ALISS *Quarterly*

Association of Librarians and Information professionals in the Social Sciences

Special issue: Crowdsourcing the Library and Archive.

British Library, University of Oxford,

City University London.

Information Literacy

SADL Project; Managing your Digital footprint.

Conference review

Subject Librarians: time for a fresh look?

Special issue: Crowdsourcing.

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 special focus on crowdsourcing. It includes papers from our recent half day conference on this topic held in London in August 2015. It aimed to present viewpoints on the challenges and opportunities of crowdsourcing from the varying perspectives of archives, national and academic libraries. This issue includes several papers from the conference.

- Digital scholarship at the British Library- crowdsourcing activities - Dr Aquiles Alencar Brayner and Stella Wisdom, British Library

- Creating digital collections through crowdsourcing - Dr Ylva Berglund Prytz, Senior Research Officer- RunCoCo team

- Incorporating student content at City University - Diane Bell, Research Librarian, City University. Describes the Read for Research initiative, and the development of the Employability guide.

Slides from the presentations can be viewed online at http://alissnet.org.uk/crowdsourcing-the-library-and-archive-12th-august/

Other articles in the issue include a description of the new Convert-a Card project from the British Library and a general discussion of the benefits of crowdsourcing for impact and engagement from Dr Kathryn Eccles, University of Oxford.

If you are wishing to research this topic further:

The Mia Ridge website (http://www.miaridge.com/crowdsourcing-our-cultural-heritage/) is an excellent starting point from an academic researcher who specialises in the digital humanities and all aspects of participatory creation. The website includes listings and links to her publications. This includes her excellent recent book from Ashgate. At present sample pages are available free to view from the publishers website http://www.ashgate.com/pdf/SamplePages/Crowdsourcing-our-Cultural-Heritage-Intro.pdf

In addition to the major content on crowdsourcing the issue also contains two articles of interest to information literacy. They include the findings from the LSE SADL project which was involved in developing student digital literacy ambassadors. Also available is an account of the University of Edinburgh project on managing your digital footprint which aimed to raise awareness amongst students of their online presence.

Finally the issue concludes with a review of the recent conference on the changing role of subject librarians held at the University of Hertfordshire in July 2015.

We hope you enjoy the issue.

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Crowdsourcing for Impact and Engagement

Dr Kathryn Eccles, University of Oxford.

Crowdsourcing has been around for quite some time now, long preceding Jeff Howe's coining of the term in *Wired* magazine in 2006[1]. As Stuart Dunn and Mark Hedges pointed out in their excellent scoping study of Crowdsourcing in the Arts and Humanities in 2012, crowdsourcing is 'frequently used as a convenient label for a diverse range of activities'[2], many of which we can trace back through the centuries. The *Oxford English Dictionary*, for example, sent out its first appeals to the public for volunteers through the Philological Society in 1857, seeking readers to find instances of 'unregistered' words and meanings for inclusion in the Dictionary. The OED continues to appeal to the public to help record the history of living language through its website (http://public.oed.com/appeals) and Twitter account, (https://twitter.com/OED) embracing the digital environment that has given rise to extraordinary crowd-sourced information resources such as Wikipedia.

Crowdsourcing, as Dunn and Hedges have identified, is a term that covers a huge range of activities and projects, and there are several useful definitions and typologies of crowdsourcing, particularly those in the Arts and Humanities, and those related to the Galleries, Libraries Archives and Museums (GLAM) sector[3]. Rose Holley gave an excellent definition in 2010[4], in which she made an important clarification regarding the difference between social engagement and crowdsourcing, arguing that while crowdsourcing projects often use social engagement techniques to engage volunteers, the sustained input and effort required by most projects goes beyond social engagement, and moves from a 'crowd' to a 'community' model of engagement[5]. Holley also makes a persuasive argument about the potential for crowdsourcing to offer 'more than a simple information transaction' to users.

The connection between crowdsourcing and social, or public engagement, recognised by Holley, is an important one. For some crowdsourcing projects, the creation of an interactive community around an archive, collection or resource is a key outcome or goal, whereas for others the key focus is on the completion of the crowdsourcing task or tasks. Asking the crowd to transcribe hand-written text, tag images to aid discovery and re-use, record their experiences or memories, or contribute digital copies of important historical objects from personal or family collections takes us beyond the (co-)creation, classification or correction of archives. It opens up a channel for understanding how and why these collections are important to visitors, how best to present and preserve these collections, and how to engage and enthuse audiences for optimal mutual benefit. As researchers using these collections, we need to remember that by opening up this channel, we create an opportunity to learn more about potential audiences for our work and a platform

1   Howe, J. (2006). "The Rise of Crowdsourcing". Wired, 14.06. Available at: http://www.wired.com/wired/archive/14.06/crowds.html
2   Dunn, S., & M. Hedges. (2012). Crowd-Sourcing Scoping Study: Engaging the Crowd with Humanities Research. Report to the AHRC. Available at: http://www.nottingham.ac.uk/digital-humanities-centre/documents/dunn-and-hedges-crowdsourcing.pdf Consulted September 25, 2015.
3   Oomen, J. and L. Aroyo. (2011). "Crowdsourcing in the Cultural Heritage Domain: Opportunities and Challenges". In Proceedings of the 5th International Conference on Communities and Technologies, pp. 138-149. See also Ridge, M. (2014). Crowdsourcing our Cultural Heritage: Introduction. In Ridge, M. (ed.) Crowdsourcing Our Cultural Heritage, Ashgate. pp. 1-13.
4   Holley, R. (2010) "Crowdsourcing. How and Why Should Libraries do it?" In DLib Magazine, Vol. 16, 3/4.
5   Haythornthwaite, C. (2009). "Crowds and Communities: Light and Heavyweight Models of Peer Production." Proceedings of the 42nd Hawaiian Conference on System Sciences. Waikola, Hawaii, IEEE Computer Society. pp. 1–10.

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through which to create dialogue.

Crowdsourcing projects can also offer researchers the opportunity to discover what tasks are particularly interesting and why, and what the impact of such engagement might be on them, leading not only to better designed crowdsourcing projects but also to greater understandings of how such projects present opportunities for formal and informal learning. In my own research, my 2012-3 study of volunteers or 'taggers' who contributed to the creation of descriptive metadata for the BBC/Public Catalogue Foundation collection Your Paintings (http://www.bbc.co.uk/arts/yourpaintings/) via the Your Paintings Tagger (http://tagger.thepcf.org.uk/) found a number of unexpected benefits and uses of tagging[6]. For example, the metadata being created by volunteers was intended to make the collection into a searchable resource for researchers and educators as well as the public. The study found that these communities had begun to use the Tagger itself to find paintings for research purposes and to improve students' language skills through the crowdsourcing task. The Tagger was being used as a valuable form of 'virtual volunteering' offering a flexible means of contributing to a worthwhile cause, enabling volunteers to 'visit' paintings when access to museums and galleries became difficult, and functioning as a distraction from difficulties such as caring for sick relatives and giving up smoking. Volunteers also reported that exposure to different types of art through the (then random) selection of paintings for tagging had made them more feel more confident about approaching different types of art in museums and galleries[7].

The potential for public engagement with research through crowdsourcing activities has long been recognised by pioneer projects like Galaxy Zoo, and is increasingly recognised by graduate students, early-career researchers and established academics as a means of growing a dynamic and varied audience for their work. Experiments in crowdsourcing are increasingly achievable through simple tools such as Flickr and Omeka, and more recently through the Zooniverse's exciting new project building tool, (https://www.zooniverse.org) explicitly designed and promoted to overcome difficulties in finding time and funding.

As these experimental approaches take hold, we must ensure that researchers are attuned to the full potential of engaging new audiences with their subject and research activity, such as opening up and co-creating new kinds of research questions, activities (especially research dissemination) and even new research teams. As Jon Voss and his colleagues recently argued, we are moving from crowdsourcing to more fluid 'knowledge communities' and only through such collaborations can certain new questions can be explored[8]. This type of crowdsourcing, or 'community-sourcing', offers real potential for configuring new relationships between the university, cultural institutions and local (and global) communities, offering new and particularly resonant means of creating lasting impact and genuine knowledge exchange.

6   More detail about the project, entitled 'A Museum without Walls: Realising the potential of Crowdsourcing in the Arts' can be found here: http://www.oii.ox.ac.uk/research/projects/?id=100 I am grateful to the AHRC for their generous support [grant number: AH/J003077/1].
7   A fuller description of the outcomes of the research project can be found in Eccles, K. and A. Greg. (2014) "Your Paintings Tagger: Crowdsourcing descriptive metadata for a national virtual collection". In Ridge, M., Crowdsourcing Our Cultural Heritage, Ashgate.
8   Voss, Jon, Gabriel Wolfenstein and Kerri Young. "From crowdsourcing to knowledge communities: Creating meaningful scholarship through digital collaboration." MW2015: Museums and the Web 2015. Published February 1, 2015. Consulted September 25, 2015.
http://mw2015.museumsandtheweb.com/paper/from-crowdsourcing-to-knowledge-communities-creating-meaningful-scholarship-through-digital-collaboration/

Creating digital collections using crowdsourcing

Dr Ylva Berglund Prytz, University of Oxford IT Services.

Although a relatively recent term, 'crowdsourcing' can now be seen in a variety of contexts. The word is generally considered to have been coined by Jeff Howe and Mark Robinson in 2006 (Howe 2006[1]). Since then, the concept has been widened, and in 2014 Dunn and Hedges observe that: "[t]he term crowdsourcing is frequently used as a convenient label for a diverse range of activities and projects involving the public doing something to, or with, content." (Dunn and Hedges 2014:231[2]).

There are different kinds of crowdsourcing, and projects and initiatives can be classified according to various criteria. One useful approach is to look at whether the aim is to do something with some existing material, or to create a new collection. The former may be more well-known; an existing collection is made available online and volunteers are asked to do something to enhance the collection (transcribe or annotate the material, identify features, add classifications). The term 'citizen science' is often used to refer to initiatives where a crowd is invited to help process a large amount of scientific material which is then analysed by researchers. A wealth of citizen science projects are gathered under the Zooniverse umbrella (https://www.zooniverse.org). Examples include the *Galaxy Zoo* project (volunteers look at images of galaxies and classify these according to some simple criteria), *Old Weather* (volunteers transcribe weather observations from historical ships logs), and *Chicago Wildlife Watch* (volunteers identify and tag animals seen in pictures from urban Chicago).

A different type of crowdsourcing is when new collections are created from material shared by 'the crowd'. The crowd can be small or large, consist of an existing community or group or be drawn from the general public. The RunCoCo team at the University of Oxford has been involved in creating community collections through crowdsourcing since 2008. We have developed the Oxford Community Collection Model, where online collection is combined with targeted interaction with the aim of supporting potential contributors in ways suitable to their needs and the focus of the collection project.

Three examples will serve as illustrations of how the model has been deployed. These include a project creating a treasure-trove of freely available educational resources (Woruldhord), archives of First World War stories and objects held by the general public (Great War Archive and Europeana 1914-1918), and a time-capsule of material illustrating 750 years of Oxford college life (Merton @750). Each project has used different engagements strategies to engage and support contributors, and the collections are different in size, span and content.

Woruldhord

The Woruldhord project (http://projects.oucs.ox.ac.uk/woruldhord/) collected

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1   Howe, J. (2006a). "Crowdsourcing: A Definition." Crowdsourcing (blog) http://crowdsourcing.typepad.com/cs/2006/06/crowdsourcing_a.html .
2   Dunn, S. and M. Hedges (2014). How the Crowd Can Surprise Us: Humanities Crowdsourcing and the Creation of Knowledge. Crowdsourcing our Cultural Heritage. M. Ridge. Franham, Ashgate: 231-246.

educational resources to support teaching and learning of English history centred on the Anglo-Saxons, or Old English literature and language. It made use of existing, established and well-used digital channels to invite teachers and researchers in the field to contribute. In addition, museums and archives which were known to hold suitable material were approached. The community of contributors in this case was highly digitally literate and able to upload their material themselves. However, in some cases time constraints meant that potential contributors were unable to take part. In such cases, support could be offered in the form of help with uploading larger collections, and in some cases valuable material that did not exist in digital form was digitised by the project. The project was directed by a single academic and ran over a summer vacation with limited resources (some project staff and free use of digital platform). It proved very successful not only in the amount of material collected but also in its reach and engagement within the community.

First World War collections

The community of contributors to the First World War collections the Great War Archive and Europeana 1914-1918 was not only larger in numbers than for the Woruldhord project, but also comprised a larger proportion of people with limited digital skills. To encourage participation, and support those who could not take part online, in addition to the online collection platform the projects ran a series of collection events. At these 'roadshows', project staff would talk to contributors and record their stories and information about the material they brought. Letters, photographs, diaries and memorabilia were digitised, and stories and digital files were uploaded to the project website after the event. This meant that contributors who would be excluded from a purely digital or online project could take part, and the collection benefitted greatly by the variety of contributions that could be captured this way. The Great War Archive (http://www.thegreatwararchive.org/) ran for three months in 2008 and was managed by a team at the University of Oxford. The model was then adopted by Europeana and, with the support of the original Oxford team, collection events and online collection have been held across Europe since 2011, making thousands of stories and objects freely available. To browse the Europeana 1914-1918 collection, or to add your own material, visit http://europeana1914-1918.eu/.

Merton @750 Anniversary Collection

For its 750th anniversary, Merton College, Oxford, decided to create a digital archive to illustrate aspects of the college's history (see http://share.merton.ox.ac.uk/). A combination of approaches was used in order to get a wide and varied collection with good coverage and interesting material. A collection website was set up where anyone could upload their stories, memories or objects related to the college at any time and from any place. In addition, a collection and digitisation centre was set up at the anniversary celebrations event, and anniversary participants were invited to share their stories, memories and anecdotes and have any material they brought digitised for the archive. To complement the more open collection activities, the project also contacted long-serving members of staff and other people related to the college to record their stories and capture objects and photographs. Finally, items from the college archives were

digitised to form a part of the general digital archive, which also allows improved access to material which may otherwise only be available to limited audiences for preservation reasons. The archive is partially made available online, partially restricted, which means that material that may not be suitable for publication still is preserved and can be available for future research.

Benefits

These three examples, albeit brief, illustrate how the Oxford Community Collection Model can be used in a variety of context to create collections of different kinds. By choosing engagement and interaction strategies to fit the intended community of contributors, projects can get contributions also from people who could not take part in an online project or one that requires digital skills. Even in cases where the digital aspect is not the major barrier to contribution, a targeted approach to support and interaction by a project may yield beneficial results (for example where institutions or individuals lack the resources needed to prepare and/or upload their material). This means that the collection that is created can contain a wider variety of material. By collecting material and information from individual members of the public, it is also possible to get contextual details that would not necessarily be found otherwise, such as personal accounts of an event or details about a person, information that may not be available anywhere else or through any other sources or official records.

Creating a collection through crowdsourcing also means that a project and collection may get wider attention. A strong online presence and collection events that are publicised well can attract people who would not otherwise engage with an organisation or venue. As such they are useful means to spread information about a project or the work done by an organisation, and can work as a means to attract new users and contributors whose engagement may well stretch beyond the duration of a particular project.

More information about community collections, including advice and guidance, can be found through the RunCoCo website: http://runcoco.oucs.ox.ac.uk/

British Library Crowdsourcing Projects

Aquiles Alencar-Brayner and Stella Wisdom.

Over the last five years the British Library has experimented with a number of different types of crowdsourcing and online engagement projects; some of these initiatives have collected user generated content, whereas others have enhanced metadata about existing collection items.

The first British Library crowdsourcing project was the UK SoundMap project (http://sounds.bl.uk/Sound-Maps/UK-Soundmap), which built a dataset of soundscapes; a permanent and accessible collection giving an idea not just of how Britain sounded in 2010 and 2011, but also of how its contributors wanted it to sound. There were three main project objectives:

1. To explore the potential for new technology to build significant resources for digital scholarship at low cost
2. To map the evolution of the national soundscape and how people feel about it
3. To involve the public in contributing to British Library acquisitions of research material
Members of the public were asked to record sounds from their environment, including home, work and leisure activities, then upload them using an app on their smartphone. Over 2,000 recordings were uploaded by circa 350 contributors from July 2010 to July 2011. For more information go to: http://britishlibrary.typepad.co.uk/sound-and-vision/2011/06/listening-to-britain.html

Hot on the heels of the UK SoundMap , another British Library project, which invited user generated sound content, accompanied the Evolving English, One Language, Many Voices exhibition, and asked the public to "Map Your Voice" (http://www.bl.uk/evolvingenglish/maplisten.html). Between November 2010 and April 2011 the Library asked people from all over the world to submit a recording of their voice; contributors could either read the children's story, Mr. Tickle by Roger Hargreaves, or a list of six words. These recordings are archived at the British Library and made available for linguistic research.

Both the UK SoundMap and Map Your Voice paved the way for the 2015 project Sounds of our Shores (http://www.bl.uk/sounds-of-our-shores), which is a British Library collaboration with the National Trust, the National Trust for Scotland and audioBoom Ltd, to create the first ever interactive coastal soundmap of the UK, using sounds recorded by the public. From the submitted recordings we selected 10 of the most evocative sounds and launched a poll to find the UK's favourite coastal sound. More than 1600 people voted and it was the sound of gentle waves breaking on the beach at Trwyn Llanbedrog in Wales, which came out on top, securing 35% of the vote; you can hear it here https://audioboom.com/boos/3333868-calm-evening-trwyn-llanbedrog

Continuing the theme of mapping user generated content, but this time asking for text submissions, Pin-a-Tale (http://www.bl.uk/pin-a-tale) accompanied the Writing Britain: Wastelands to Wonderlands exhibition, which ran from May to September in 2012, exploring how works of literature from the last 1000 years have been shaped by the country's unique spaces and places.

Pin-a-Tale sought to connect our individual experiences of writing and place, and pin them to a searchable map. We asked people to choose a literary work from any period and in any form (e.g. a novel, a poem, song lyric or a play) that relates to a specific location in

the British and Irish Isles and to tell us how the author captured the spirit of the place, e.g. what has changed, what remains the same and what it means to them. The aims of Pin-a-Tale, were:

1. Engage the public in thinking about the connection between place, writing and their own lives
2. Surface hidden writing with special focus on original works and self-published authors
3. After the exhibition to add submissions to our digital collections for re-use by future researchers

Regarding lessons learned; shortly after the project launched we realised that not all participants clearly understood the instructions and this posed a challenge for upholding UK copyright law; as instead of adding their individual experiences, some individuals wanted to quote from texts.

The British Library's longest running crowdsourcing project is Georeferencer[1] (http://www.bl.uk/maps/), which started in 2011 and is a partnership with Klokan Technologies. Georeferencer crowdsources location data to make maps searchable and viewable using popular online geotechnologies. These online geographic tools allow historic maps to be viewed alongside modern-day mapping, enabling comparison of the past with the present and enhancing findability. Georeferencing, i.e. assigning points on a map image to corresponding geographical coordinates, links the historic map to its spatial location on the ground using universal geographic standards (latitude / longitude).

To date there have been six BL Georeferencer releases, the latest is the largest yet, with over 50,000 online map images. These maps were identified from amongst the illustrations extracted from books digitised by Microsoft and posted to Flickr Commons as Public Domain images. The task of identifying maps was entirely done by volunteers, via an online campaign with substantial support from Wikimedia UK. The tagging was initiated with a Maps Tag-a-Thon event at the British Library in November 2014, and continued online until completion in January 2015.

Previous releases of maps for georeferencing via BL Georeferencer have included: the Library's collection of British and Irish first-edition Chas E Goad Co. fire insurance plans, the Ordnance Surveyors' Drawings, the Crace Collection of maps of London, and selections from King George III's Topographical Collection. All georeferenced maps are added to the portal Old Maps Online, which uses a geographic search interface to identify and view historic maps from numerous collections online.

Following the success of earlier crowdsourcing initiatives, in 2015 the British Library set up the LibCrowds platform (http://www.libcrowds.com/). Our first project series on LibCrowds is called Convert-a-Card, which is testing a new method for transforming printed card catalogues into electronic records for inclusion in our online catalogue Explore. While the British Library is relatively young for a national library, much of its vast historical collections were acquired before computers were used for cataloguing as

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1   *For more information on the implementation of the British Library Georeferencer, see KC Kowal and P Pridal. "Online georeferencing for libraries: the British Library implementation of Georeferencer for spatial metadata enhancement and public engagement" Journal of Map & Geography Libraries: Advances in Geospatial Information, Collections & Archives, 8:3, 276-289. Online access.*

For information about georeferencing in libraries in general, see C Fleet, K. Kowal and P. Pridal "Georeferencer: crowdsourced georeferencing for map library collections". D-Lib Magazine 18(11/12): 2012. doi:10.1045/november2012-fleet Online access.

standard. So, while the library's online catalogue, Explore, provides public access to nearly 57 million records, there are still thousands of important research items that can only be found by searching the old physical card catalogues.

The BL Pinyin card catalogue covers nearly 40,000 printed items held in the British Library's Chinese collections, books in this collection were acquired between 1966 and 1993. The Indonesian card catalogue covers over 3,000 printed books published before 1982. Currently, the only way to discover what is in these two collections is to look through the card catalogue onsite in our Asian & African collections reading room. The sheer number of catalogue cards to be converted and the fact they are typed and hand-written using a mix of languages, as in the case of the Pinyin Catalogue, cards contain English, Chinese characters and the Hanyu Pinyin Romanisation system, pose a unique and nearly insurmountable challenge in terms of time and cost.

With Convert-a-Card (http://www.libcrowds.com/project/category/convert-a-card/), participants are presented with a digitised image of the printed card catalogue record and asked to use the details on the card to search OCLC's database of existing catalogue records and locate a match. If a matching electronic record is located, the participant is then asked to transcribe the unique BL shelf mark found on the digitized card. Records matched and transcribed as part of Convert-a-Card are then sent to our internal Metadata Services group who can upload the newly created electronic record to the British Library's Explore catalogue for anyone to search online.

The LibCrowds platform is built on top of PyBossa, which is an open-source framework for creating crowdsourcing applications. The framework has already proved successful for a number of other institutions, such as the British Museum, CERN and United Nations (UNITAR). A custom theme was designed by in-house staff, along with a range of Python plugins that provide certain library specific functions. Development began in February 2015, with the platform being launched in June 2015. Everything developed by library staff is open-source and available online.

Our first batch (or "drawer" as we have labelled it) of the Pinyin card catalogue was released to the public on 8th June with 1,278 cards and all tasks were completed (meaning three or more individuals looked at every card and attempted to make a match) just over two and half weeks later on 24th June 2015. The results are very promising in that for 50%, or 659 items, at least two people matched the same OCLC record against a particular card. The Indonesian Card Catalogue, launched at the same time, has proven more challenging as the cards were digitised from microfilm, so are much harder to read on screen. However, this has helped us to specify minimum requirements for digitised cards in future. That said, the Indonesian Cards were completed July 10th, 2015 with at least two people matching the same OCLC record against 48% of the batch, or roughly 483 out of 1,000 cards.

One of the largest challenges with all the British Library's crowdsourcing projects is maintaining engagement with our target audiences. Just a few highly engaged volunteers have the potential to make a huge difference to the success of projects. Therefore in order to increase contributions, a number of traditional online communication strategies are employed, such as social media, writing blogs and attempting to build online communities.

Experimenting with crowdsourcing to improve access to the collections of the British Library

*Alexander Mendes, Asian and African Studies, British Library.*

Introduction

A key ambition of the British Library is to enable access to everyone who wants to do research (The British Library Board, 2010). Yet with a significant proportion of the library's collections acquired long before the proliferation of digital technologies, a great deal of work is required before this becomes a reality. For example, while nearly 57 million records are available online, many others are currently only available in printed formats. As well as providing a better search and discovery experience for users, electronic records are a prerequisite for other activities, such as making digitised versions of collection items available.

LibCrowds was launched in June 2015, with the primary goal of improving access to our collections, via experimental crowdsourcing projects. The platform also provides a unique opportunity to engage with our national and international heritage.

Convert-a-Card

Our first project series, Convert-a-Card, is dedicated to the retro-conversion of printed card catalogues into electronic catalogue records. The platform has its roots in the Asian and African Studies department and the series is initially focused on the Chinese and Indonesian collections. Between them, these collections contain tens of thousands of printed books that can currently only be located by visiting the British Library and search the card catalogues located in our reading rooms. While it may not take that all that long to create an individual electronic catalogue record, the sheer numbers involved mean that it would be enormously time-consuming, and expensive, to rely purely on British Library curators to complete this work. So, we decided to experiment with crowdsourcing and attempt to outsource this large amount of relatively small tasks to a crowd of volunteers willing to help.
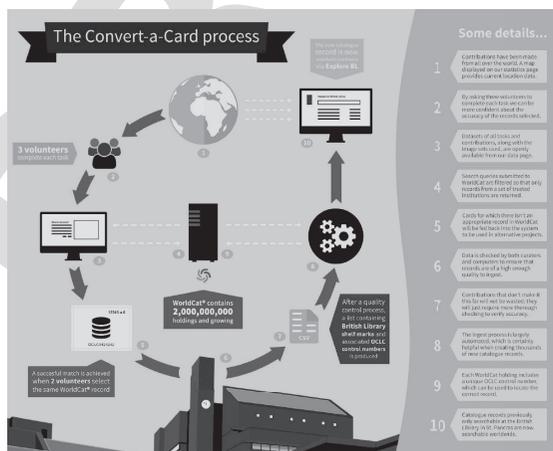
Convert-a-Card projects will be available in several different forms. The one currently active involves matching a scanned image of a catalogue card against records located in the OCLC WorldCat database. The library already has techniques in place to create new catalogue records based on copies made from OCLC WorldCat records, with the two pieces of data needed to enable this being the British Library shelf mark and the OCLC accession number that identifies the relevant item. So, once the volunteer has located the correct WorldCat record, via a search form adjacent to the card image, they can then complete the task by transcribing the British Library shelf mark. We're asking three people to complete each task and if at least two of them agree on the WorldCat record and shelf mark a new catalogue record will be created in the British Library's main database.

Technology

LibCrowds is built on top of PyBossa, which is an open-source framework for the creation of crowdsourcing projects. Various other research institutions have made use of this framework; such as the National Library of Israel, the British Museum and University College London (Doherty, 2015). British Library staff designed a custom theme and wrote a number of custom plugins, all of which are open-source and available via GitHub (LibCrowds, 2015).

Some of these plugins provide library-specific features, such as handling communications with Z39.50 databases. This functionality is fundamental to the Convert-a-Card project series, as it allows us to integrate catalogue searches into our projects. Being a pre-web protocol, Z39.50 is not particularly widely supported, so the early stages of development involved quite a lot of experimentation with different methods of retrieving the required data.

Another plugin analyses the raw contribution data and organises it into grouped datasets, which are made publically available for download in CSV format, via the platform. Automating this process helps us to identify the data that can be processed immediately, or that which will require further investigation.

Analysing the data

Contribution data is grouped into three main categories; successful matches, unsuccessful matches and those requiring further investigation. The successful matches will provide the input to a batch process used to create new catalogue records. The unsuccessful matches will be fed back into the LibCrowds system to provide the tasks for alternative types of project, such as one that asks volunteers to transcribe the information on the card. The data categorised as requiring further investigation will be checked by British Library staff, after which each task within will move to one of the preceding categories.

An additional outcome of the 16,000 contributions received so far is that we are building up some potentially quite interesting datasets of volunteer behavior. For example, our busiest times, in terms of contributions, are between 8am and 6pm (GMT) Monday to Friday, with a small dip around midday, perhaps for lunch (most contributions have originated from the UK, although the US and Indonesia are not far behind).

Percentage of Contributions per Volunteer
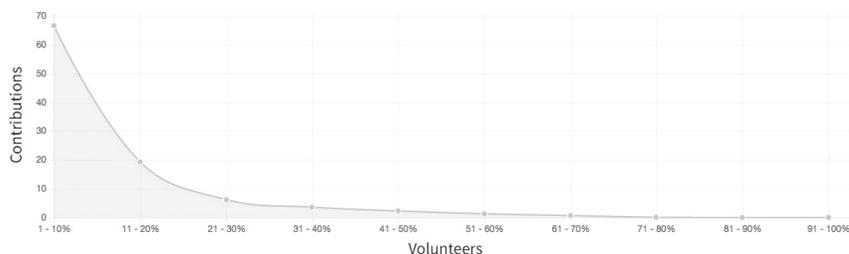
We can find that an average volunteer remains active for 13 days and that the top 20% of volunteers are making approximately 85% of the contributions. The LibCrowds statistics page provides visualisations of some of this data, with anonymised versions of the full datasets available for download from our data page. These datasets may prove useful to others considering their own crowdsourcing experiments.

Results
At the time of writing, the final details regarding the processing and ingest of the data are being established. However, provisional results look promising with an average direct success rate of 60%. With approximately 5,000 tasks currently complete, this means that we should see the creation of 3,000 new catalogue records. This is likely to rise further as we verify the data marked for further investigation, such as the tasks where people disagreed on the correct WorldCat record.

Acquisition and Engagement
As the technical and analytical processes become more firmly established, the acquisition and continuing engagement of volunteers is likely to provide the most significant challenge. The platform naturally appeals to a rather specific audience, with individual projects often based on a particular language appealing to an even more specific subset of that audience.

A few particularly enthusiastic volunteers can make a significant difference to speed with which we are able to complete each project, as demonstrated by the long tailed distribution discussed above. Yet even the most eager volunteers don't necessarily stick around for very long. It is not uncommon to see volunteers make hundreds of contributions over a day or two, then never return again.

In order to attract more volunteers and hold their interest, a number of traditional online marketing strategies will continue to be employed, such as utilising social media, writing blogs and attempting to build a sense of community. The implementation of a digital badge system is also being considered, with which volunteers' would be awarded badges based on their contribution data, complementing the basic leader board system already in place.

Try it for yourself
Visit www.libcrowds.com and select a project to take part, you can sign up for an account

or make contributions anonymously. The website also contains a forum where we would be happy to discuss anything further.

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Incorporating student content at City University London Library
Diane Bell, City University London.

Introduction
This paper looks at to what extent it is possible to engage with students and incorporate their experiences, narratives and research interests into library service design provision. It examines the concept of using crowdsourcing principles internally and whether incorporating content and ideas from students is possible. It also looks at patron-driven acquisition based on the interests and suggestions of researchers. Crowdsourcing is normally engaging online with an external community to complete a specific project but in this context it is more about engaging with students and staff. Another way of describing this is: "Crowdsourcing is an innovative way of structuring certain tasks that harnesses the power of many people towards multiple possible ends." Shepherd (2012, p. 11).

Students as co-creators of employability resources
The concept of employability is currently very topical and has been heavily researched within the context of higher education. However, it is not always easy to define it precisely. It is very desirable that students after completing a course of university study are either prepared for the world of work or undertake further study and/ or research.

> Employability "... is a complex set of diverse achievements and qualities that goes far beyond mainstream academic achievement. 'Soft' skills, personal qualities, dispositions and other achievements are valued." Knight and Yorke (2004, p. 16).

At City University London Library, myself and three colleagues have worked on an employability project over the past year to develop library support for the University's strategic plan which has employability as one of its core values (City University London, 2012).

We also wished to explore to what extent we could learn from the experiences and narratives of our students and use these to inform and help design our services to support their employability.

We wished to take a new perspective on the subject to see if this would be successful. One of my colleagues had previously worked in NHS and Health libraries so we decided to employ the principles of experienced-based design techniques in our project (King's Fund, 2011). These have been used successfully in the health sector to introduce change and the redesign of services based on the experiences, stories and ideas of users. This is very much a qualitative approach to research so we designed a Survey Monkey questionnaire of 17 questions to try and obtain some initial responses from students. We tried to approach different levels of students such as undergraduate, postgraduate, research students from various departments and some administrative and academic staff. These included: Social Sciences, Library Sciences and Business Studies.

The survey contained some free text questions to provide qualitative responses and we asked questions such as:

- What does the term "employability" mean to you?
- Which skills do you think are important for employability?
- How can Library Services assist you with employability?
- Have you used any Library resources in your job searching?
- What is the best piece of Careers advice you would give to others?

We had 24 responses and then based on responses and availability, we held some qualitative interviews with a small number of participants to follow up on these. These interviews were semi-structured so we asked some of the same questions but also expanded on the interview responses to obtain more details of the students' experiences and views. Student narratives are interesting but unless there is a pattern of responses, it may be difficult to develop resources based on individual ideas. Overall, it gave us ideas that employability should be generally embedded into guides and workshops and that some students prefer reading books whereas others prefer online guides and learning. The students we interviewed emphasised the importance of transferable soft and research skills which are also useful in the workplace and this is something Library Services can assist with.

At the same time, our project group also designed an Employability Library guide http://libguides.city.ac.uk/employability (City University London, 2015). We designed the structure of the guide and added some content. We wanted some of the content to be internally 'crowdsourced' from our students. We engaged with students via email and Moodle, the virtual learning environment, Moodle and via a web form on the guide itself. We asked for content suggestions and ideas on how to restructure and enhance the guide. We also showed the online guide to the students/ staff we interviewed as above and asked for their comments on the design and content (Deschenes, 2014).

The student feedback was valuable in terms of suggested resources such as websites and the area where more development was requested was the Finding Company Information section. We were fortunate that the feedback was overwhelmingly positive and confirmed our idea that students would find the guide useful. We realised that the guide is a generic one covering all disciplines. Some of the requests we had were very specific and we realised that it is very difficult for us to cover all possible career options. Some of the student suggestions such as websites have been incorporated. We also wished to work in partnership with our Careers Service and signpost each others' services effectively rather than replicate what is already being offered.

We ran a pilot workshop on researching company information in February 2015 and we found that it was fully booked. As with many voluntary training sessions, we later found that a smaller number of students attended. We asked the attendees for feedback on what they found useful, this included how to research a company, preparing for interviews and business databases such as Marketline and Factiva. We then designed 3 workshops based on researching company information; current awareness and news resources and using social media to build an online profile and for job hunting. We found that it is important to offer these workshops at suitable times of year and exam time (April in our case) is not the best time.

Read for Research: patron- driven acquisition for research students.

In November 2013, we began a patron driven acquisition scheme for our research students, something we had not done before. As Nixon et al. (2010, p. 119) state: "Libraries exist for their users, so librarians take user needs into consideration when building collections". We wished to use the research interests of our students to help us to develop our research collections. A name was chosen for the scheme (Read for Research) and a web form was put on our website which makes it very easy for students to request books. We have found the scheme to be very popular and have been able to continue it since, approximately 680 titles have been ordered.

We have found that it is a strong brand and our research students and staff have also developed the concept. One research student has created her own Read for Research reading list on her blog and one of our academics has established a Read for Research Mendeley community. We have created a 'reading list' on our reading list system Talis Aspire. There are some general research titles which are useful for larger groups of students, some very current, topical titles and some very specialised ones. It is clear from this that there is a very large variety of research across different disciplines done at the University. The challenge for us is perhaps to develop a cohesive collection to support changing research needs in the longer term. Initially,the scheme was designed for print book purchases but electronic titles have become more popular particularly in areas such as Law. "Patron-driven acquisition is also a concept that easily and naturally moves beyond the print and media arenas into electronic books" (Nixon et al, 2010, p. 121).

Feedback from our research students has been very positive and students seem to feel valued by having the input into the collections: "Library support for research students has been excellent. I was especially impressed with the #readforresearch campaign, allowing research students to order books using a special library fund (PhD Research student, City University London)." (Bell, 2015).

Conclusion

Overall, engaging with students and listening to their experiences and narratives is rewarding and can help to influence the design of services and resources. If students are willing and have time to engage, they can have input in these areas. Student input into our online employability guide has been very useful for us and has enhanced the content. It is very possible that some of the students who are not currently engaging or have not been approached could also be a valuable source of ideas. There are of course constraints of time, money and resourcing and there has to be some clarity about what can be provided. Our experience of patron–driven acquisition based on students' research interests has also been a success for us and has increased student engagement. In the longer term, Library Services may need to look at the balance of research book collections as the titles selected cover a wide range of topics.

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Working with students to develop digital literacies

Geraldine Foley, LSE Learning Technology and Innovation.

Introduction/background

The Students as Ambassadors for Digital Literacy (SADL) project was set up in order to enhance digital and information literacy skills support at LSE. Led by Learning Technology and Innovation (LTI) and the Library, it began as a pilot with 20 students from two departments in 2013/14 and increased to four departments and 40 students in 2014/15. I was lucky enough to be involved in project last year and found it a hugely enjoyable and enlightening experience. This report discusses some of the findings of the evaluation of the 2014/15 project and plans for SADL going forward.

SADL was first introduced as a response to a 2012 review of undergraduate support at LSE (Bell et al, 2012). The report found that despite increased recognition of the importance of digital literacies for academia and the workplace there was an absence of digital literacy skills development within the curriculum at LSE. A team led by Jane Secker (from LTI) and Maria Bell (from the Library) decided to work with students to find out what type and level of support was appropriate and how best to incorporate it into their programmes of study.

The original pilot consisted of four interactive workshops which covered finding, managing and sharing Information and managing your digital identity. Students were encouraged to share the information that they gained with their peers through social media and a blog that had been set up by the SADL team.

Evaluation of the pilot led to the development of 'senior' ambassador posts, held by students who had taken part in the original programme. The four seniors were paid to attend workshops and work with staff to deliver material. They were involved in planning the workshops and provided invaluable feedback and contributions regarding the content of the workshops themselves. One senior suggested the idea of group projects and these were introduced to students in the final workshop. SADL students were asked to work in groups on a particular issue related to teaching and learning at LSE, including learning spaces, peer support and Moodle. The students carried out research on their allocated topic, speaking to their peers and suggesting ideas for improvement. These groups then presented their findings to LSE staff and students at a presentation event at the end of term.

Methodology

In order to evaluate the 2014/15 programme detailed feedback was collated from the students involved in the project via surveys (pre and post SADL workshops) and individual structured interviews. A research assistant also carried out interviews with staff members and the Student Union Educational Officer (who had attended workshops).

Findings and recommendations

The evaluation found that the impact of the project was extremely positive for the students, academic staff and academic support staff who had been involved in SADL, see below for some quotes from the interviews:

"I am glad I joined SADL because I wouldn't have known anything about copyright or any qualitative skills if I didn't. So in terms of study skills that really helped me a lot like research and managing information and things. It helped me through my second year." (SADL student)

"I think it has greatly changed the way I study. I think I have much more structure in my essay writing process" (SADL student)

There is *"no doubt that SADL affects students' digital literacy"* (SU Ed Officer)

The SADL team found working with students as partners was beneficial to all involved as it enabled learning to be a much more collaborative process and students were encouraged to contribute to sessions as much as possible.

"[SADL allowed] learning from the student ambassadors about their research practices and how they study." (SADL staff)

However the impact of the project beyond those involved was limited as students were unsure of how to carry out the ambassador role beyond informally sharing their experiences with close peers and requested more resources and support to facilitate peer learning. In particular the students recognised the need for more recognition of the role at an institutional level with incorporation with departmental and school wide events and communication channels.

"If there is a clearer framework for the duties of the Ambassador and platforms to address the student body at large apart from the blog, the Ambassador should be able to make more of an impact. It might also be useful if the programme itself gains more publicity and acknowledgement so the student body knows that it exists and they can come to us to discuss issues relating to digital literacy." (SADL student)

Similarly it was felt that while the group project was a good initiative it needed to be more embedded into the SADL programme and into consultation processes at the School.

"It would have been better to have worked towards the project from the very first workshop. Also, it would have been more interesting to know whether our presentations/ ideas could really have an impact and enact changes". (SADL student)

Although only two academic staff were interviewed for the evaluation it is clear from the findings that more work needs to be done to ensure that academic staff avoid making assumptions about the 'digital native' and understand the aims of SADL so they are able to have some input into programme and better embed digital literacy in the wider curriculum. The inclusion of Digital literacy as a theme in the QAA for 2015/16 may contribute to highlighting the importance of developing digital literacy skills at LSE.

The report concluded that "there is a clear need for digital literacy support for undergraduate students that is currently not being met by academic departments or training providers across LSE". (Lau, Secker and Bell (2015) pp39). SADL was successful in increasing students' confidence and knowledge in digital and information literacy. The project also improved staff knowledge of student practices and found that there is a wide range of abilities amongst the student population and between disciplines.

Going forward

For 2015/16 it is planned to open up the SADL project to all LSE Undergraduates, with places limited to 50 students. In order to increase the impact of programme the peer support aspect of the Ambassador role will be further developed and the Senior role will be vital in ensuring the sustainability and scaling up of the programme. Seven senior ambassadors have already been recruited and they will be given more resources and support and will be involved in the Ambassador recruitment process.

The students had several ideas on how to further the reach of Ambassadors including running regular surgeries for students and working more closely with the Student Union and student societies. These will be brought into the new programme along with greater guidance on the role with peer mentor training planned for all Ambassadors and Senior Ambassadors.

It is also planned that the student project will be given a larger part in the 2015/16 programme, with students being introduced to project at the launch of SADL and project tasks incorporated into each of the workshops.

The SADL team will work on communications to inform staff about the project and the impact it is having within LSE and more widely in the HE sector and staff development events where academics will be given an opportunity to meet SADL students. It is also hoped to explore opportunities for SADL to be included in core undergraduate programmes with one academic already in discussions regarding involving ambassadors in supporting students to use tablets and note taking apps.

Evaluation will continue in 2015/16 to gather ongoing feedback on the needs of LSE undergraduates and the benefits of this programme for graduates as they enter the workplace. It is hoped that improved collaboration between the Student Union, academic departments and academic support will raise awareness of the value of digital literacy skills and the benefits that can be gained from working with students as partners.

To find out more information about SADL go to the blog: http://blogs.lse.ac.uk/lsesadl/

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Managing Your Digital Footprint

Nicola Osborne and Louise Connelly, University of Edinburgh.

Introduction

Over the last year a team at the University of Edinburgh have been undertaking a project on the impact of personal tracks and traces online.

The "Managing Your Digital Footprint" campaign aimed to raise awareness as well as support students to make informed choices to manage and reflect upon the tracks and traces that they leave online. A parallel research project has also been investigating students understanding, experience and attitudes towards their own digital footprints and online presences.

Here we will discuss the project and highlight some of the most relevant initial findings and recommendations for information professionals.

Why undertake this campaign?

Like other higher education institutions, the University of Edinburgh has witnessed a steady increase in the use of social media by students and staff for a range of purposes, including teaching and learning.

Students frequently arrive at university with well established and sophisticated online presences, and there is an argument, often clustered around the "Digital Native" concept (Prensky 2001), that they are therefore exhibiting their comfort and understanding of digital spaces and information management. Despite the appeal of this idea, there is very mixed evidence on the actual digital literacy of young people, with Prensky's work superceded by more nuanced concepts such as "Digital Residents" and "Digital Visitors" (White and Le Cornu 2011), an idea which proposes a continuum of comfort, knowledge, and experience with digital spaces.

The popularity of the idea that young people are using technology, and are therefore well informed in how to use it effectively, may be familiar to ALISS readers. Research on information seeking behaviours of the so-called "Google Generation" or "Researchers of the Future" (CIBER 2008) have similarly found that frequent use and familiarity with technology may indicate better basic knowledge (e.g. Ofcom 2014), but does not necessarily indicate sophisticated critical and reflective skills that are required for effective use of that technology (Helsper 2014). Young people's use of social media and online spaces may also be sophisticated (e.g. Boyd 2014) but their personal strategies may not necessarily align with expectations and requirements of academic or professional contexts.

Whilst many of our current students have grown up with the internet, and may be confident in their skills, it is less clear how critically minded they are when it comes to their personal online presence. We were therefore keen to better understand our students' perspectives and experiences of their own tracks and traces, privacy and security, opportunities and risks online, and their reflections on how they present

themselves, and on how they connect and engage with others online.

What is a "Digital Footprint"?

As this project arose from a desire to help students curate their online presence, it includes but is not limited to the use of social media. For this reason the definition of "digital footprint" we use encompasses a wide range of tracks and traces:

> "It's the data you leave behind when you go online. It's what you've said, what others have said about you, where you've been, images you're tagged in, personal information, social media profiles, and much more."

The inclusion of "what others say about you" in our definition is intentional but also tricky: much of what forms a person's digital identity comes from posts and images shared by others, but these may often be beyond the control of the individual being talked about (Boyd 2014). The Managing Your Digital Footprint campaign focused on encouraging individual students to gain a better understanding of the opportunities and risks of different social media (Brake 2014), including practical advice such as limiting the risk of others' posts (e.g. through privacy settings); and raising awareness of how to report or get local support for issues if they occur.

Raising Awareness and Engagement Across the University

The awareness raising campaign began in September 2014 and was delivered by the Digital Footprints team working in partnership with academic departments, support services (including the library, Student Information Points, and Careers) and EUSA, the students association. Digital Footprint posters, digital display content, competitions, postcards, emails, articles, and a promotional video were distributed around physical campuses, online teaching and learning spaces, and social media. To maximise the impact and to ensure staff were aware of the campaign, a briefing document and wiki page were created and highlighted to all staff.

This publicity was designed to encourage students to engage with the campaign in more depth, via a substantial programme of workshops on digital identity, personal branding online, and managing online tracks and traces, via the website (University of Edinburgh 2015) or discussions in the campaign's social media spaces.

A survey (total responses: 587), distributed to around two thirds of all University of Edinburgh students in September 2014, also helped to raise awareness for the campaign, set a benchmark for student awareness, and fed into the associated research project. A follow up survey took place in May 2015 (total responses: 870).

The research project, funded by the University of Edinburgh's Principal's Teaching Award Scheme, is analysing the data from these surveys, which were also used to identify volunteers to be part of lab sessions on digital identity; and to attract participants for an intensive ethnographic tracing process. This work is enabling the team to gain an in-depth understanding of the ways in which students - at undergraduate, postgraduate and PhD levels and including online distance students - think about and manage their own online identity. The analysis of the research data is still underway at the time of writing.

Personal Safety and Wellbeing

Part of enabling students to take personal control of their digital identities is to ensure they feel safe and confident in using social media and other online spaces. Students therefore need to have some understanding of the affordances of these spaces, including privacy settings, security precautions, and reporting processes should problems be encountered.

Particular issues that have been addressed in workshops, blog posts and a podcast, and have also been investigated in the research, include negative experiences of digital footprints and engagement, such as bullying and trolling. In the two surveys students have also been asked to reflect on their own experiences of this type of issue, enabling the team to understand how common these negative experiences may be, the impact they may have and how the University can better support our students when they face these types of issues.

Initial analysis of the survey data indicates that negative experiences are commonplace: 4.4% (112 respondents) reported being bullied online, 11% (280 respondents) had experienced unwanted tagging of photographs online, and 17.9% (455 respondents) reported seeing someone sharing something that they did not think was appropriate.

Understanding Opportunities and Risks for Teaching and Learning

Whilst students do use social media primarily for socializing or personal use, it is also increasingly part of the formal teaching and learning process, or the informal peer learning and support structure that evolves alongside a programme of study (e.g. student led Facebook groups).

During the Digital Footprint campaign the project team have worked with colleagues across academic departments to ensure that students are aware of specific risks, opportunities and expectations in their field, as these can vary in seriousness and scope. For instance, in nursing, students may be considered para professionals from their first day at University, and therefore require a nuanced understanding of their profession's social media and online conduct policies and expectations in order to ensure their behaviour as a student - and any lasting digital footprints arising from it - do not jeopardise future employment prospects.

The Digital Footprint research data and analysis are now enabling the project team to better understand what implications current student usage, experiences, and attitudes towards digital footprints have for learning and teaching practices.

Initial analysis indicates that online presences and engagement are providing students with new opportunities to learn, develop relationships, and find employment. However, we have already identified some specific considerations for teaching and learning, for example concern from some international students about the safety and accessibility of some of the best known and most used social media tools – and the risk of missing out when peer support activities led by students largely occurs in these inaccessible spaces.

Students indicate that they seek support for using social media and online tools from their peers, through student handbooks, from University libraries and Student Information

Points across campus. The team is currently in discussion with schools and support services to ensure staff being asked for support, are themselves able to access the types of advice and information that students will be requesting.

Future plans

The initial Digital Footprints campaign has come to an end and is now being mainstreamed in the University of Edinburgh. Workshops to develop skills and encourage reflection on participants' online presence will run throughout the current academic year, with support available for both students and staff.

The Digital Footprint team are also putting together a range of resources for educators which will be available this autumn, including workshop resources, activity sheets, information on social media and the kinds of questions and approaches that can trigger reflective discussion and practice around online presence. These are aimed at teaching staff in Higher Education but should also be useful for the wider community of teachers and informational professionals.

As research analysis progresses we will also be sharing findings in presentations, publications and reports. We are interested in hearing from other organisations interested in getting involved in future research, or who may be interested in using our approaches in their own context.

Recommendations for Information Professionals

To conclude we wanted to offer some specific practical tips and questions, based on our experience of running the awareness campaign over the past year, which may be useful for information professionals in their own use of social media, or supporting students and colleagues to curate their digital footprints.

1. Think about what your digital footprints already look like. Try searching on Google or DuckDuckGo, use a tool like QuillConnect to explore tweets, etc. Reflect upon what you find.

2. Consider how you want to represent yourself online. Do you have a specific audience and purpose in mind? Are there goals you want to achieve? Thinking about how this can help guide curation and/or creation of your online presence.

3. Have you checked your privacy settings lately? Almost all social media sites provide quite fine grained privacy settings around posting, audience, tagging, commenting, etc. We recommend regular checking of these to minimise the risk of sharing more widely than intended, and to ensure others' posts have minimal negative impact on your digital footprints.

4. Change passwords, deleted old accounts, check connected apps, etc. as these will help you ensure that you have secure access to the spaces that matter and minimize the risk of hacking, data loss, etc.

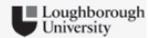To find out more about the project please take a look at the website, where you will also find contact details for the team: http://www.ed.ac.uk/iad/digitalfootprint/.

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Conference Review: Subject Librarians: time for a fresh look? University of Hertfordshire, 20th July 2015

Lisa Flint, Information Manager, University of Hertfordshire (Conference Organiser).

http://www.slideshare.net/LisaKFlint/presentations

On Monday 20th July over 100 Subject Librarians, Information Managers, Academic Liaison Librarians and librarians with a similar job role gathered for a conference entitled "Subject Librarians: time for a fresh look?" which was held at the University of Hertfordshire. This free event was organised by Lisa Flint (Information Manager, University of Hertfordshire) along with the team of Information Managers from the University. The day attracted delegates from a wide range of Universities and Institutions across UK and Ireland.

The event kicked off with a welcome from David Ford (Chief Information Officer at the University) and a presentation by Carolyn Smith, Information Manager, which set the scene. Carolyn drew on her own experience and talked about how her role and the information landscape has changed over the years, and her current thinking at the University of Hertfordshire. Carolyn went on to chair the morning sessions.

http://www.slideshare.net/LisaKFlint/carolyn-smith-university-of-hertfordshire

The day continued to explore the role of the subject librarian through different lenses. The keynote speaker Emma Walton, from Loughborough University gave an honest reflection on her experiences. She looked at changes in the sector, the academic landscape and the different models of subject librarians which exist. She introduced in interactive element into her talk by using Mentimeter (https://www.mentimeter.com/) to ask the audience "Name one task that you didn't do when you started out or are surprised is part of your role?" and also "What do you spend most of your time doing?". The results are below:

What do you spend most of your time doing?

Created using Mentimeter https://www.mentimeter.com/

Loughborough University

Emma concluded by saying that "we need to show our value and we need to proud of what we do!" which was a brilliant positive message to take through the day.
http://www.slideshare.net/LisaKFlint/emma-walton-subject-librarians-a-fresh-look

The second presentation was from Virginia Power (University of the West of England) about fostering good academic and library partnerships. Virginia moved from being a librarian into an academic role. She provided some insights into how she perceives the relationship on the other side of the fence. It was a fascinating insight, much of which resonated with the audience who often deal with academics on a daily basis. At the end of her talk Virginia provided some useful tips on how to engage with academics to achieve a common purpose.
http://www.slideshare.net/LisaKFlint/virginia-power-uwe

Refreshments followed and then there was a "Something to share" session where presenters had 10 minutes slots to talk about the innovative approaches they were taking in their institutions. A summary of each of these follows:

Student-centred support from London South Bank University. Alison Skoyles and Ros Smith looked at personalising information literacy in the form of skills days, assignment and referencing surgeries. They gave examples of some of the feedback they received and how they acted upon that.
http://www.slideshare.net/LisaKFlint/alison-skoyles-and-ros-smith-lsbu

Team-based approach to e-learning development was the focus of Andrea Packwood and Graham Fennell's talk. They are from Anglia Ruskin University and looked at the role of their Information Literacy working group and what sorts of tasks they are involved with. They finished with a summary of what their current focus is on.
http://www.slideshare.net/LisaKFlint/graham-fennell-and-andrea-packwood-ang

Alice Cann from Brunel University London looked at integrating employability into information literacy. She outlined activities such as working with the Careers team,

LibGuides and workshops. She used a study skills module as an example of how they changed their approach to make their sessions much more useful for students in terms of employability skills (included a presentation) which was a learning experience for the librarians, and worked well with students.
http://www.slideshare.net/LisaKFlint/alice-cann-integrating-employability

Lastly Diane Bell from City University London focussed on Engaging with students as co-creators of resources. City have a library Employability Group who have been creating a Careers collection, embedding employability in IL provision and creating an online employability guide. They took an 'experience based research' approach which has been used in the NHS and worked in into an HE model so that students would be working as 'partners' with them to create resources and training which was really useful and meaningful to them. From their case studies, information skills for employability and job searching came up time and time again, and so they developed three training courses to meet the needs of students.
http://www.slideshare.net/LisaKFlint/diane-bell-students-as-co-creators

After a much needed lunch, some lovely cake and time to network, the afternoon sessions focussed on new and fresh approaches to the role. The afternoon session was chaired by Angela Dimond, another of the Information Managers at the University of Hertfordshire.

Three new Subject Librarians from LSE (Indy Bhullar, Andra Fry and Daniel Payne) gave an insight into how they see their new job roles. Their presentation was called 'Dangerous Liaisons: learning from the past, looking to the future' and each of them reflected on what has gone well, what's not gone so well and the future of their roles and how they can prepare themselves for the challenges ahead.
http://www.slideshare.net/LisaKFlint/daniel-payne-indy-bhullar-and-andra-fry-lse-dangerous-liaisons

Creative Outreach Practices at the University of Huddersfield was the next presentation. Jess Haigh and Penny Dunn talked about their Teaching & Learning Group who work together to create induction materials each year, working with a theme to ensures a consistent message from all subject librarians. They talked about inductions, teaching sessions, subject guides and desk presence. They also try, wherever possible, to get out of the library, shout about their services and be as creative as possible. This has included roving and library play workshops with Lego. They have also worked with others including Wellbeing services with their Paws 4 Thought sessions, bringing in dogs to help students de-stress.
http://www.slideshare.net/LisaKFlint/penny-dunn-and-jess-haigh-univ-huddersfield

David Crossinggum and Sonya Lipczynska from Kings College London talked about how their role went from Information Specialists to Library Liaison Managers. They asked the question "What is Liaison?" as this was a major focus of their new roles. They talked about the challenges they faced explaining their new roles to academics and lessons learnt.
http://www.slideshare.net/LisaKFlint/david-crossinggum-and-sonya-lipczynska-kings-college

Sharon Laverick, De Montfort University, held the fort as her co-presenter Carol

Keddie was unable to attend. This presentation took a different aspect of the role as it concentrated on 'Predicting Trends in Trend Predictions: dynamic collection management'. She talked about fashion trend prediction packages which were being used, how they made them accessible and how they were used in teaching.
http://www.slideshare.net/LisaKFlint/predicting-trends-handout

The afternoon concluded with an intriguing titled presentation 'Where did I miss the 'Playing Sherlock Holmes' unit on my library degree course?' from Timothy Collinson and Greta Friggens University of Portsmouth, accompanied by a penguin. Timothy talked about their promotional campaigns which included Sherlock Holmes themed silent movie and Pablo the penguin. Greta told us about her new role with Enquiry Services, service timetabling and staff management.
http://www.slideshare.net/LisaKFlint/timothy-collinson-and-greta-friggens-uni-of-portsmouth

The Twitter hashtag for the day #UHSubjectLib was very active and lots of delegates tweeted about the event.

As there are very few events specifically aimed at the Subject Liaison role this event was welcomed by a large number of those who attended. The feedback at the end of the day was really positive, and many commented on how good it was to have something tailored in this way and went away enthused. The packed programme and breadth of speakers was well received. The feedback suggested some breakout sessions and more opportunities to discuss the themes in more detail would have been useful. Although this was not possible on the day it may well lend itself to a future event.