There were also images of leaflets posted on social media websites, some Youtube promotional videos and social sites used to crowd source campaign finance.

Work remains ongoing to check the copyright status of individual items and to quality check individual records for accuracy and consistency. Digital library staff will also need to examine and assess the quality of material recorded, to consider ways in which the various formats can be preserved and integrated into their existing structures. However, it has been a valuable introductory exercise in the digital capture of election materials which will serve as a way forward.

Scottish Election Ephemera at the University of Strathclyde

Carol Stewart¹, Archives and Special Collections², University of Strathclyde.

Establishing the collection

The first elections to a Scottish Parliament in nearly 300 years took place in 1999 following a historic result in the 1997 devolution referendum. Recognising the significance of this event the University of Strathclyde Library was inspired to establish a collection of the election campaign literature. This collection is now known as the Scottish Election Ephemera collection.

Since 1999 the Library has collected manifestos, election addresses, leaflets, postcards and other campaign ephemera. The aim is to collect material from all elections and by-elections in Scottish constituencies for the Westminster, European and Scottish parliaments. Our collecting criteria includes:

- ephemera relating to a single named candidate who is standing for election in a given constituency
- ephemera relating to a group of named candidates from a single political party who are standing for election in a given electoral region
- ephemera relating to a single political party, at regional or national level
- ephemera relating to the election as a whole

The material collected for the 1999 election initiated a project undertaken by the University's Centre for Digital Library Research (CDLR) to digitise the collection and create a website as part of the Glasgow Digital Library. The project, named ASPECT³, sought to improve the accessibility and usability of the information contained within the collection whilst conserving the original materials⁴. The material collected for the 1999 and 2003 Scottish Parliament elections are now all available online via the ASPECT site. Unfortunately the digitisation project ceased due to the closure of CDLR in 2010.

Adding to the collection

It is the very nature of ephemera to be disposable and it is a continuing challenge to collect election literature from all constituencies in Scotland during the short window of canvassing.

There are fifty-eight constituencies for Westminster and seventy-three constituencies and eight regions for the Scottish Parliament. Prior to the Scottish Parliament election in 1999 staff of the University Library were encouraged to collect ephemera delivered to their homes, and to ask friends and family to do likewise. This was a fairly successful approach (material was collected from 69% of constituencies from the main four parties) but the scope for capturing material from across the country was limited. In subsequent

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³ ASPECT: Access to Scottish Parliamentary Election Candidate Materials <http://gdl.cdlr.strath.ac.uk/aspect/>

⁴ Williamson, A, Dawson, A & Barton, J 2004, 'ASPECT: Digital election ephemera to support e-Democracy in Scotland' Paper presented at International Conference on Politics and Information Systems: Technologies and Applications (PISTA '04), Orlando, Florida, USA, 21/07/04 - 25/07/04, <https://pure.strath.ac.uk/portal/files/150646/strathprints002294.htm>

elections the Scottish Parliament partner libraries and other professional networks have been enlisted to help, resulting in a boost to 91% and 92% in the 2003 and 2007 elections respectively. In 2011 the numbers dropped to 84% but if you take into account the lack of canvassing due to a number of placeholder candidates for the Scottish Liberal Democrats then we have 91% of material from other parties.

However successful it appears to be, relying on donations and blindly sending out appeals is rather a pot-luck approach to gathering material. We don't know what material will make it to us until after the election and by then most material is in the bin. The almost yearly cycle of appeals has also become quite repetitive and time consuming. So for the General Election in 2015 along with our usual methods we trialled a voluntary 'Constituency Champion' register; to build a database of individuals or organisations that are willing to be our 'champions' and to be responsible for collecting the material from their constituency. This could benefit us in many ways including:

- reliable collection of material;
- save staff time on appeal campaign and trying to track down missing material;
- communication with engaged users only, not only libraries but other interested individuals;
- improved communication with 'Constituency Champions' using email rather than letters, posters, leaflets, means less postage and paper wasted;
- opportunity to capture more detailed information on canvassing.

During the 2015 appeal a handful of volunteers signed up but we intend to promote this scheme more widely throughout 2016 and hope to have recruited volunteers ready to collect in advance of the Scottish Parliament election on 5th May 2016. We think that this will become a more sustainable way to ensure the continued success of the collection.

Using social media

In addition to more traditional methods, we have used social media to promote the campaign. Archives and Special Collections have been active on Twitter as @StrathArchives since 2009. There has been substantial engagement with the 2015 appeal on Twitter⁵ which has resulted in actual donations arriving through the post from our followers. The most successful tweets have been with accompanying graphics. In desperation to fill gaps we tried targeting a handful of candidates on Twitter but this proved a less fruitful approach, with only one candidate promising material and that never actually materialised.

Using Facebook was less successful, as users seem less inclined to engage with our page. However in an email to library staff we included a graphic with details of the constituencies we still required and, without prompting, many staff shared this on their own Facebook timeline with a personal message and this appeal gained a much better response than a corporate appeal message. Using graphics and the idea of encouraging personal appeals is definitely an idea that we will develop in the future.

⁵ There was a series of tweets during our appeal. Our initial tweet received 1,142 impressions and 34 engagements according to Twitter's own analytics. <https://twitter.com/StrathArchives>

Accessing the collection

This year we transferred the Scottish Election Ephemera catalogue descriptions from the library catalogue to the online archive catalogue⁶ enabling us to describe the entire collection in context and allow the relationships between the materials to become clear. This was something we had been unable to do adequately in the Library catalogue. The collection is now described to subseries level online and there is a typed item level list available in the reading room.

The collection is open to all but may be of particular interest to:

- students and researchers of political and governmental science
- students and researchers of history and Scottish affairs
- students and researchers of communication, marketing and media studies
- politicians and civil servants
- journalists and the media

Dr Mark Shephard, a Lecturer in Strathclyde's Department of Government, said: "This archive is a fascinating reflection not only of changes in political tactics but in British society itself, from post-war austerity to the internet age.

The collection demonstrates, for example, that, where candidates would once have been central to constituency literature, they now often share space with an outline of what a party stands for at UK level. This seems to be particularly true in a marginal seat, where a party may want to spell out the importance at UK level of securing the particular constituency- in a safe seat, a sitting member may feel more comfortable highlighting their local credentials and local knowledge.

This could be seen as a shift in the operation of political parties, to a more central, policy-orientated approach. There now also appears to be a greater variety of campaigning literature, not only through internet, email and social networking, but also more use of methods such as newsletters and party newspapers."

Conclusion

We believe that this is the most comprehensive collection of Scottish election ephemera held in a single repository for the period since 1999 and is a rich resource for research. However its success relies on a huge network of donors. If you have donated material to us in the past, thank you, and if you or your organisation is interested in becoming a Constituency Champion please contact us. We will be collecting for the Scottish Parliament election on 5th May 2016, European elections in 2019, Westminster elections in 2020...

⁶ *Scottish Election Ephemera at the University of Strathclyde.* <http://strathclyde.ica-atom.org/scottish-election-ephemera>

The Election Leaflet Collection at the University of Bristol Library Special Collections

Hannah Lowery, Archivist, Special Collections, University of Bristol Library, Tyndall Avenue, Bristol, BS8 1TJ. special-collections@bristol.ac.uk, @BrisUniSpColl.

The University of Bristol Special Collections housed in the basement of the Arts and Social Sciences Library holds an extensive archive relating to the history of political electioneering in Britain from 1892 to date. This is catalogued in some detail on our online archive catalogue, though there are many additional paper lists; with additional materials catalogued in our book catalogue, (especially political manifestos). There are over 30,000 election leaflets, along with boxes of archival material, making c.60 metres of materials. In addition there are thousands of books and pamphlets.

This archive is used by politicians, academics, students, journalists, members of the public, and basically anyone who is interested in what our elected politicians have promised to their electorate.

The University Library purchased the Gladstone Library of the National Liberal Club in the 1970s, because it has a marvellous printed book collection of political material, much of which is catalogued on the library catalogue. Also to be found are archives relating to the history of the Liberal Party and election leaflets for all general elections since 1892.

The early materials collected by the National Liberal Club consist of Westminster General Elections since 1892, some by-elections and London County Council candidates for 1889-1913. Up to 1929 they are housed in large albums, some of which have been restored over the years, and then in envelopes in archive boxes filed by constituency. These are complemented by Party manifestos.

When the Library purchased the Gladstone Library a conscious decision was made to carry on collecting. We collect materials relating to General Elections, covering all constituencies and political parties in Great Britain (England, Scotland, Wales, and Northern Ireland), 650 constituencies in 2015. We also collect party manifestos (hopefully physical copies, but increasingly downloaded from the internet). Our core collection consists of election addresses (a somewhat confusing term, but basically the physical leaflets which Prospective Political Candidates send out to voters in their constituencies encouraging them to vote for them). You will know (especially if you live in a minority seat, such as Bristol West where the University of Bristol Library is based) that candidates will bombard houses with leaflets encouraging their vote; and each candidate is allowed to use the Post Office to send a leaflet to each voter (this is what we try to collect); but in quieter constituencies not all candidates will send out leaflets (in particular the smaller parties or those who do not think that they stand a chance of election). Traditionally Special Collections collected this material by writing letters to each Council Returning Officer asking for a list of candidates and their postal addresses; and then writing to each candidate (including a stamped addressed envelope) and asking for a copy of their election leaflet. Not each candidate has replied, but we have got a wealth of wonderful materials

over the years. In 2015 we carried out the project differently in that we approached candidates by email (using the <https://yournextmp.com/> website) asking for their leaflet either as an electronic file or by post. We also liaise with political parties to see if they can help, and approach for copies of party manifestos.

Something we have done more of this year is appealing to people who live in different constituencies to save the materials that come through their doors and send it to us. Friends, families, colleagues, University alumni and staff, professional social media (Archives-NRA listserv) have all been appealed to, and have sent in lots of satisfyingly-full envelopes. We also got the University Press Office to produce press releases which were picked up by local media and they wrote letters to the editors of local newspapers throughout the country. We had articles on the University webpage, and on the BBC website, and in the past I have been interviewed on local radio. Alas the hoped for mention on Radio 4's 'The Today Programme' did not happen but at least one political journalist kindly sends us what he collects whilst on the campaign trail. We have also contacted parties big and small directly, some of who have been helpful, and others who have not. We will not collect everything (15 archive boxes to date, reference DM2676, catalogue to be made public when we are happy with the cataloguing) but it will be a good sample of how politicians appealed to their potential constituents. In a world of social media and the web we have not been able to collect the outpouring of webpages, tweets, news coverage, facebook and the like, but we have a wonderful collection which researchers in the future can use to compare how political campaigning has changed over the years.

We also collect some materials relating to Westminster by-elections (more easily in the last few years when you just pay attention to the news, look at the webpage of the appropriate Returning Officer, and drop a letter to a few candidates).

Since the 1974 Referendum to join the Common Market we have collected Britain wide for all European Elections, encompassing changes in organisational names, voting systems, and have tracked the rise of different parties, and individuals.

In 1999 we decided to collect election materials from the first Scottish Parliament, Welsh Assembly, and Northern Ireland Assembly. These are held in the archive but we consciously decided that we did not have the resources to carry on doing this and hope that these materials are being collected locally in the different nations.

We have also collected a small amount of material relating to national referendums, such as proportional representation vote, directly elected mayoral elections, and police commissioner elections, but this has mainly been for locally run campaigns. We do not collect materials relating to local elections, but of course materials do come in (as they often relate to both national and local causes), and are usually kept.

The boxes and volumes hold a wonderful variety of leaflets and other materials. They illustrate the rise of parties, the introduction of women voters and women MPs, and the rise of individual politicians (both infamous and revered). We can see how political parties have become more aware of the importance of spreading the political word, and election leaflets have moved from newspaper accounts of candidate speeches, to leaflets in any

colour written from the heart, to managed multi-coloured glossy leaflets as produced today.

We also liaise with other libraries such as the National Library of Wales and the London School of Economics, and swap duplicate materials. In 2010 we had successful discussions with the Straight Choice organisation, <http://www.electionleaflets.org/>, who sent us their spare leaflets, and we often are in touch with individuals who send us their personal collections. The election leaflet archive is complemented by many other political collections (many with a Liberal angle), but I shall leave that for another article.

I shall end by saying that in this corner of the University of Bristol Special Collections is an insight into hundreds of years of electioneering which is waiting to be used. Also when the next election comes do think about keeping what comes through your door and sending it to us, rather than ripping it up in disgust, or putting it in the recycling....

Special Collections Page:

<http://www.bris.ac.uk/library/resources/specialcollections/>

Elections Page:

<http://www.bris.ac.uk/library/resources/specialcollections/archives/election/>

Online Archive Catalogue:

<http://oac.lib.bris.ac.uk/DServe/>

University of Bristol Library Page and catalogue:

<http://www.bristol.ac.uk/library/>

News media at the British Library

On 20 April 2015, an ALISS visit was organised to news media collection at the British Library. It was led by Dr Luke McKernan, Lead Curator, News and Moving Image, who provided an introduction to the collection. There are 57,000 separate newspaper, journal, and periodical titles: approximately 100m issues (of which 60m are newspapers), from 17th Century to today 1,400 newspaper and weekly/fortnightly periodical titles are currently acquired. Print copies continue to be acquired under legal deposit but will move increasingly towards digital acquisition. The British Library currently offers physical access at St Pancras to print newspapers, (microfilm) and at Boston Spa to print newspapers. Digital access is possible at both locations. Currently around one third of the collection is on microfilm. Online access to 11m newspaper pages is being undertaken via British Newspaper Archive (<http://www.britishnewspaperarchive.com>)

The British Library began recording television and radio news programmes receivable in the UK in May 2010. The collection now has over 57,000 programmes, of which 45,000 are TV, recorded off-air from 22 channels including BBC, Al-Jazeera, Russia Today, CNN, CCTV (China), NHK, Bloomberg, France 24, World Service, LBC. Everyday 40 hours of TV and 22 hours of radio are captured. There is also a born digital archive, including an electronic programme guide data. Access is currently onsite only, owing to copyright restrictions, via Broadcast News service.

The new National Newspaper Building, Boston Spa, Yorkshire was officially opened January 2015 as a new storage space replacing the outdated Colindale facility. It has 33km of shelving holding 280,000 volumes on 20m-high stacks. Print items are retrieved by robots without human intervention. The powerpoint slides on the website provide a fascinating and amusing video film of this. <http://www.slideshare.net/alissinfo/news-media-at-the-british-library>

The Newsroom is the new main reading room for news media. It was opened on the St Pancras site in March 2014. It is located on Floor 2 in a large reading room with networking annexe bringing together all forms of news media in one location. It provides access to newspapers (digital, microfilm and print), television, radio and Web news. Access to print newspapers occurs only where a 'surrogate' copy (digital or microfilm) does not exist. Delivery of print newspapers takes 48 hours.

The Non-print legal deposit legislation introduced in April 2013 means the British Library can now harvest and archive UK websites. An initial annual crawl collected from 4.5M .uk websites and web pages. This includes over 1,100 UK news websites on daily/weekly basis, with particular interest in hyperlocal news. There is also a targeting of particular news events e.g. death of Nelson Mandela. Some social media sites have also been captured as part of this process. Access is onsite only at the British Library and other legal deposit libraries.

2015 general election

During the 2015 General Election the British Library undertook an intensive recording

programme of UK television and radio broadcasts . In total 1,775 programmes were recorded between 26 March (the date of the first TV debate) and 8 May covering 27 radio and TV channels. This included election debates, the full election night broadcasts of all the main UK channels, plus those of BBCs Scotland, Northern Ireland and Wales, STV, and reporting of the night's events from Al Jazeera English, CNN, France 24 and Russia Today. Also available for viewing are party political broadcasts, manifesto launches, debates, campaign events, press conferences, documentaries, leader profiles, interviews, dramas, comedies and news broadcasts

The full list of programmes, listed by date and classified by programme type, is available to download as an XLS spreadsheet from this blog post on the collection:

<http://britishlibrary.typepad.co.uk/thenewsroom/2015/06/uk-general-election-2015-the-broadcast-archive.html>

The programmes are available for viewing on site. Details of how to access it are on the Broadcast News website <http://www.bl.uk/collection-guides/television-and-radio-news>.

Quick guide to tracing election resources on the Internet

Heather Dawson, LSE Library.

Points to consider

Many sites post election results on the Internet. Always check the validity/currency of the source. Good starting points are national parliaments and/or election commissions which usually have official results. However, do note that some nations (especially in developing nations) may not update their websites regularly. In these cases an excellent source is the IFES election guide. <http://www.ifes.org/resources/election-materials>

International resources

ACE Electoral Knowledge Network

<http://aceproject.org>

This site is maintained by a collaboration of authoritative institutions including International IDEA and IFES. It provides free access to a wealth of election information about hundreds of nations worldwide. It contains an encyclopedia with useful definitions and articles, election calendars and extensive country level information. The latter includes information on electoral systems, results, analyses and examples of electoral materials produced by the nation.

Constituency-Level Elections Archive (CLEA)

<http://www.electiondataarchive.org>

A repository of detailed election results at the constituency level for lower house legislative elections from around the world led by Professor Ken Kollman of the University of Michigan. Data includes results, votes cast, votes received by individual candidates and parties.

Election Guide

<http://www.electionguide.org>

Compiled by F. Clifton White Applied Research Center on Democracy and Elections (ARC). This site is a key starting point for research. It provides free access to authoritative sub-national, national and presidential election data since 1998. Expert analysis includes useful country profiles, with data on electoral systems, election conduct and links to national electoral commission websites. There is also a calendar of forthcoming events.

Lijphart Elections Archive

<http://libraries.ucsd.edu/resources/data-gov-info-gis/ssds/guides/lij/index.html>

Research collection of district level election results for national legislative elections in 26 countries which is based at the University of California, San Diego. Covers the period before 2004. The website can be useful for tracing printed sources containing election results.

Psephos Adam Carr's Election Archive

<http://psephos.adam-carr.net>

Extensive free online archive of recent and historical election results maintained by Dr Adam Carr. It contains entries for over 160 nations worldwide, offering election results and statistics for national and local elections. Dates differ according to individual nation, but in some cases (such as Britain and Australia) extend beyond 1900.

UK resources

Electoral Commission

<http://www.electoralcommission.org.uk/elections>

Independent body established by the UK Parliament. The website provides access to authoritative information on the electoral system, legislation and conduct of local, national, devolved assembly and European Parliament elections since 2005. Also available is data on political spending and analysis of the election campaigns.

British Election Study

<http://www.britishelectionstudy.com/>

Long established study of the attitudes and behaviour of the electorate. Covers general elections from 1963 onwards. Information, research papers and some quantitative data can be downloaded from the website. The British Election Study 2015 is managed by a consortium of The University of Manchester, The University of Oxford and The University of Nottingham. Provisional data and commentary will be released on the website on a rolling basis. Earlier sets can be obtained via the UK Data service. <http://discover.ukdataservice.ac.uk/series/?sn=200003>

House of Commons Library Research Papers

www.parliament.uk/business/publications/research/research-papers

Produced by staff of the House of Commons Library to brief MPs, House of Commons Library papers provide a good introduction. They regularly cover by-elections, general elections and devolved assembly elections, offering facts and figures on seats, votes cast and party representation. Election statistics 1918-2012 has key data on overall results and turnout. <http://researchbriefings.parliament.uk/ResearchBriefing/Summary/RP12-43>

UK Web Archive

<http://www.webarchive.org.uk>

provides free open access to curated websites chosen by subject specialists based at a consortium of UK Libraries led by the British Library. It includes special collections relating to the 2005 <http://www.webarchive.org.uk/ukwa/collection/99035/page/1>, 2010 <http://www.webarchive.org.uk/ukwa/collection/33193986/page/1> and 2015 <http://www.webarchive.org.uk/ukwa/collection/286294188/page/3> UK General Elections. It includes snapshots of party sites, manifestoes and blogs taken throughout the campaigns.

For details of the nature and extent of the 2015 collection see this recent blog posting britishlibrary.typepad.co.uk/webarchive/2015/07/curating-the-election.html.

For more in-depth analysis, some recommended series include: the Nuffield election studies which have been published since 1945. <http://blogs.lse.ac.uk/lsereviewofbooks/2012/05/27/academic-inspiration-lewis-baston/> A key author is David Butler. Volumes discuss themes and provide initial quantitative analysis.

Other key printed sources include:

Britain Votes

Series of volumes containing full election results; plus scholarly essays analysing key themes. Volume 1 edited by FWS Craig and published by Parliamentary Research Services in 1977 covered the general elections of 1974; subsequent volumes (compiled by different editors) covered the succeeding elections. The full series (plus holding libraries) can be traced via the Copac catalogue <http://copac.jisc.ac.uk/>.

Craig, FWS, British Parliamentary Election results, Parliamentary Research Services

Key printed series covering results by constituency from 1832-1984. 5 volumes published between 1989-1984.

Thrasher, Michael and Rallings, Colin (2007), British Electoral Facts 1832-2007, Ashgate

Detailed historical analysis of national, local and European elections. Includes boundary changes, analysis and trivia!

Times Guide to the House of Commons

Long established series, written by Times political journalists. Copies cover most general elections since 1885, offering election results, analysis, manifestos since 1950 and biographies of candidates.

10 Days of RefWorks

Clare McCluskey Dean, Academic Liaison Librarian (Faculty of Education and Theology), Information Learning Services, York St John University. c.mccluskey@yorks.ac.uk

The 10 Days of RefWorks tool was developed in collaboration between the Academic Liaison Librarian from the department of Information Learning Services and an academic in the department of Children, Young People and Education (CYPE), in the Faculty of Education and Theology, at York St John University. York St John University is a Higher Education Institution in the UK, with student numbers of approximately 6500, and a specific remit to offer widening participation (York St John University 2014:10,26).

Both the librarian and academic had concerns that students on Foundation Degrees in CYPE were worrying too much about the mechanics of referencing; where to put a full stop or where a comma should go, as evidenced by questions being asked and also the reference lists in assignments. It was preferred that the focus should be on locating a good range of appropriate resources and giving due credit to those who had authored them. The students on this cohort generally work alongside their studies as the course is designed to offer academic and professional development for those already working in education or children's and youth services. This means the two foundation courses are designed to be delivered with just one contact day per week, usually on an evening (York St John University 2015a; 2015b). It is also the case that many members of the cohort are mature students and embarking upon a Higher Education course for the first time, having had a substantial break from studying. Taking these conditions into consideration, the concerns had to be addressed in a way that incorporated remote delivery, but also offered support in getting to grips with researching at degree level.

A possible solution was developed after a discussion about whether promoting reference management tools would help (RefWorks in this instance). The academic had recently taken part in an online training package based on the 10 Days of Twitter initiative (Webster 2013) and suggested that a similar approach could be used in helping students get to grips with RefWorks at the beginning of their course, so that they were confident about the style of references they were producing and could concentrate instead on what they were putting in to the list and becoming part of the academic community.

The Academic Liaison Librarian therefore designed a blog-based package, covering the essentials of RefWorks, but also linking to why referencing is important. Using the institutional WordPress software, 10 separate 'days' were created, each with a focus on a different step in creating and beginning to use a RefWorks account. Contextual information was included, to build up knowledge about wider academic integrity issues and why avoiding plagiarism is important.

Each day's content includes text-based instructions, which can be printed off, along with a short video (no longer than 60 seconds of content) of screen capture, to show the process in RefWorks itself. The videos were created using Captivate and are hosted on the University's media library (<http://hml.yorks.ac.uk/Browse/Tag/RefWorks>), which allows the embedding of outputs in other websites whilst being discoverable at source.

The 10 days are as follows

Day 1: Introduction to RefWorks and creating your account

Wider concepts: How referencing allows you to be part of the academic community by giving due credit to the author/creator of a work. What bibliographic referencing tools do.
 RefWorks specific: Creating an account via institutional link.

Day 2: Adding the YSJ referencing style

Wider concepts: There are different referencing styles, adapted for the target audience of the work, but the key thing is to give due credit.
 RefWorks specific: Locating the York St John Harvard referencing style in the software and setting it as a favourite.

Day 3: Entering a reference manually

Wider concepts: That information comes in different formats and that not everything on the Internet can be classed as a website. That each part of a reference links to a specific piece of information about the resource.
 RefWorks specific: Adding a reference from scratch.

Day 4: Importing references from Discover

Wider concepts: That the University has a central resource search tool (Discover, based on Ebsco Discovery System) and how this helps to find resources in the library's print and online collections.
 RefWorks specific: Locating the RefWorks export option in the York St John discovery tool and logging into RefWorks from using this option.

Day 5: Altering a record

Wider concepts: The importance of checking records for accuracy and reinforces the various parts of a reference.
 RefWorks specific: Locating the 'last imported' folder in RefWorks. Editing a RefWorks record.

Day 6: Creating folders

Wider concepts: That you can choose to organise your information and resources in a way which works for you and the importance of keeping records.
 RefWorks specific: Creating folders within a RefWorks library.

Day 7: Creating a bibliography

Wider concepts: How bibliographies help other researchers to find the information you have deemed to be worthy of using, as well as giving due credit to the creators.
 RefWorks specific: Creating a stand-alone bibliography from a RefWorks library.

Day 8: Linking to Word

Wider concepts: Shows how different systems can interact with each other, but that you will often come across authentication barriers.
 RefWorks specific: Installing the RefWorks tab into Word and linking it to your RefWorks account.

Day 9: Citing and creating references in Word

Wider concepts: Reinforces importance of citing and referencing as a document is written.
 RefWorks specific: Using the RefWorks tab in Word, to incorporate citations and a reference list/bibliography into a document.

Day 10: More functions to explore

Wider concepts: Shows how tools can be adapted to individual needs, but that you do not need to use all of the functions if you prefer.

RefWorks specific: Point out functions such as RefGrabl (to transfer website details into RefWorks library), sharing folders amongst RefWorks users, checking for duplicate records and adding personal notes to records.

The package can be used in teaching, embedded in the module and linked to Supported Open Learning activities, or as a stand-alone resource. The response was very favourable and not only is the package now in use in the Foundation Degrees, it has also been introduced as a core resource in each VLE module in every programme across the department, as well as in others in the University, up to research degree level. It is intended that research will take place into how it has been incorporated into different programmes, as it is believed it will most useful when given context by associated tasks in the academic curriculum of the degree.

Initial analysis of usage reveals that the package has been accessed over 1200 times in the period 1 November 2014-31 May 2015. Peak usage coincides with the first formative assessment period for new students (November-December) and with the hand-in dates for summative assessments at the end of the second term (April). The most popular week overall was that of 24 November, with 236 hits. Of the individual 'days', the most popular are Day 1 (creating an account), Day 2 (adding the YS) referencing style), Day 8 (linking to Word) and Day 3 (entering a reference manually). This implies that users are starting to work sequentially through the programme for three steps, but then skipping to integrating with Word. Again, it is planned to investigate this further and re-evaluate the content as required.

In conclusion, the 10 Days Of RefWorks package has proven valuable in a number of ways during its initial phase. Considering it was designed to help just one group of approx. 30 students, it has taken on a life of its own and is now being taken up across a number of programmes and study levels. It will now be marketed more widely, beyond the Faculty of Education and Theology, with other faculties and with central, library-based promotion (e.g. with bookmarks in welcome week and the first few weeks of the autumn term, posters and with promotion on the library website).

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10 Days of RefWorks: <http://blog.yorks.ac.uk/10daysrefworks/>

A new way to learn? Bite-sized Twitter training at Swansea University

Elen Wyn Davies (Subject Librarian) and Sam Oakley (Research Librarian), Swansea University.

Towards the end of 2014 we began to think about how to reach staff and postgraduate researchers who cannot attend our timetabled training sessions and to investigate ways to deliver training to a wider audience. Providing information skills sessions on topics such as library inductions, literature searching and referencing has long been part of the librarian's role at Swansea University. We are fortunate to be embedded and compulsory in a large number of undergraduate/taught postgraduate courses. These sessions are timetabled either in PC labs or lecture theatres for 1-2 hours. In contrast, postgraduate research student and staff sessions are attended on a voluntary basis. We have a year-long programme of sessions (<http://www.swansea.ac.uk/iss/isstraining/>) covering topics such as "Effective database searching", "Getting published" and "Finding funding". In the academic year 2013-14 the average attendance for each session was 10 participants.

"Twitter for Beginners" was one of the most popular staff sessions in 2014 and was repeated three times due to demand. However it is difficult to convey the usefulness and sense of community of Twitter in an hour in a classroom. We have had a presence on Twitter for several years, both as an organisation and as individuals. We often get queries from staff on social media tools therefore we were very interested to read about Helen Webster's experiences of running online training using the medium of Twitter and blogs. Helen is a Learning Developer at Newcastle University and pioneered the "Ten days of Twitter" course in 2013. The course is run over ten days and each day participants are given a small task to achieve, ranging from the basics on day 1 - setting up an account - to more advanced features on day 10 - scheduling, deleting and archiving tweets. The original course materials are available on the website <https://10daysoftwitter.wordpress.com>.

Following Twitter conventions, the iterations of the course are identified by their hashtags. Originally Helen ran 2 courses; #LD10dot aimed at Learning Developers and #STEM10DoT aimed at Science, Technology, Engineering and Mathematics researchers (Webster, 2014). The course is available via Creative Commons licence enabling anyone to use the original and adapt it to suit their needs. It has already been adapted and replicated at several institutions including Regents University, London (#RUL10DoT), Anglia Ruskin University (#ARU10DoT), University of Sussex (#10DOTTEL), University College Dublin (#UCD10dot), York St John University (#YSJ10DOT), Cambridge University (#CAMdot) and University of Toronto (#UofT10DoT).

Preparation for the course

Preparation of the course took approximately 1 week (alongside existing workloads) and, as Rowell (2014) states, it worked well having a small team share the effort of preparing material and running the course. Our team for the course was two named facilitators plus two assistants to respond and tweet. We decided to use Wordpress as our blogging platform (<https://su10dot.wordpress.com/>) as it is easy to use and we were familiar with it. The two main facilitators repurposed the original materials, adapting them for our

target audience at Swansea University (e.g. including Swansea University Twitter accounts and examples) and checking for any content that needed updating (e.g. free web tools that no longer existed). Links were checked and the blog posts scheduled for the ten days.

We were fortunate to have the support of experienced academic tweeters on campus who encouraged colleagues to join in. We also developed bilingual promotional materials which were distributed via all staff email, flyers, posters, social media and an internal blog. Once promotion started, the number of registrations on the blog site was very encouraging; in the 2 weeks leading up to the start of the course we had 285 people view our blog and we had 151 people signed-up at the start. From the statistics available to us there were 104 Swansea University staff who signed up and 4 Swansea University students; the remainder were users from other institutions and non-affiliated email addresses.

Running the course

The course ran for 2 consecutive weeks commencing on the 19th January 2015 and finishing on the 30th January 2015. We encouraged people to use the Wordpress “Email Subscription” option to sign up so that they would get an email with the day’s blog post encouraging them to complete that day’s task. We decided to run the course Monday-Friday each week rather than a continuous 10 days as some other “10 Days of Twitter” courses have done (Rowell, 2014). We felt participants would be less willing to participate at weekends. Some courses create a separate course account on Twitter (e.g. @ARU10dot, @RUL10dot and as described by Fisher, Exley and Ciobanu (2014)) but we decided using our personal accounts would foster cross-campus networking and give participants a clearer sense of who they were interacting with.

During the course of the 2 weeks we had a total of 205 people view the blog posts. On day 2 of the course we asked participants to tweet using the phrase “Joining in #SU10DoT with @rscsam and @benfelen”. The 38 active participants using this phrase and/or the course hashtag #SU10DoT were then added to a Twitter list. The first week and especially the first day had a lot of activity and interaction. Day 1 saw a lot of technical questions sent to us via the blog’s comments section, Twitter and email. The advantage of training using this format is that participants were free to access the material when they wanted - this meant questions could come at any time of night or day. Working in a team allowed us to respond quickly; as experienced and enthusiastic social media users we did not find the extra work onerous to check our accounts and monitor the hashtag. We used Hootsuite to create alerts so that we would be notified when participants were using the hashtag. As the daily blog posts were scheduled to be sent early in the morning the main interactions during the course were in the mornings however we did have interactions in the evenings and afternoons as well.

As Rowell (2014) also experienced there was a lull in the course at the halfway point, perhaps due to the break at the weekend. We tried to counteract this by organising a tweetup for participants in one of the campus coffee shops for the second week. We had 9 people attend and it was rewarding to meet participants face-to-face and hear their thoughts on the course.

Feedback

As expected, numbers of participants dwindled between the start and end. An evaluation form was sent the week after the course finished and we had 19 responses. 14 people completed the course with 5 others planning to complete the course, a 12.5% completion rate. This seemed low but to give a comparable context, this equates to double that for Massive Open Online Courses (MOOCs) which are at 6.5% (Jordan, 2014).

The feedback we received was overwhelmingly positive. We asked 4 basic questions in the evaluation form; firstly why they chose to sign up to the course. Although the answers varied, the main responses were split into three areas: those who had never used Twitter before and wanted to know how it worked, those who had limited knowledge (i.e. had an account but never really used it) and those who were confident but wanted to fill in gaps in their knowledge of Twitter or reflect on their practice. We had anticipated that the course would mainly attract Twitter novices but this was not the case.

Participants were also asked if they had completed the course. Of the participants who had not completed 80% stated work or time pressures, however they were planning on completing the course in their own time. The remaining 20% stated they were already familiar with some of the content. When asked if they had enjoyed the course 100% of responses gave us positive feedback; the course being very supportive and friendly, useful to have daily small bites and useful to have help and support directly available.

It was important to us to find out whether this online learning format would appeal to participants with another topic area. 74% of respondents stated they would like to see further training provided in this format, some emphasising the value of having training without leaving their offices. Suggestions for further online training in this format were LinkedIn, Endnote (referencing tool) and Blackboard (Virtual Learning Environment).

Conclusion

It was very encouraging to have such positive feedback and we will definitely run this course again. The feedback showed that 100% of participants indicated they would like to continue to use Twitter in either a personal or a professional capacity after the course. Based on our experience, and reading about other "10 Days of Twitter" courses, there are a number of changes we would consider making in future versions. Rowell (2014) and Vincent (2015) both introduced an element of gamification to their courses. Vincent (2015) describes his use of the app Rise to introduce a successful competition element to his course which also allowed them to "measure meaningful engagement". This would help with the lull which inevitably happened in the break between both working weeks. 100% of the participants who completed the evaluation were Swansea University staff members so next time we would target more advertising at postgraduate research students. We are also investigating this teaching model for other topics, shortening the course to 5 days for the working week. The course has raised the library's profile and encouraged future collaboration - shortly after, we were involved in a successful bid for funding for an online course to bridge the transition gap for new Psychology students to prepare them for life at University.

The material used for the Swansea University “10 days of Twitter” course can be accessed at <https://su10dot.wordpress.com/> and the storify archive can be accessed at <https://storify.com/rscsam/10-days-of-twitter-at-swansea-university>

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Copyright the Card Game: shaking up copyright training

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Background

During the winter of 2014/15 I was lucky enough to work with copyright experts Naomi Korn and Jane Secker to develop a new interactive game-based copyright training course. This article describes the ideas behind the game, how it was developed and how it has been received since its release.

In June and October 2014 there were been some major and hard-won changes to UK copyright law. Whilst these were certainly a good thing for educators and researchers, Naomi, Jane and I had been discussing the need amongst those in the higher education sector to understand how to actually apply these in practice. These conversations coincided with Sconul's request to Naomi to ask her to provide some training to the sector. Naomi asked me and Jane if we would work with her to create a new course and although we both have busy day jobs we felt it was too good an opportunity to pass up. We agreed to devise and deliver some training in association with Naomi Korn Copyright Consultancy Ltd early in 2015.

Development work

The three of us began planning via several Skype conversations about the aim of the session and how we would go about developing a new course. We discussed the various ways that we were each already delivering copyright training. Despite feeling that the training we had delivered and experienced in the past was generally effective, we were looking for ways to do something different. My own approach to explaining copyright law has increasingly been geared towards using visual cues to anchor delegates' understanding of what can seem abstract legal concepts. I believe the use of representative icons is an important aspect of the popularity of the Creative Commons licences. It also contributes greatly to the effectiveness of the 'user manual' approach to copyright guidance taken by copyrightuser.org and increasingly the Intellectual Property Office (IPO). We all felt that practical scenarios had to be integral to the session, but were conscious that we only had half a day to fully explain the relationship between licences and the updated fair dealing exceptions. We were also aware that the delegates' knowledge and experience would vary significantly.

The three of us discussed the idea of quizzes and exercises and Jane and I had been struck by the copyright snakes and ladders game which we had seen demonstrated by Annette Moore from the University of Sussex at an HE copyright event in August 2014. I had subsequently spoken with Annette after the event and it transpired that we had both independently come up with the idea that someone could create a card game to explain how copyright works. When I suggested this idea to Jane and Naomi they agreed that it could work and we thought it might be possible to create four 'suits' covering types of copyright works, usages, licences and exceptions. At this stage we were still envisaging developing and using the cards as part of a discrete exercise at the end of the session.

The card game evolves

As time went by I became excited at the possibilities of using the cards as an integral part of the session. I was reminded of the way in which my son Sam had learned his numbers and letters using a puzzle peg board and foam bath toys. By holding something in his hand it really allowed him to mentally grasp the concepts. In fact at one point the number 7 went missing from his peg board and he kept missing it out whilst counting to 10. Luckily we found it under the sofa and he stopped jumping from 6 to 8!

I also had in my mind the inevitable glazing over or drooping eyelids of some delegates who I'd trained on copyright in the past. My feeling was that if we kept people on their toes by getting them to interact and carry out exercises the whole way through the session we could keep them engaged.

It occurred to me that if we fully embraced the card game concept and used it throughout the whole session we could seamlessly intersperse the introduction of hard information with the application of new learning. At this point I was in the grip of obsession with the idea and in the small hours of the morning I wrote up a running order of the session explaining the concepts of the game, identifying what should be on the cards and what should happen in each round. I even had some over-ambitious ideas such as a "challenge the trainer" section in which delegates could earn bonus points through questioning the trainer's knowledge and application of copyright law.

Going with this "through composed" format was a big risk. Never having done it before neither I nor Naomi or Jane could say whether this would work or whether it would be too costly to develop and too complicated to deliver in a half-day session. However despite these concerns we agreed to carry on with the idea. Over the Christmas holidays we worked on various aspects of the training course with me creating a prototype deck of cards and some rough ideas about how to pace the course. It was great to work with Naomi and Jane on this and during a meeting in the New Year they were able to share their extensive experience of having run training courses in the past which helped us knock things into better shape. With the date of the first session looming there was a lot to do to get things ready. At this stage we hadn't completely worked out how to link the cards to the information in the slides and whether we needed additional information provided on handouts or elsewhere. However on referring back to the original concept behind the card game we agreed that the cards had to be the ultimate containers for the relevant knowledge otherwise the whole concept of using with the cards wouldn't work.

Preparing for the training

As the day of the training got closer I realised the potential power in clearly linking the cards with the information and instructions on the accompanying PowerPoint slides. Jane had alerted me to openclipart.org which is a great open licence resource containing images that can be incorporated into publications and presentations without additional permissions. Eventually after many hours at the coalface we had a deck of cards (printed double-sided on thick, A6 size paper) with the key copyright information we felt delegates would need, integrated with a set of slides outlining the framework of the session. The key to the success of the game was the extent to which delegates would intuitively

understand what they were being asked to do. It was important that the way in which the session was structured helped people to reflect and learn rather than confuse them. The use of the icons was fundamental to this and the selection of these fell into three categories:

- Generic icons taken from clipart.org which represented an aspect of copyright (e.g. a microphone denoting a sound recording)
- Existing copyright related icons (e.g. Creative Commons icons or the associated Public Domain Mark)
- Newly created or amended icons usually denoting the more abstract or niche elements of copyright (e.g. orphan works or collective rights management bodies' names)

The rules of the game

The rules of the game are relatively simple, delegates play in teams and the game consists of four rounds which should be played in a specific order: works, usages, licences and exceptions. Full instructions are included in the downloadable resource which is available on Jorum¹.

The training sessions

From the first session at the University of South Wales on 26 January 2015, it was clear that the card game instinctively made sense. The continual back and forward between the trainer and the delegates, encouraging them to consider the different aspects of copyright, building up the complexity as we went and constantly testing people's critical faculties created a buzz in the room in a way I hadn't experienced before. It appeared to give the delegates time and space to test their knowledge and assumptions as well as voice their concerns about whether they were getting things right.

Rather than focussing on "right" or "wrong" answers, the format of the training session allowed an appreciation of the subjective nature of how to apply the law. This built up gradually throughout the session so that the relatively clear cut aspects of copyright were introduced first, with a subjective "risk" judgement introduced only at the end once the delegates were confident with the basics.

The group working seemed to make good use of the differing levels of knowledge within each group. We had initially discussed splitting people into groups based on their own perception of copyright knowledge but had discarded this idea as overly complicated. Therefore in most of the sessions the group allocation was random based on where people sat when they came into the room.

Feedback to date

The feedback we received from each of the four sessions (Cardiff, Manchester, London and Leicester) we ran on this was unanimously positive with people rating the training either "excellent" or "good". The only criticism we received was that delegates would have liked more time to go through more scenarios. This was a limitation of the session

¹ <http://find.jorum.ac.uk/resources/19369>

format which incorporated a really useful update from the Copyright Licensing Agency in the afternoon, but meant that the card game needed to fit into a short morning session. Since then I have run the course at the University of Kent allowing 3.5 hours which means there's more time to consider multiple scenarios and allow deeper discussion within the group. Jane has meanwhile experimented with cutting the session down to fit into 1.5 hours to train a group of library staff at LSE. This meant there was less time to consider as many scenarios and in this shortened version of the game we concluded that 2 hours was ideally needed.

Find out more

The resources are available for free download from Jorum and have been downloaded over 1,100 times since March 2015 at the current time of writing (July 2015). I would be very interested to hear from anyone who has used the resources and has any experiences to share or any suggested improvements to make. The game is also proof that copyright training doesn't have to be dull and may even be quite good fun!

The University of Manchester Library's Company Annual Reports Collection Digitised!

Jane Marshall, Academic Engagement Librarian, The University of Manchester Library

Partnership

In the last year, The University of Manchester has partnered with Mergent Online, a leader in the provision of business and financial information, to digitise its large and unique collection of over 80,000 company annual reports. These date back to the 1960s and contain some unique items, annual reports that are central to the business and financial landscape of the last 30 or so years.

Easier to search

Previously this valuable collection was languishing from rare use because it was in outdated or unwieldy microfiche and print formats. It is now incorporated into the digital Mergent Annual Reports collection, making them available to access around the world as well as to researchers and students at The University of Manchester. The digital collection is in full colour, with keyword searching availability, making searching more efficient as well as being easier to compare and analyse companies.

Benefits for various disciplines

The partnership opens up new opportunities for not only use in the usual business and management setting but also in other disciplines:

- Marketing/design : highlights of the collection include those of companies such as Coca Cola and British Airways (1960s – 1990s). These are a fascinating insight into changes in design of the reports, the brands and products and their packaging.
- Social history: the reports also tell the story of social change and perception
- Political changes: former nationalised companies such as British Gas and British Steel track how the political landscape influences company and organisational change
- Financial markets can be tracked through the historical company information in international players such as BP, GlaxoSmithKline and General Motors.

Benefits to students, teaching and research

This primary research collection with improved search and retrieval, is an invaluable resource for all students and also for academic researchers working on large scale research projects. In addition, there is significant potential not just for teaching company histories, case studies and company analysis but also for dissertation and larger project research across a range of disciplines.

Benefits to the Library

The project has demonstrated a successful partnership with an external and renowned company to make a significant collection more accessible and therefore more relevant to teaching and research. In addition, it has highlighted a previously hidden but valuable resource, secured and preserved it better and in the process, made more space available for conversion to study areas within the Library.

More information

<http://www.library.manchester.ac.uk/services-and-support/staff/teaching/services/digitisation-services/company-annual-reports/>

Library Champions for Disability Access

Is a new grassroots community of practice form for all information professionals which is going to be launched later in 2015 in affiliation with ALISS <http://www.aliss.ac.uk>.

We aim to offer librarians, information professionals from all sectors an informal place to contact, meet and exchange and exchange ideas. Disability is defined broadly to include neurodiversity conditions, mental health issues, physical or intellectual impairment. We believe that library users should not be 'disabled' by technical, environmental or social conditions in libraries and urge all those who support this to join us to improve access for all.

Our proposal

- We aim to offer face to face meetings in the London and South East area. It is aimed to hold these 3 times per year and to circulate hosting of events wherever possible amongst members.
- Meetings will have a focused topic with a brief presentation or demo followed by discussion by participants and an opportunity to share ideas and experience. Topics of interest include: physical access, assistive technology, library support mechanisms for disabled users, staff training and legal and copyright issue relating to the special needs of our users.
- While physical meetings will be limited to this area (to avoid overlap with other organisations) we are not restricting membership and aim to offer a broader mailing list and website of information available to all interested parties.
- The organisation will be under the auspices of ALISS <http://www.alissnet.org.uk> . However non members can participate so do contact Heather for details.

Preliminary web resources.

<http://www.scoop.it/t/disability-issues-for-uk-libraries-and-librarians>

<http://alissnet.org.uk/disability/>

PROOF

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