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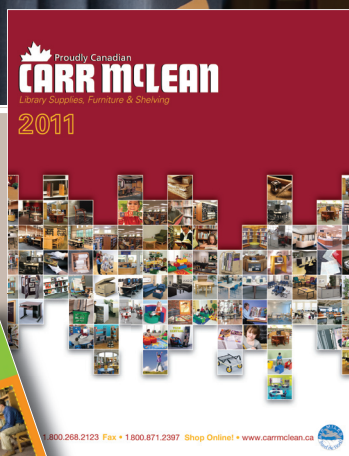




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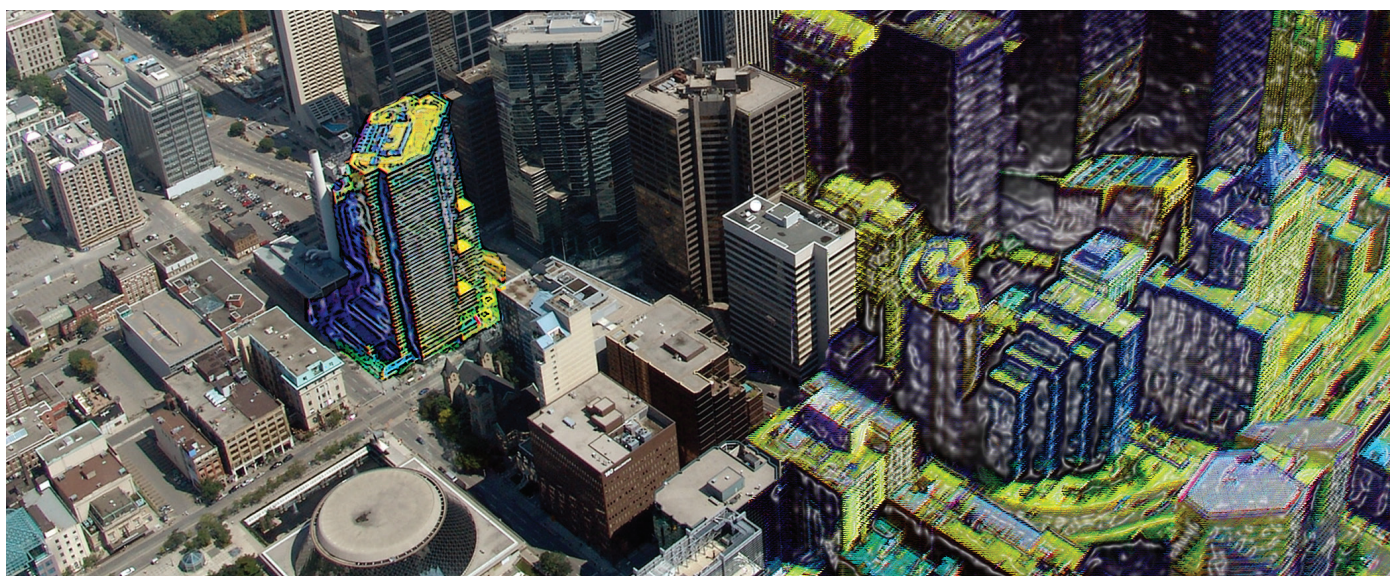
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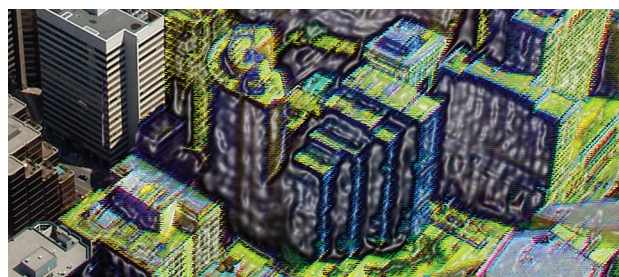
BY JIM BRETT, KATHY DEITER, PAMELA JACOBS, AND YVONNE PATCH

Practice really does make perfect, especially when it comes to aspiring library workers and the dreaded "job interview." That's what compelled Jim Brett & Co. to establish a mock interview program at the OLA. Here are the new program's helpful details ...

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Access is the official magazine of the Ontario Library Association, published quarterly for members as a continuing education service to keep them informed of its activities and of events, trends, and issues affecting the association as well as libraries all across Ontario and beyond. The magazine is a forum for discussion, a place for news, and a source of ideas for the development and improvement of librarianship in the province.

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On the cover: In this issue, author Pauline Dewan questions whether academic libraries should be venturing into public library territory.

Cover photo created by Brian Pudden, OLA.

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from the editor

By **Wayne Jones**

Welcome to the winter issue of **Access**.

As I write this, I am between thoughts about two different conferences. I'm about to attend the Charleston Conference (with lots of sessions about acquisitions and e-resources) and I'm preparing, mentally at least, for OLA's Super Conference. Two of the big things on the agenda for *Access* are a revamping of the website and a review of the magazine's regular columns and divisional features.

The main concern around the latter is ensuring that we are not failing to provide articles, comments, or news about issues that the readership – that is *you*, the OLA members – are expecting to find here. We already have an excellent suite of regular contributors, but there's always the possibility that there are some obvious gaps that have not been so obvious to me. We'll be discussing this at the *Access* editorial board meeting during Super Conference, but in the meantime if there are gaps that you've noticed yourself, when you've wondered "How come I never see anything about Topic X in *Access*?", then I'd really like to hear from you.

As for the website, some of you may not even know that we've had a substantive one for a couple of years now: it's at accessola.com/accessonline. There's an excellent regular column that appears there only online and not in the print magazine (Random Library Generator by Robin Bergart: but see page 26 of this issue), and there are feature pieces, too, that appear only online and not in print for various reasons. You'll also find the full text of Ontario Snapshot and of Flashpoint online as well. In addition to that, the main content is short excerpts from the contents of the most recent print issue, but we've come to the conclusion that the website could and should provide much more than this, and so we're planning to turn it into an engaging space with much more full text and web features. Watch for news on that soon.

And as for the issue in hand, I'm confident that you will find something (or lots) of interest. As I write, we haven't quite received all of the pieces that ultimately made it into the issue, but I know you can read about, for example, how the web "sucks," as Michael Ridley puts it, so much so that it would be good if we could start over. Jim Brett, Kathy Deiter, Pamela Jacobs, and Yvonne Patch describe their "mock interview" initiative, which has been very successful in giving new librarians the experience of a fake interview so that they can be better prepared when the time comes for a real one. Amanda Etches-Johnson writes about the increasing popularity of location-based social networks, and how they have become much more than just a way to tell your friends where you are right now. Catherine Baird and Cecile Farnum write about the importance of engagement marketing in libraries: start talking *with* your customers and not just *to* them. Luanne Freund brings us up to date on her LIS research about how different people approach and react to electronic government information. And Christina Hwang has the Last Word about the difference, if there is one, between originality and authenticity, and what it means for what's plagiarism and what's not.

In between those you'll also find other excellent pieces about noise in libraries, Knowledge Ontario, the new Fort Frances library, digital history, the changing role of the librarian, collecting popular fiction in academic libraries, mobile augmented reality, Librarians Without Borders, l'École des sciences de l'information de l'Université d'Ottawa, a preview of the upcoming conference of the Ontario Association of Library Technicians ... and more. Enjoy!

Oh, and please let us know what you think of the new cover.

.....
Wayne Jones is Head of Collection Development and E-Resource Management at Queen's University and Editor-in-Chief of Access.
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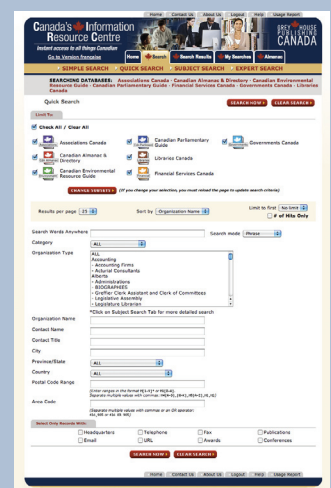
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LIBRARY NEWS, PROGRAMS,
AND RECOGNITION

Students' Choices Create Buzz at SCI Library

Twenty-four students from Stayner Collegiate went on an October book-buying trip to Chapters. The group included Library Advisory Committee members as well as students who are not frequent library users. The purpose was to get a cross-section of students choosing books to appeal to a wider range of students.

Their book choices were diverse and reflected what they wanted to see in the library. So even though library staff may not have chosen *How to Survive a Garden Gnome Attack* or *The Bro Code*, they were the first books checked out back at school.

The trip created a buzz in the school about the library. Many students from the trip, including those not usually in the library, have since signed out books and have returned to see if the books they chose are popular with other students. The question on many students' lips: "Where are the books that the students bought for the library?"



Every Kid Gets A Card

The Ottawa Public Library wrapped up its Every Kid a Card (EKaC) campaign with a Big Wheels event on Saturday, October 2, at the Nepean CentrepoinTE branch.

Hands-on family fun was had by hundreds of kids of all ages. They explored trucks, emergency vehicles, and the Bookmobile. Spartacat, the Ottawa Senators' mascot and honorary EKaC campaign chair, was on hand and brought along the Ottawa Senators' inflatable structures for kids to play on. Fire fighters, paramedics, and drivers of other "big wheels" explained how their specialized vehicles help them do their jobs.

Local children, City Librarian Barbara Clubb, Spartacat, and Jane Venus, Manager of Children and Teen Services, unveiled the total of kids who participated in the EKaC campaign.

The EKaC campaign took place from August 16 to September 24. Children who signed up for or renewed their Library card got cool stuff and a chance to win prizes.

Centennial College Talks with Its Books

Centennial College Libraries has held its first Human Library with great success. The Human Library is an international initiative to promote dialogue and discussion with the aim of reducing prejudice. Some of the Centennial Human Book titles included: High School Drop-out to Executive, A Day in the Life of a Videojournalist, and Vegan for Life. The event took place October 18-21, with one full day at each of four campuses. Student participation was high, and feedback consistently enthusiastic and positive. Details of the event, and a link to the Human Library online booking system, which was developed in-house, can be found at library.centennialcollege.ca/humanlibrary2010.





Pass the Book, Please ...

The Oshawa Public Libraries' hosted their second annual Pass the Book program this summer. *The Factory Voice* by Jeanette Lynes was selected for this community reads program, which was launched in May in partnership with six Durham Region public libraries. The four-month promotion featured many library programs based on the book's main themes of wartime and the homefront, airplanes, factories, and working women. It culminated in an author event on September 24 at Oshawa's Jubilee Pavilion, complete with a 17-piece orchestra, swing dancers and plenty of people in period 1940s dress. It was a great success!

— Nicole Adams, Readers' Advisory Librarian, Oshawa Public Libraries

MOHAWK COLLEGE LIBRARY GOES MOBILE!

In September, the Mohawk College Library released a mobile version of its website in beta. The site features a simplified interface that lists key library services. Users on the go can connect to mobile versions of the library's chat service, blog, research databases, LibGuides, RefWorks and more. Take it for a whirl by clicking the mobile link from TheBRAIN (brain.mohawkcollege.ca). Also in September, Mohawk College released the Mohawk College iPhone app with the library's chat service bundled within it. The app can be downloaded from iTunes (tinyurl.com/mohawkmobile).

WHERE CULTURE MEETS COMMUNITY

Pembroke Public Library promotes a wide range of local culture. A revolving art gallery located on the main floor gives an opportunity for local artists to display their paintings and sketches. For tourist and local attractions, several pieces of art in a variety of mediums were hung throughout the library this summer in partnership with Pembroke's Art Matters Downtown Studio Tour. September saw Pembroke Public Library's Culture Days, which connected five local artists and their crafts with patrons for hands-on opportunities. The library staff and patrons continue to be pleasantly amazed as many artists choose Pembroke Public Library to showcase their work and their talents.



Artist Barbara Blackstein hangs her paintings in the Gallery while Jenny Brophy (lower left) prepares to teach a Jewelry Making class.

The Learning Commons' Living Library

R. H. King Academy students in Toronto are engaged in a human library project called the Living Library. Based on principles of work in Denmark and Europe, the project fits well with the Learning Commons (OSLA) initiative which encourages school libraries work to consciously connect learners with local community organizations and resources. Working collaboratively, co-operative education teacher Peter Robertson and teacher-librarian Lois Lorimer Nunn pair student "readers" with "living books" using a career theme. "Books" are people from a variety of professions and trades who bring their career expertise and educational histories to students. Living books meet with students in a face-to-face, 20-minute interview in the library. Current "books" in their collection include: corporate lawyer, social workers, arts administrator, real estate agent, youth outreach worker, public health nurse, and information visibility expert. The students are enjoying their "books" and the adults are happy to enrich student learning.



Wilfrid Laurier University is turning 100 and the Laurier Archives is pleased to participate in the year-long celebrations running from October 2010 until October 2011. The Laurier Archives, which houses the historic records of the university beginning with the founding of the Evangelical Lutheran Seminary, is sponsoring two centennial projects.

The Stories from the Stacks short documentary video series (youtube.com/LaurierArchives) celebrates some lesser-known moments in Laurier history, and attempts to share some of the treasures of the Archives with students, alumni, and members of the public who might otherwise not visit the reading room. The Laurier Archives Centennial Writing Contest challenges undergraduates to write an essay about Laurier history based on primary research.

For more information about Laurier's centennial celebrations, please see laurier100.ca.

Ryerson Librarians Publish Book on e-Reserve Services

Ryerson librarians Ophelia Cheung, Susan Patrick, and Dana Thomas recently co-authored *New Approaches to E-Reserve: Linking, Sharing and Streaming*, published by Woodhead in 2010. Aimed at academic library practitioners, this book describes how e-reserve services can evolve and adapt to the changing virtual learning environment of higher education. It includes detailed descriptions and extensive step-by-step illustrations to provide readers with the tools required to implement the techniques discussed in the book. These combine to offer practical insight into common issues faced by academic institutions worldwide.



TOURISM & CULTURE MINISTER TOURS STRATFORD PUBLIC LIBRARY

August 26 was a red letter day for Stratford Public Library as CEO Sam Coghlan and Board Chair Ted Boniface welcomed the Honourable Michael Chan, Minister of Tourism and Culture, for a tour and discussion at the library. The event was arranged by Perth-Wellington MPP John Wilkinson, who accompanied the Minister.

SPL's Information Technology Development Librarian, Krista Robinson, demonstrates how social media is integrated into the online catalogue. From Left: The Honourable Michael Chan, Krista Robinson, John Wilkinson, Sam Coghlan.



Guelph Voices of Open Access

As one of the 900 participants in 94 countries celebrating Open Access Week International, a team of Research Enterprise and Scholarly Communications librarians partnered with CU Expo 2011 and the Research Shop to hold a session in the social innovation centre of Guelph. Guelph Voices of Open Access connected scholars and community members to this global movement. Speakers included Mike Ridley, University of Guelph's Chief Information Officer, and UofG faculty member Beverley Hale.

Jane Burpee, Research Enterprise and Scholarly Communications Librarian, welcomes and introduces the speakers.

Photo credit: Chris Charles

EFFECTIVE MARKETING FOR PLs

On October 6, public library representatives from across Ontario gathered at the Fairmont Royal York in Toronto for Ontario Library Service – North's (OLS-North) Marketing Symposium 2010. The Marketing Symposium was a full-day event focused on creating and implementing effective marketing initiatives for public libraries.

With an inspirational kick-off speech by Arlene Dickinson of CBC's *Dragon's Den*, the attendees enjoyed sessions on Libraries in the Marketing Landscape, Marketing Plans, Provincial Library Campaigns, and Media Relations. Those public library representatives that could not attend the symposium had the opportunity to view the sessions online via webcast.

This project was made possible by funding from the Library Strategic Development Fund from the Ontario government through the Programs and Services Branch of the Ministry of Tourism and Culture.



Grant Kaiser, Manager of Marketing and Development, from Calgary Public Library (CPL), shares the marketing endeavours of CPL.

Showcasing Inclusive and Accessible Library Services

During Public Library Week (October 2010), OPLA launched a series of short videos depicting accessible library service scenarios. The purpose is to show a common-sense approach to providing an inclusive library services for persons with a disability. The videos are freely available from OLA's website and can be used as a training tool in combination with other resources. The project was developed in response to the Accessibility for Ontarians with Disabilities Act (AODA) standards.

This project was produced with support from the government of Ontario's EnAbling Change Partnership Program. Under this program the Ontario government provides funding for strategic partnership projects with organizations that have the vision, leadership and commitment to make a significant impact on improving accessibility for people with disabilities across an industry or sector by promoting compliance with the AODA and accessibility standards. OLA thanks the Accessibility Directorate for its contribution and support of this video project.

The Partnership Retreat

The Partnership is comprised of the provincial and territorial library associations. The group meets twice a year in Toronto and has a series of sub-committees. The purpose is to work collaboratively so that each library association can offer member services and programs effectively. The Partnership currently offers the Education Institute, the *Partnership Journal*, and the Partnership Job Board. In development via the Library Association of Alberta (LAA) is a professional development certification program that enables people to track their professional development and learning activities and includes a point system. The final report on this project will be available to the Partnership and OLA members in the spring.



Photo of the Partnership at the Toronto August 2010 meeting – representatives from every province and territory attended.

OLA Staff Update

Beckie MacDonald, MLIS, has joined the OLA as Manager, Member Services. Some of the projects Beckie is working on include member communications, program development, and membership renewal processes. Please contact Beckie with ideas or suggestions at: bmacdonald@accessola.com.

Library Technology Trends Study

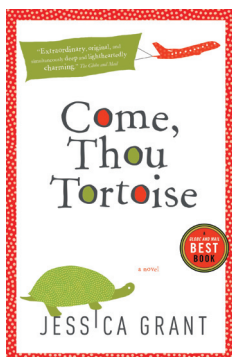
Working jointly with Knowledge Ontario, the Ontario Library Association, and the Federation of Ontario Public Libraries, ERK Consulting was hired by Southern Ontario Library Service to examine major new trends and developments in integrated library systems including federated search, open source, and other trends, and identify potential solutions and directions for Ontario libraries. The report is now available at the SOLS "\$15 Million" site at [library.on.ca/ministryprojects/\\$15MillionInvestment/FeasibilityStudy.htm](http://library.on.ca/ministryprojects/$15MillionInvestment/FeasibilityStudy.htm). See the PDF under "Projects."

OLA's

Forest of Reading®

a project of the Ontario Library Association

Readers voted *Come, Thou Tortoise*, by Jessica Grant (Knopf, hardcover; Vintage, paperback) as their top pick in the Evergreen reading category. Thanks to all public libraries who offered the program to their adult patrons. We challenge all OLA members to read *Come, Thou Tortoise* before the Super Conference in order to join in on the One Book, One Conference discussion!



May 11 and 12, OLA and Authors at Harbourfront host the Festival of Trees. We expect 8,000 kids ranging from Grades K through 12 to attend and to cheer for their authors and illustrators. Tickets will go on sale soon from Harbourfront Centre's website.



OLA's

Strategic Directions

Innovation. Collaboration. Leadership.

OLA's Strategic Plan Update

Here's a quick update on where OLA is with the new strategic plan. Visit the website for more detail. Want to get involved? Have questions? Have ideas? Contact Shelagh at: spaterson@accessola.com.

Growing career paths and potential: our focus this year is on beginning to develop a virtual Super Conference experience to reach a broader audience, and to ensure those living a costly distance from Toronto have options to participate.

Collaborating to extend libraries strategic voice: we are developing an advocacy team who will determine advocacy priorities in conjunction with the membership. Our goals are to proactively and collaboratively identify and respond to issues that are important to libraries.

Transforming ideas into solutions: under consideration: ideas forum, initiating an OLA Presidents forum to identify and advance new ideas.

Strengthening our organization: this is the goal we are focusing most effort in year one as it will be the foundation that enables us to reach our other priorities over time. We are focused on ensuring we have the resources we need to move forward; the development and implementation of an association IT plan including a website re-vamp and e-communication platform.

In Memoriam

I think many of us were unhappily surprised to learn that Norman Horrocks had passed away. While perhaps well into the senior years age-wise, Norman had such a youthful outlook and energetic approach to everything that his death just seemed premature. My Norman Horrocks stories are similar to others. He introduced himself to me at a library conference when I was a relatively freshly minted librarian. He learned about what I was passionate about with respect to libraries and over the years we would re-visit these conversations. Norman was an advocate for accessible library services. He attended and covered the Dr. Dayton M. Forman Memorial Award (an event I was responsible for while at CNIB Library) at every CLA Conference. He just made you feel special and that you had something worthwhile to contribute. I thought I had lots of time to continue the conversation with Norman. He is so missed.

Shelagh Paterson, Executive Director, OLA



Norman Horrocks, 1927 – 2010. Professor Emeritus School of Information Management, Dalhousie University. Norman was the recipient of a number of well-deserved honours for his contributions to library and information science, among them Officer of the Order of Canada and the Kaula Gold Medal and Citation.



Should Academic Libraries

Students often ask where to find popular reading material in their academic library – especially at the beginning and end of term. They want to browse the shelves to find a good book to read. We can direct them to genre subject headings in the catalogue or the literature call-range areas in the library, but LC was not useful for browsing fiction. We can also direct students to the local public library, but if the library is not close, or if the weather isn't the greatest, students may find this proposal inconvenient and may therefore turn to another activity altogether. There are certainly enough reasons against stocking popular reading materials in an academic library: budgetary and spatial constraints, a perceived collection policy conflict, and a lack of certainty about our role in this matter. Should we buy books that are traditionally associated with public libraries?

Three recent trends in university and college libraries have prompted academic librarians to reconsider their notions about popular reading collections: the promotion of user-focused libraries, the recognition of the need to attract patrons to libraries in the digital age, and the necessity of promoting literacy at a time when it has reached its lowest levels are three important reasons for revisiting this issue.

Trend Towards User-focused Libraries

Adapting to the needs of the contemporary user is one of the biggest challenges that academic librarians face today. According to the OCLC report, *College Students Perceptions of Libraries and Information Resources*, students prefer a self-serve environment, have somewhat outdated views of libraries, are very satisfied with information from the internet, use libraries in inverse proportion to their increased use of the internet, and believe that libraries lack relevance in their lives (De Rosa, Cantrell, Hawk & Wilson, 2006). In recent years, many academic libraries have responded to these realities by shifting their focus to the user's perspective. The very survival of the academic library, argues Woodward in *Creating the Customer-Driven Academic Library* (2009), is dependent on understand-

ing and responding to the needs and preferences of patrons. According to ACRL, one of the top 10 assumptions for future academic libraries is that students will increasingly view themselves as consumers with high expectations for customer-driven service (Mullins, Frank, Allen & Hufford, 2007). Creating a leisure reading collection is one way of accommodating student needs.

Revitalization of the Library as Place

Many students today believe that almost all information is available online. Research indicates that 89 percent of college-age students begin an information search with a search engine (De Rosa et al., 2006). Most students also quickly discover that the library's electronic databases can be accessed from home. If patrons believe that they no longer need to visit the library, we must show them that we offer more than just online resources. A recreational reading collection can serve as an incentive to attract patrons.

It is the novice user and the non-library patron in particular that we need to attract through outreach efforts. For many of these students, the academic library can be an intimidating place. User-friendly services that promote leisure can counteract this negative perception.

Promotion of Literacy and Lifelong Reading

The declining interest in reading today, especially in college-age students, is a sobering reality, according to four major studies. The authors of the OCLC survey conclude that today's college students are reading less and using libraries far less frequently than they had been in the past. The National Endowment for the Arts's Reading at Risk survey and *To Read or Not to Read* report indicate not only a steep decline in reading over the last 20 years but, more importantly, a particularly sharp drop-off in the reading habits of 18- to 34-year-olds. And in Canada, according to the Department of Canadian Heritage (2005), 16- to 24-year-olds constitute the lowest percentage of heavy readers in the population.

es Collect Popular Fiction?

Since research increasingly demonstrates the correlation between reading, cognitive development, verbal skills, and academic achievement, these findings on the decline of reading are especially disturbing. Fostering literacy and lifelong reading should be our top priority. Students will not develop the habit of reading or become lifelong readers until they experience the joy of reading. In *Reading Matters* (2006), Catherine Ross points out that reading is an acquired skill and that pleasure is the motivating force which inspires readers to spend the thousands of hours it takes to hone the skill and make it an effortless and enjoyable activity.

Leisure reading provides opportunities for the type of focused and sustained reading that students are doing less frequently since the advent of the internet. Electronic multitasking and online reading are reducing students' capacity for concentration and contemplation, hindering their ability to interact with texts. Screen-based reading – characterized by browsing, scanning, keyword spotting, and non-linear activity – is replacing in-depth and concentrated reading. The implementation of a popular reading collection does not have to be a complex or expensive undertaking. A hundred books and a few comfortable chairs in a learning commons area or close to an in-house coffee shop will attract patrons. By creating such a collection within the campus boundaries, librarians will increase the likelihood that students will turn to reading as a pleasurable activity, one that will foster the communication and critical skills that they need to succeed. At a time when students' reading skills are dramatically declining, and their perceptions of libraries are at an unprecedented low point, can you afford not to implement a popular reading collection in your academic library?

Note

This article has been adapted from its longer version in *College & Undergraduate Libraries* 17.1 (2010).

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Mobile augmented reality is the tech trend everyone is talking about, and with good reason. Not only does it offer librarians amazing opportunities to connect with their patrons, but with recent technological advances the barrier to entry has been significantly lowered for those who would like to develop their own augmented experiences. But if we are to apply it effectively, it may require a shift in how we think about the relationship between our patrons, information, and location.

Mobile augmented reality is a technology that allows computer-generated content to exactly overlay the physical world, from buildings to books, in real time. While it was first developed in the late '60s and originally required head-mounted displays and backpacks full of equipment to position and view digital content, advances in the technology and the rise of affordable smart phones have made it available to everyone. Working through a combination of a mobile phone's camera, compass, accelerometer, and Global Positioning System (GPS) to identify a patron's location and field of view, it can be used to place a variety of data, from text to 3D objects, in a specific geographical location. Anyone with a smart phone and the right application can then view that data through the phone's camera.

Not surprisingly, the technology is being adopted quickly. For example, the Dutch company Layar released its free Augmented Reality Browser for both the Android and iPhone in late 2009, and it now has 2.2 million users worldwide. Its more than 700 "layers" provide location-based information about everything imaginable, from directions to the nearest coffee shop to displays of virtual art objects. This year the company Hoppala in co-operation with Layar released Augmentation, an application that allows those with no technical expertise to create media-rich augmented reality experiences, thereby giving anyone the ability to experiment with the technology.

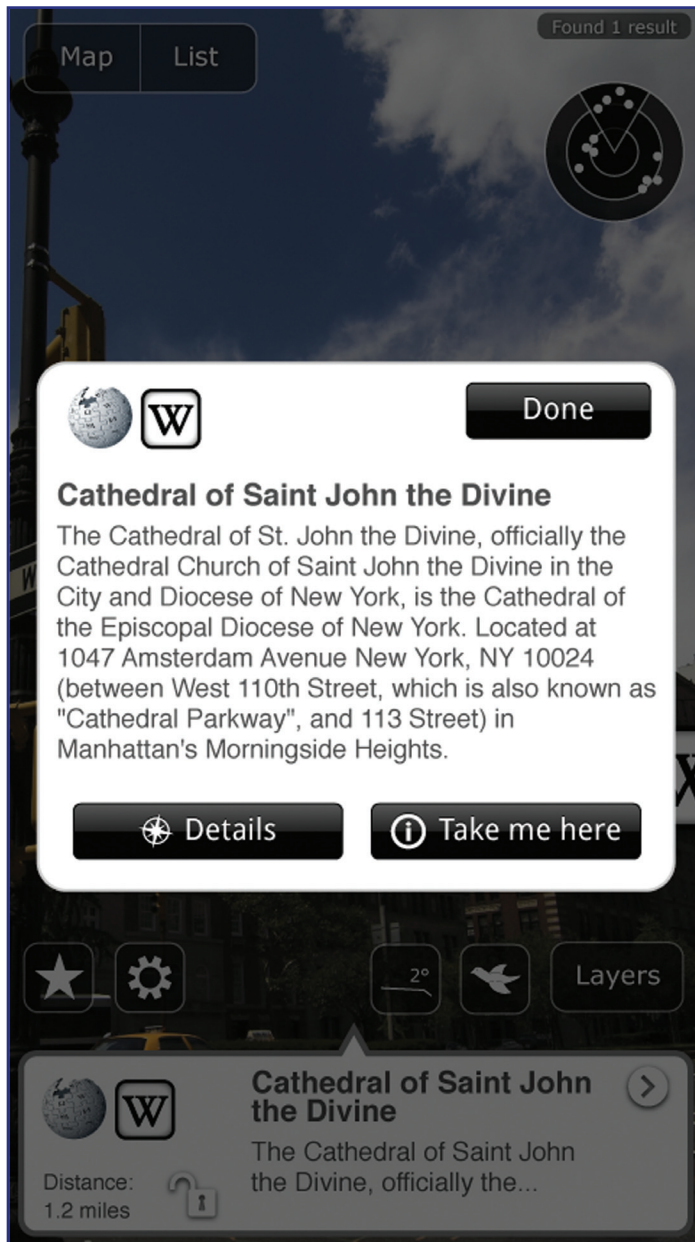
While companies like Layar have removed many of the technological obstacles for people who would like to create their own augmented reality experience, its implementation still presents a number of sociological challenges. As we move away from the desktop environment to a situation where virtual information is integrated into specific physical locations, we are forced to deal with new levels of complexity arising from how our patrons understand and experience place.



AR Layar 1: Layar's augmented reality application shows the direction to a local point of interest, giving the distance to its location.

FACING (AUGME The Challenges

By Fiacre O'Duinn



AR Layer 2: The application can then display information available from Wikipedia about that location.

While the defining characteristic of mobile augmented reality is its ability to connect information to a set of geographic coordinates, our understanding of our location goes beyond a mere point on a map. Physical location or place consists of elements such as landmarks to locate ourselves by, and entrances and exits for transitions from one place to another, and our understanding of place can often define who we are by what we do there. Any new form of computer-generated information we embed in a specific place via mobile augmented reality should respond to the information needs and activities of the people who occupy those places, and often these needs and activities are best understood from a sociological rather than technological perspective. Therefore, we may need to begin thinking sociologically about augmented reality and the relationships among information, place, and our patrons.

To think sociologically we need to understand how the information supplied by mobile augmented reality must enhance patrons' perceptions of specific locations and integrate it with their understanding of who they are in those places. For example, while an individual patron may speak English at work, she may speak another language at home or when she is at a club with friends. To satisfy her information needs at different locations via augmented reality, her library would have to be aware of how her understanding of who she is changes from one location to another and provide information in the language suitable to that location.

So if location defines need and meaning when it comes to information, what does it mean to augment reality? Libraries are currently developing exciting projects, from augmented walking tours to improving access by combining augmented reality with QR codes, demonstrating our ability to engage with and adopt new technologies. But as we move forward, we have to beware of the concept of a seamless "reality" that is "augmented." We need to ask whose reality are we augmenting and what are we augmenting it with? Once we are able to answer these questions we will be closer to our goal of creating meaningful information for our patrons.

Fiacre O'Duinn is a Cataloguing Librarian at Hamilton Public Library and blogs at Library Bazaar (librarybazaar.com) about social media, maker culture, and the impact of emerging technologies on libraries. fmoduinn@gmail.com

MENTED) REALITY

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L'ÉCOLE DES SCIENCES DE L'INFORMATION

INFORMEZ-VOUS!

Par **Lynne** Bowker

Établi en 2007, l'École des sciences de l'information (l'ÉSI) de l'Université d'Ottawa vise à répondre aux besoins de la population – dans la région de la Capitale nationale et ailleurs – afin d'avoir accès aux services de l'information et de documentation de pointe, dans les deux langues officielles. L'ÉSI prend en charge la formation de la prochaine génération de professionnels bilingues de l'information : des travailleurs de savoir qui appliquent leurs facultés intellectuelles à la gestion, à la recherche et à la communication de l'information.

Pour assurer la validité et la pertinence de nos programmes, l'équipe de l'ÉSI a établi une étroite collaboration avec la communauté professionnelle. Par exemple, les membres de notre Comité consultatif externe – qui assistent aux décisions portant sur l'élaboration des programmes d'études, le recrutement et le marketing, et la planification stratégique, entre autres – viennent du secteur public, du secteur gouvernemental et du secteur académique. L'ÉSI collabore aussi avec les associations professionnelles, telle l'Association canadienne des bibliothèques, et participe dans des initiatives comme la BibliothèqueGéni@le. De plus, le corps professoral comporte non seulement des professeurs chevronnés qui font de la recherche dans le domaine des sciences de l'information, mais aussi ceux qui travaillent dans des domaines connexes (informatique, communication, gestion, droit, etc.), ainsi que des professionnels qui enseignent à temps partiel et qui partagent avec leurs étudiants l'expérience acquise dans le milieu du travail.

Le programme de maîtrise en sciences de l'information (MSI) propose deux spécialisations – la gestion des services d'information et la politique de l'information – qui mettent l'accent sur les nouvelles technologies. La MSI a pour but de former les personnes qui s'orientent vers les responsabilités administratives dans les services d'archives, les bibliothèques et les centres de documentation au Canada et qui peuvent travailler dans les deux langues officielles.

Ce programme de deux ans consiste en seize cours, sélectionnés parmi des sujets tels que : courants actuels de la gestion des services d'information; l'organisation de l'information; la recherche de l'information; l'interaction homme-machine; les bibliothèques numériques; le contexte

social de l'information; l'information et la loi; et la philosophie et la pratique dans les professions de l'information.

La MSI comporte une option en régime coopératif, y compris un stage de huit mois, qui permet aux étudiants de comprendre le monde du travail et de développer leurs aptitudes et leurs connaissances professionnelles. Les employeurs sont recrutés d'une gamme de centres de documentation et services bibliothécaires dans la région.

L'ÉSI s'adresse aussi aux professionnels en milieu de travail qui souhaitent assumer des responsabilités de leadership dans le domaine des sciences de l'information. Le Certificat d'études supérieures en sciences de l'information offre une formation continue en perfectionnement professionnel. Ce programme d'études consiste de cinq cours et est adapté de façon individuelle en fonction du montant de formation préalable et d'expérience déjà acquise, ainsi que des objectifs de carrière de la personne.

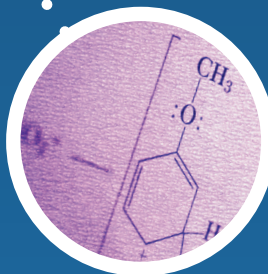
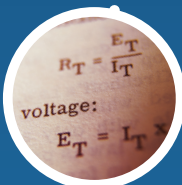
Le caractère bilingue de l'ÉSI le distingue des programmes semblables en Amérique du Nord : les étudiants suivent un minimum de 25 % du programme dans leur langue seconde.

Les étudiants de l'ÉSI arrivent sur les lieux avec des formations et des expériences très variées, qui contribuent à une atmosphère stimulante. Ils ont créé une association très dynamique – l'Association des étudiants en sciences de l'information/Information Studies Student Association (AÉ-SISSA : aesissa.com).

L'avenir, c'est l'information. L'ÉSI peut vous aider à l'exploiter. Informez-vous ! esis@uottawa.ca, 613-562-5130, www.esi.uottawa.ca.

.....
Lynne Bowker, professeure agrégée à l'École de traduction et d'interprétation de l'Université d'Ottawa depuis 2002, est aussi professeure à double affectation à l'École des sciences de l'information (ÉSI) depuis sa création en 2007. En juillet 2010, elle a été nommée directrice de l'ÉSI. Elle a obtenu son doctorat en génie linguistique de l'Université de Manchester, en Royaume-Uni, et sa recherche porte sur les technologies de la traduction.

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MOCK INTERVIEWS

By Jim Brett, Kathy Deiter, Pamela Jacobs, and Yvonne Patch

We've all been there at some point – applied for a job, got the interview ... then panicked. What will they ask? How should I respond? How should I act? How do I prepare?

Those of us who have been involved in mentoring are well aware of the mystery that seems to surround the job interview process. In keeping with the old adage that practice makes perfect, many organizations provide mock interview opportunities to support new professionals and help them develop the skills required to succeed in their job search. Mock interviewing can build confidence and show new professionals how to best relate their skills and experience. In thinking about new ways to support our members and those just graduating into the profession, several of us asked if OLA could run a mock interview programme. The OLA already provides support for job seekers through the cover letter and résumé critiquing services available at the Super Conference's Career Centre. It seemed the natural venue to provide a “real world” interview experience.

Leading up to the 2010 conference the authors planned a mock interview program that would form a major part of the Career Centre's activities. Our idea for the pilot project was to model two interview streams: one for academic and one for public library positions. We created a job description, and interview questions for each library stream. We framed our questions around established professional competencies in order for interviewees to have experience in

exploring ways to demonstrate their skills and behaviours. These interview questions encouraged “candidates” to provide examples of their strengths in various expected skill sets for professional librarians.

Prior to the conference, OLA promoted this new activity via its listservs and enabled online registration for the candidates and the volunteer interviewers. The candidates completed an online form indicating their preference for an academic or public library interview as well as preferred dates and times. At the same time an online form was posted for our professional colleagues to find out who might be interested in volunteering to conduct either an academic or public library interview. Once we had responses from both interviewees and interviewers we drew up a schedule for the sessions and notified all involved. We also asked that interviewees submit a résumé and cover letter prior to the sessions.

We received a very enthusiastic response. More participants signed up than we had slots for, so we improvised some extra sessions and interview space. We even conducted mock interviews in a curtained-off area underneath the escalator in the basement of the Convention Centre. A total of 16 people participated in the mock interviews, which were conducted

A NEW OLA CAREER DE



by 13 volunteers from 11 different institutions. The Career Centre, located in the lower lobby, had some dedicated cubicles for interviews. The interviews were conducted on Thursday afternoon and all day Friday during the conference. Each interview was scheduled for an hour. Although the format varied somewhat depending on the interviewers, the aim was to both conduct the interview in as realistic way as possible and also to make sure there was time to provide constructive feedback to the participant. Also included was a review of the cover letter and résumé or curriculum vitae that the interviewee brought with them.

Following the conference a web survey was sent to mock interviewees, and an informal survey was conducted of the volunteers who participated. The survey of interviewees had a 69 percent response rate and the responses were very encouraging. All of the survey respondents rated the overall value of the mock interviews as either good or excellent and all believed that mock interviews should continue to be offered by the OLA Career Centre at Super Conference.

In April, we conducted mock interviews at the iSchool at the University of Toronto. This time 15 OLA volunteers from seven different institutions interviewed 19 iSchool students. A

survey of the interviewees clearly demonstrated that this is a much-needed and appreciated service – more than 80 percent of the participants rated the overall value of the mock interviews as excellent. Participants found the interviewers to be kind, generous, and encouraging and appreciated the positive and constructive criticism they received. Last July, at the invitation of the CLA Student Council, we took the mock interview event to FIS at the University of Western Ontario. Once again the feedback we received was extremely positive – we’ve been asked back for the fall semester.

We are currently in the planning stages for Super Conference 2011, where we plan to continue and expand the mock interview program. If you are interested in either volunteering to conduct mock interviews or being an interviewee, watch the OLA listservs and Super Conference program for details. For more information contact Pamela Jacobs (pjacobs@brocku.ca).

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DEVELOPMENT ACTIVITY



Readers Warmed by

By Michele Camacho

The dream of a new public library for the town of Fort Frances began in 1995, 15 years before its realization. The existing library, having served its purpose for many years, was cramped and lacked space for library programs, community use, staff work areas, and storage. In addition, there was limited parking, which deterred library use. The library board wanted a first-class facility that would improve service and attract new patrons, including professionals and business people. The board applied for and received funding from the Ministry of Culture to get the project started.

The town formed a Building for the Future Committee consisting of Project Manager, Brian Avis; Joyce Cunningham, Chair of the Library Board; Margaret Sedgwick, CEO; Mark Kowalchuk, Campaign Chair; and George Bell, Director of Community Services. As they toured many new libraries across Ontario, CEO Sedgwick was impressed by the unique designs and functionality of the Chamberlain libraries. In July 2007, they selected Chamberlain Architect Services Limited as their prime consultant and began the planning, design, and construction.

Project Architect, John Knox, was responsible for the realization of most of the libraries designed by Chamberlain over the past 20 years. For this project, he would lead a team of professionals, including Dan Burgess, Chamberlain's in-house Construction Estimator, to create exactly the facility that Fort Frances needed.

There was a unique opportunity for energy savings on this project. The site for the new library was located adjacent to the Memorial Sports Complex, which included a hockey arena. After thoroughly researching the situation, Chamberlain was able to incorporate a heat recovery system that utilized captured heat from the ice-making equipment in the hockey arena to heat the library. Other sustainable design elements, such as exterior photo sensors for day lighting, occupancy sensors for light switching, use of local materials, and solar panels to provide hot water for the library were also incorporated into the facility.

Construction commenced on July 6, 2009, and the grand opening ceremony was held, as scheduled, on June 21, 2010. "The completed Fort Frances Public Library and Technology Centre is a beautiful, efficient building that the residents of Fort Frances and the surrounding area will use with pride. It is truly a library for the 21st century," says CEO, Margaret Sedgwick. She added that 159 residents joined the library during the initial month of operation. Computer use tripled. Registration for pre-school programs nearly doubled.

When asked how the new facility makes the community a better place, Margaret responded: "The children's programs have record numbers in attendance. The study rooms and lounge areas are very popular. The teen area overflows after school with an increased number of teens using the library.

Everyone feels comfortable in the building. We feel that we have the best library in the province." The library's location is great for parents who drop their children off at the arena. Accessibility for both facilities is maximized as they can share parking.

y a Rink

To preserve some of the library's heritage, stained glass panels from the original building were set in the wall above the circulation desk. Chamberlain's creative design suggestions enabled the library to incorporate all of the "must haves" and many of the "wish list" items without exceeding the library's budget. In addition to the coffee-shop style lounge area and high-tech computer lab, visitors enjoy a landscaped, outdoor patio area with built-in chess boards, tables, and seating.

At the grand opening, Wendy Newman, a Senior Fellow of the Faculty of Information, University of Toronto, marveled that, in this technology age, public libraries are more popular and more deeply loved, than ever.

"In a world that seems sometimes to value things and use people," Newman said, "we have created in this society the Public Library – an enduring institution that through all the changes in its environment, including its technological environment, continues to love people and use things."

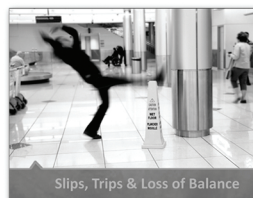
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Michele Camacho is the Marketing Director for Chamberlain Architech Services Limited. She has been with the firm for 24 years and her responsibilities include research and preparation of presentations in the pursuit of new projects. Library projects are, by far, her favourite because she is an avid reader and a passionate patron of her local library. mcamacho@chamberlain-online.com



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THE WEB SCKS. L

By [Michael Ridley](#)

OK, I'll give you that the World Wide Web is one of the most significant human achievements of the past few hundred years. And yes, it has transformed the way we live, work, and play. And sure, two billion users can't be wrong, right? But let's face it, the web has issues. Big issues. I think we should start again.

However sophisticated we think the internet and the web are, they are still very much in their infancy. Each new service, device, or innovation moves it in a new and exciting direction – and changes the way we use it and think of it in our lives. The growth of the web, and the even more stunning growth of information and human knowledge, is staggering. And we are beginning to be crushed under its weight. The signs of discontent and concern are everywhere.

[The refrain is the same: it's all too much. We can't cope. What are we going to do?](#)

BTW I'm quite amused that one reaction to the information exposition is the rise of the "slow information" movement. Think "slow food" for information. These folks advocate cutting off social media from a campus, turning your smartphone off on evenings and weekends, and locking out tools from your computer (or even turning it off completely). This is the new form of "TV is rotting our brains." By all means, blame the messenger; after all it's the technology, not us.

I'm sympathetic to the anxiety regarding information overload and I blame two things. First, I blame you. Yes, you, the complainer. Get over it. Get some information literacy skills, pick some better tools (and learn how to use them), and lastly, most importantly, focus. Attention is the new black. It's all about audience *not* traffic – engagement *not* volume.

[I also blame the web. As I've said, it sucks.](#)

The web was designed to present information to people, not to help people understand and use information. So the central problem is that the web is people-centric. Not that there is anything wrong with people, it's just that they aren't very good at managing and understanding large amounts of information. Hence the now infamous "drinking from a fire hose" metaphor. The web was built for overload and it has been wildly successful in delivering exactly that.

After all, the web is just a very large database of documents (text, video, image, sound). It uses a deceptively simple and elegant architecture and a set of underlying protocols (HTTP and IP) to allow us to amass unimaginable amounts of information. We have tools like Google, social networks, recommender systems, and other such things to make sense of all this but it is clear that the web is breaking down. Too. Much. Stuff. Too. Little. Knowledge.

The next web needs to be designed for computers, not people. We are trying to make the web usable and understandable for you and me; we need to build a web that is understandable to our computers. What is required is not a new HTTP protocol or an updated IP stack: we need the semantic web. Tim Berners-Lee has been talking about for years and what Daniel Hillis imagines as the Knowledge Web.

This web is structured with a layer that is all about meaning, not data or merely objects. The "semantic" or "knowledge" part of this web is something that computers can understand and manipulate; it's not built for human consumption. New browsers or other tools will mediate between people and this semantic layer.

At a recent IT conference in Banff the keynote speaker (and internet guru) Leonard Brody said that Amazon's semantic analysis tools know more about you than your spouse does. Ouch. You are what you buy, search, download, view, discuss,

LET'S START AG IN.

recommend. In a similar manner, Google is talking about their new idea of “search” which is really “find.” This concept of “autonomous search” is Google telling you what you were about to search for. As uncomfortable as all this might seem, we need to use those same technologies and techniques as a tool for public good, not just a tool for commerce.

The current web sucks. We need a new web. And it has to be a smart web. It is more about computers than people (and that

certainly takes the buzz out of it a bit). But here's the key bottom line: this is very clearly, very specifically a job for librarians. The semantic web should be our professional “moon shot.” Not because it is easy, but because it is hard (and because it is so desperately needed).

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YOU ARE HERE Checking in with Local Social

By [Amanda Etches-Johnson](#)

Gowalla. Brightkite. Loopt. Plazes. Facebook Places. You've probably heard at least one of these names recently.

They are all location-based social networks, the latest in online social networking. The idea is to connect people in the real world in order to allow users to find their friends and contacts (and, yes, sometimes strangers as well) if they are in the same vicinity. Location-based social networks are really powered by apps on mobile phones that use a phone's internal GPS to find a user's real-world coordinates and allow them to "check in" to a location from a user-defined database of nearby locations. And, in true user-generated-content style, if a location isn't in the database yet, any user can add it and check in there.

collect all the badges. Your first check-in after signing up gets you a Newbie badge, three check-ins at the same place in a single week get you a Local badge, and five check-ins at Zagat-rated restaurants get you a Foodie badge. Additionally, if you check in to a location more than anyone else on Foursquare, you may be crowned "mayor" of that location. Becoming mayor can get you more than just bragging rights, as some retail establishments, restaurants, and even libraries now offer "mayor specials" – discounts and/or freebies if you can prove your mayoralty. Darien Library in Darien, Connecticut, offers incentives to the current mayor of the library on Foursquare, as does Vancouver Public Library.

Yes, It's Fun. It's Also So Much More

Depending on your point of view, the idea of location-based social networks can sound anywhere from fun (you can locate your friends in meatspace!) to intrusive (maybe when you're surrounded by strangers, you actually like it that way) to outright creepy (yes, that person at the table next to you might just try to "friend" you). Most location-based social networks have an added element that makes checking in to locations somewhat game-like. Foursquare, for example, awards users "badges" based on types of check-ins, with the goal being to

Check In, Stand Back, Watch What Happens

If you're having a hard time figuring out how location-based social networks could possibly be of any use to you, consider a conference scenario. I was at a meeting in New Orleans a few months ago, a trip that coincided with the SLA conference in the same city. I wasn't there for the conference itself and hadn't planned to connect with librarian friends who were there for the conference, but as soon as I checked in to my hotel (both as a guest and on Foursquare), I discovered that four of my Foursquare friends were also in the building. You can probably imagine what happened next: rather than eat alone that night (as I expected I would), I had three dinner companions in minutes. I think I even earned the School Night badge that evening.

RE

ation-Based ial Networks



Even better than serendipitous friend-finding on Foursquare is the added content that users contribute to their check-in locations. In Chinatown a few weeks ago, I checked into a restaurant and quickly discovered a “tip” a user had left about the menu just a few hours earlier – apparently the duck special on the menu that day was particularly delightful. Duly noted and ordered (and it was, indeed, delightful!).

The Inevitability of the Library Check-In

Like it or not, your users are probably checking in at your library via their favourite location-based social network. One simple and fun way to monitor that activity might be to offer the next “mayor” a prize, relief on his/her fines, or some other enticing reward. And even though you might not realize it, your users are probably also leaving “tips” on your library’s location page. A quick search for “library” in the Foursquare locations list reveals all manner of plaudits for various libraries (“use the free wifi!” and “home away from home!”), but also a few tips you’d rather not see associated with your library (“too noisy here” and “worn down computers”). My advice? Search for your library on as many location-based social networks as you can,

hold your breath, and read through every comment/tip every user has left about your library (and don’t take it personally). As with any social media channel, your users are probably having conversations about your library on location-based social networks, too, and there are two ways you can deal with that reality: you can ignore those conversations, or you can be a part of them by treating every comment as useful feedback and responding to them. I know what I’d do.

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Engagement Marketplace

By Catherine Baird and Cecile Farnum

Last fall, a few of us communications and marketing librarians put on a brave face and ventured off to visit marketing colleagues at an engagement marketing conference in the private sector, rubbing elbows along the way with folks from Virgin Mobile, NFL Canada, Microsoft, and others. We picked up a few words of wisdom that we thought were worthwhile to share with the library world.

Regardless of your job title, we all work in customer service.

User-centred and *user experience* are both common buzzwords in libraries and it looks like they've caught on in the business world as well. Approach everything you do from the viewpoint of someone using your library. This should be the case regardless of whether or not you work the front line or make decisions in the back room. Figure out what motivates and inspires these people and design your library around them. In return, they will start to take ownership of your services and spaces and that is true engagement. If you're a decision maker and don't work the front line that often, it might not be a bad idea to educate yourself about the impact of your decisions. Shadow a shift or two on a library service desk to get a new perspective.

Engagement is the most important part of marketing today.

Though engagement marketing does not necessarily translate to the use of social media, SM can be a useful tool in your engagement strategy, if used correctly. So, stop simply tweeting announcements from your library Twitter account that *you* think are important and instead, do something fun! Partner with your library/campus or local coffee shop to buy your next 50 followers a cup of coffee on you. Follow up by tweeting some really useful library information to this new batch of people plus your regular followers. Take the opportunity of having a batch of fresh followers to ask some questions about what they would like to see happen at their library. But don't forget to reward *all* of your followers on a regular basis – you can't just reward the new ones!

Don't let your business problems dictate how you do business.

We all know that through social media, customers have unprecedented power to tell you and the rest of the world what they think about your products or your customer service. This is great when the feedback is positive, but not so great when comments are overwhelmingly negative. While this may seem like a marketer's worst nightmare, it's also a tremendous opportunity to engage with your customers. Create opportunities for them to help develop solutions to known problems, or make suggestions on possible improvements. Not only will you tap into some potentially creative ideas, you'll also be engaging with your customers, developing stronger relationships with them and your brand, and demonstrating that you care about what they have to say.

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Don't look for new customers. Take existing customers and lead them to use you more often, more deeply, more effectively.

You may find that you spend a lot of your time and marketing budget putting up posters to promote events in your library, but the turnout is consistently (and disappointingly) low. One suggestion would be to engage your customers in your events from the get-go. Put up a public poll (in print, online, wherever your library patrons will see it) and have *them* choose the next library event. Those who come in the library strictly to use the computers might get excited about one of your event choices, participate in the poll, and then come to the event. Or if you are thinking about a new campaign or a series of posters, and need some feedback, ask your student advisory committee for their opinion, or get your Twitter followers to provide some feedback. One of the recurring themes of the conference was to move away from speaking to your customers, and start speaking *with* them – and this is really what engagement marketing is all about.

Final thoughts.

If this sounds like a lot of work to you, don't be disheartened. If nothing else, our biggest takeaway from the engagement marketing conference was this: despite smaller budgets, engagement marketing is much easier for libraries than for our for-profit neighbours. Marketing professionals in the for-profit world may share some very broad marketing ideas with each other, but they don't hand over a very successful campaign to another business, even if they are not in direct competition with that organization. On the contrary, in libraries, we're all

“Through social media, customers have unprecedented power to tell you and the rest of the world what they think about your products or your customer service. Create opportunities for them to help develop solutions to known problems, or make suggestions on possible improvements.

working toward the same goal: building the library brand. Most of us who work in a marketing or communications position in libraries are thrilled to freely share our successes (and failures) with one another.

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Catherine Baird is the Marketing, Communications and Outreach Librarian at McMaster University Library in Hamilton. As of the spring 2011 issue, Catherine will be taking a one-year hiatus as the editor of this column. bairdca@mcmaster.ca

Cecile Farnum, the Communications and Liaison Librarian at Ryerson University Library and Archives (RULA) in Toronto, will be editing the column during Catherine's absence. cfarnum@ryerson.ca

random library generator

MEET ONE OF
OLA'S 5,000
MEMBERS

An interview with random OLA members #5 and #6: **Megan Garza & Nick Ruest**

By **Robin** Bergart

In my previous column, I interviewed Alikì Tryphonopoulos from the Markham Public Library system. As usual, I asked her to recommend the next OLA member for this column (for that's how the Random Library Generator works). She completely shattered the model by suggesting not one OLA member but two – a husband-and-wife dynamic librarian duo: Megan Garza, Children's Librarian at the Angus Glen Library (Markham Public Library) and Nick Ruest, Digital Strategies Librarian at McMaster University. I interviewed them each separately by phone last June.

So, Megan, how did you meet Nick?

We met at library school at Wayne State in Michigan.

What were you doing in Michigan?

We're both from Michigan.

So I guess the question is, what are you doing in Canada?

Nick got a job at McMaster very quickly – he's very good at what he does – and then he asked me to marry him. So I got a job in Markham. And typical American – I thought Hamilton and Markham can't be too far away. So now we live in High Park in Toronto and we both commute.

How did you get into librarianship?

My mom's a librarian. I'm a second-generation librarian. I had an English degree and I thought I'd be a teacher, but after working in a preschool I realized I can't be a teacher! Now, as a children's librarian I still get to be with kids but I can give them back after storytime.

What's been the most surprising thing about your career?

Oh! I didn't think I would be as comfortable singing in front of people as I am, but there's no stage fright. I sing for the little kids – the lap babies who are zoned out on their parents' laps, and the toddlers. I get a kick out of them. They have a good time and they remember who I am when they come back to the library. That way they feel comfortable with libraries and we build life-long learners.

Can you sing me a song?

This is my favourite for toddlers:

I'm gonna shake, shake, shake my sillies out
Shake, shake, shake my sillies out
Shake, shake, shake my sillies out ...

[Sorry, dear reader, I didn't catch the last line.]

What do you know a lot about?

I know an embarrassingly lot about pop culture. Well, maybe it's not so bad. It helps me with my job. I have a sick fascination with gossip rags. I read them in the grocery store. For example, I know that Kourtney Kardashian and her husband seem to be having marital troubles.

What skills are you most proud of?

My creativity and musicality. I played piano for 11 years and viola for six.

And what skills would you still like to learn?

I'd like to learn to play the guitar.

Let's see if you live up to any of these librarian stereotypes:

Do you own a cat?

Not yet. We're going to ...

Do you like to cook?

Kind of. Not really.

Do you read mystery novels?

Many many.

Do you like to garden?

No.

Do you like chocolate?

I do like chocolate.



Do you socialize with other librarians?

Oh my gosh, yes.

So let's play *The Newlywed Game*. I'm going to ask you a question about Nick and then I'll ask him the same question. We'll see how well you know each other by how well your answers match. Make sure Nick's left the room. OK. How did Nick decide to become a librarian?

He was going to be a lawyer and he was studying for the LSAT and working at Hungry Howie's when someone he knew who was in library school suggested he try library school instead.

Hungry Howie's?

Yeah, it's a pizza chain known for its butter-flavoured crusts.

You must miss that now that you're in Canada.

Well, I mostly miss Cheez-Its. They're like Cheese Nips, but better. It's an awesome little snack cracker and I buy insane quantities when I go home, and then when I get back I have to ration them.

Did anything else catch you off guard about living in Canada?

Yes, I was surprised in many little inexplicable ways. I always assumed Canada was America lite, but it's not. The socio-political atmosphere is kinder to my worldview. But figuring out how to work the government was a shock. For example, getting a family doctor in Toronto is almost impossible. It's challenging learning how to navigate that stuff.

Yet you've adapted?

Yes. The thing I'm most proud of is my awesome Canadian accent. Listen to how I say *process*, *project*, and *eh*? When I go home I can no longer understand my parents.

Let me ask you one more question about Nick before I ask you to pass the phone onto him. If I asked him what skill he'd most like to learn, what do you think he'd say?

He'd probably say he'd like to learn some obscure programming language I've never heard of.

Hi, Nick. How long have you been at McMaster?

Three years this [past] September.

And how did you decide to become a librarian?

A friend told me I should. I was supposed to go to law school but I kept putting off studying for the LSAT and I was working at Hungry Howie's ...

Hungry Howie's?

Yes, it's known for its flavoured crusts.

Amazing! I asked Megan the same question about you and you both answered the same way. You would have killed on *The Newlywed Game*. Here's another question I asked Megan about you. What skill would you most like to learn?

To be proficient in a programming language.

Remarkable. That's what she said. What do you know a lot about already?

I'm well rounded – digital collections, a splash of scholarly communications, electronic publishing, systems administration, project management, and code management.

And what about outside the library world?

I play the bass and I know a lot about electronic music. I'm snobby about it.

What's the most spontaneous thing you've ever done?

Asking my wife to marry me in a hotel room in Hamilton.

That was spontaneous? Did you have a ring prepared?

No. It was three or four weeks before I started my job and it was a spontaneous question. I learned months later that there's two rings, not just the one wedding ring. You're supposed to have an engagement ring also.

I hear you're getting a cat.

I've always had cats and I think it'd be cool to have one instead of having children.

Megan found the lack of Cheez-Its in Canada a tough adjustment. What have you noticed that's different about living here?

The telecoms. Three-year commitments. You have to pay for voice mail, long distance, and roaming. You have to pay for caller ID. Poor bandwidth capacity.

So do you go back to Michigan often?

As little as possible. I don't like going back to the States for political reasons.

Can you give us a teaser about the next OLA member you've picked to be interviewed for this column?

Toronto Public Library librarian, Scott Robins, has done some great work advocating for comics and graphic novels in libraries. [Note: Scott will be Lucky OLA Member #7 – the seventh to be interviewed in this column. I think I'll send him a prize.]

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Robin Bergart is the User Experience Librarian, University of Guelph Library. rbergart@uoguelph.ca



:. ontario public library association

:. a committee update

By Sharron Smith

Since 2005, OPLA's Readers' Advisory Committee, a dedicated group of librarians, has worked together to help public services staff meet the needs of the adult readers in their community. From the beginning, the work of the committee has been focused on a number of key initiatives and after six years of work, it seems time to update the community on our progress.

From the beginning, it was recognized that one of the principle functions of committee would be to ensure that members had access to educational opportunities. We have organized and hosted numerous RA workshops, seminars, Education Institute sessions, and Super Conference sessions featuring nationally and internationally renowned speakers in the field. In 2010, the committee's premier event, RA in a Day, celebrated its fifth year! Now a must-attend event, the workshop draws public services staff from across the province and has even inspired other provinces to organize similar programs; in fact this year, our keynote speaker from the United Kingdom came to Canada as part of joint venture between systems in Alberta, Saskatchewan, and Ontario.

In addition to creating formal learning opportunities for staff, we also understand that readers' advisory skills are developed over time and so, a significant amount of our work has gone into developing a list of "core competencies," the skills needed to succeed in this key service area. A copy of our list is posted on the committee page of the OPLA website (accessola.com/opla) under "Readers' Advisory Tool Kit." Once the service benchmarks were developed, the next step in the process was to create specific resources for each, to be used for staff assessment, training, and development; each section addresses a variety of service skills and can be adapted to individual library systems as necessary. The committee is pleased to announce that its detailed work on the first competency, collection knowledge, is now complete and posted on the website.

So, what's in the toolkit? The collection knowledge section includes suggestions, tips, and tricks for developing

collection knowledge in key areas, such as the ability to create reading lists and readalikes, developing an understanding of the different formats of reading materials (audio, e-book, etc.), and an awareness of current titles and trends. Other topics related to collection knowledge are also discussed. These include reading journals, genre studies, staff mentoring, displays, publisher and writer's association information, and website links.

Developed using a question and answer format, the kit can be used by managers and/or library staff for either group or self-directed learning. The toolkit is filled with examples from libraries which have implemented training strategies, such as Mississauga Public Library, Toronto Public Library, and Halifax Public Library. This is the first of four to be developed by the committee, and the work will continue on what we hope will be an essential resource for public library staff as they serve the reading needs of their community.

While the primary focus of our work has been on the core competencies, we have worked on a number of other initiatives. Understanding that one of the best ways to learn reader service skills is by seeing them practiced, three years ago an award was created to honour excellence in service to adult readers. The winners of the award are committed to reader services and their stories are featured in the spring issue of this journal, which is available on the association website. We will, of course, continue to develop educational opportunities, and host forums where public library staff can meet, exchange ideas, and promote services. It is hard to believe that six years have passed so quickly, and although much has been achieved, much more remains to be done. Readers' advisory is a continually evolving service and we are committed to helping our colleagues prepare to meet the ever-changing needs of readers.

Sharron Smith is the Manager of Readers' Advisory Services at the Kitchener Public Library and Chair of the OPLA Readers' Advisory Committee. sharron.smith@kpl.org

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By **Jennifer** Dekker

The proliferation of digitized archives in recent years has shed light on collections previously inaccessible to many. Whether physical collections were deliberately hidden for reasons of security or preservation, inaccessible for want of display space, difficult to view because of remote physical locale, or any number of other factors, today's online historical collections reveal a glimpse of the past – as well as what is to come – as traditional archives are transformed into open digital research sites. Growing alongside and supporting many such projects is the scholarly field of digital history itself.

Digital history is at the intersection of computer science and historical study. Consequently, digital historians are most often historians as well as computer programmers. Institutional research centres and university programs can be found across Canada from Acadia to Victoria and the field is growing quickly. Librarians and archivists have opportunities to contribute to the scholarly discourse as well as to specific projects assuming some familiarity with the subject. These sites are intended to introduce readers to a few online gathering spaces in the field of digital history.

Digital Hist

Today's Tools Unlock t

1 Digital Campus TV digitalcampus.tv

Dan Cohen, co-founder of digitalcampus.tv and Director of the Center for History and New Media (CHNM) at George Mason University, has had a major impact in the field of digital history in North America, along with his former colleague (now deceased) Roy Rosenzweig. Digitalcampus.tv is a lively, biweekly audio podcast featuring talks by scholars working in digital history. Each podcast is accompanied by links to resources discussed. Episode 1, which aired in March 2007, covered a topic that will jog many readers' memories as the contentious issue at the time was Wikipedia in the classroom. Also discussed in that inaugural episode were digital maps, Google Docs, and similar topics that remain relevant in 2010. Digital Campus offers RSS feeds and can be followed on Twitter. Dan Cohen also maintains a digital humanities blog at dancohen.org.

2 Text Encoding Initiative tei-c.org

Digital humanists, especially those working in history or literature, have enthusiastically embraced the TEI and often use it as the markup language for digital projects. TEI, developed in the 1990s, made early digital breakthroughs such as the Women's Writers Project possible (see www.wwp.brown.edu). It also provided the starting point for a larger body of research and practice in the fields of digital scholarly text encoding and electronic editing which remain vibrant areas of scholarly discus-

tory

the Past

sion. TEI, like digital history itself, is squarely at the intersection of historical text and computer programming.

The site offers a section called “Learn the TEI” which includes tutorials, manuals, a gentle introduction to XML, and a TEI bibliography. The tools section contains customizable schema, stylesheets, and authoring, editing, and publishing tools. Special collections librarians and archivists seeking to digitize local materials will find these particularly useful.

The TEI is an energetic community and hosts an annual conference, offers special interest groups such as “Libraries,” “Manuscripts,” and “Scholarly Publishing,” as well as an active listserv, TEI-L. The list of projects based on the TEI is extensive and impressive, including American Memory, the Orlando Project, Perseus, and Literature Online (LION).

3 Humanist Discussion Group digitalhumanities.org/humanist

Regular features of this site are conference and employment announcements, new publications, scholarly discussion of the field of digital humanities and computing as it applies to humanistic research, announcements of new academic courses and degree programs, and soft launches of new or revamped projects. This is a starting point for familiarizing oneself with those who work in the digital humanities and scholarly issues in the field. I’ve been subscribing to this listserv for over a year and find it one of the most useful and thought-provoking sources for research and awareness in the digital humanities.

4 *The Programming Historian* niche-canada.org/programming-historian

“*The Programming Historian* is an open-access introduction to programming in Python, aimed at working historians (and other humanists) with little previous experience.” There’s no way around it; those who work in digital history write code. This guide is designed for those with little programming experience who want to work in digital history (among them, librarians and archivists!).

THATCamp thatcamp.org

One can’t be involved in the digital humanities without hearing about the many THATCamps taking place in the U.S., Canada, and Europe. THATCamp (The Humanities and Technology Camp) is self-described as “a free, open ‘unconference’ where humanists and technologists meet to work together for the common good.” The website links to past and upcoming camps. In Canada, Toronto hosted THATCamp in 2010, but many of U.S. locations are feasible for Canadians, including Chicago, New England, the Pacific Northwest, etc. Victoria will be hosting THATCamp in 2011. The website links to a blog, a calendar, a wiki, and sources of possible funding. Despite free registration, fellowships are available for those incurring costs for travel or accommodation, and librarians and archivists are among the eligible groups. Search the hashtag #thatcamp on Twitter to drop in on the latest discussions around new camps.

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Librarians Without Borders Get Their Hands Dirty

By Melanie Sellar and Robert Kalnins

For the first time in its five-year history, Librarians Without Borders (LWB) has landed teams of student volunteers on foreign soil. This milestone is the culmination of a year of intense planning and preparation by our student committees at universities across Canada. Their accomplishments in Central America really are an inspiration to us all.

But let's first rewind the story back to 2005 when a group of library science students – one author among them – gathered at the University of Western Ontario (UWO). It was here that we initially conceived the idea of helping an African colleague build a library in his hometown, which then led us to incorporate Librarians Without Borders shortly thereafter. We soon welcomed additional committees from McGill and the University of British Columbia (UBC) in 2007, and, more recently, the University of Toronto (U of T) in 2009.



LWB in Costa Rica

This brings us to the present, in El Humo, a village of about 1,000 people nestled in the Costa Rican rainforest. The villagers are dedicated to the education of their children, who benefit from a public elementary school just footsteps from their homes. But the school didn't have a library and they wanted one. Jessica Luet, a University of Western Ontario student and LWB volunteer, brought the opportunity to her LWB peers. They accepted the challenge and began coordinating the initiative with Asociación VIDA, a non-profit based in San José.

Community members asked LWB to help them build the library facility and to assist them with creating a collection for their young readers. The school requested Spanish-English dictionaries, Spanish-language science and geography books, Costa Rican literature, picture books, and texts for young English-language learners. LWB students fundraised aggressively for nine months to secure the necessary resources. Generous donations were made by the Faculty of Information and Media Studies, Annick Press, Scholastic Canada, Groundwood Books, and Kids Can Press.

Their hard work culminated in two weeks on site in El Humo last April for 10 volunteers. Working alongside the villagers, they built and set up the library: levelling the ground, digging holes, mixing cement, painting the walls, processing the donated and locally purchased books, and writing a staff handbook. El Humo now has a functioning, vibrant library that will continue to be cared for by an LIS student from the University of Costa Rica.

LWB in Guatemala

During the same time period, Librarians Without Borders students at McGill were focusing their attention on the Angel Miguel Asturias Academy located in Quetzaltenango, Guatemala. The academy (asturiasacademy.org) embraces innovative pedagogy and focuses on students marginalized by race and poverty. They asked us to help them shape a vision and create



an action plan for the library, whose construction is now nearly complete. In particular, they sought advice on how to best use library space, engage the community, offer programming, and catalogue materials. McGill students worked with Scholastic and Tap Peques, a local publisher, to obtain Spanish-language books for the collection, and then acquired a LibraryThing account to help the school manage that collection.

Finally, in April, after many months of planning and fundraising, 11 LWB volunteers traveled to Guatemala. Once there they delivered a manual of recommendations, floor plans, and space mockups, and were humbled by the dedication of the school's staff. According to one student volunteer, "It was a great learning experience and integrated the theoretical side of our learning with actual practical application." LWB at McGill continued its support of the academy last year, with the library set to open in 2011.

LWB in Nicaragua

On the West coast, our volunteers at UBC partnered with Take a Stand for Kids (TASK) to support literacy initiatives for the community in Santa Rosa del Peñon, Nicaragua. TASK is a small non-profit organization (taskproject.wordpress.com) run by retired teacher-librarian, Carroll Airey. Over the past year LWB at UBC aided TASK with proceeds from the sales of fair trade coffee and other events. These contributions will be used towards the development of a children's library collection.

LWB in Toronto

Our newest addition is the committee at the University of Toronto. Our students were busy during their inaugural year establishing their presence on campus. To raise awareness of the LWB mission, they held a number of educational events, including a screening of the documentary *Remote Access: Libraries of the World*, and invited guest speakers on topics such as information and communication technology (ICT) poverty in Africa.

In addition, they co-sponsored fundraisers for Children's Book Bank (childrensbookbank.com), a charitable organization that supports children's literacy by providing free books to children in lower-income Toronto neighborhoods.

This brings us to tomorrow, where LWB hopes to continue to inspire and empower our members in the fulfillment of our mission: equitable access to information, worldwide. Emboldened by the impressive accomplishments of our students, it is our goal this year to help amplify their efforts through a multi-committee initiative in Central America. By providing opportunities to conceive, plan, and execute library development projects, Librarians Without Borders is enabling LIS students to apply their skills in developing regions, both here and abroad. We are excited to see where our boots will land, and what our hands can accomplish when they get there.

For more information, see LWB's website (lwb-online.org), Flickr stream ([flickr.com/photos/17416591@N00](https://www.flickr.com/photos/17416591@N00/)), Slideshare ([slideshare.net/LibrariansWithoutBorders](https://www.slideshare.net/LibrariansWithoutBorders)), and Twitter page (twitter.com/LWB_Online).

Melanie Sellar is Education Services Librarian at Marymount College in California. Prior to this role, Melanie was the eLearning and Instructional Design Librarian and Community Outreach Librarian at the University of California, Irvine. While a student at the University of Western Ontario, Melanie co-founded Librarians Without Borders, and has since served on its Board of Directors and is currently serving as its Co-executive Director. Robert Kalnins is an entrepreneur in Los Angeles and Board member of Librarians Without Borders.

An increasing number of library staff, especially in university libraries, have begun to tolerate noise, allowing different activities to take place on the premises such as socialization, use of cell phones, sale and consumption of food, and other activities. The rationale behind this new attitude is the desire to provide library patrons with a pleasurable experience of discovery and reflection in a relaxed environment. Unfortunately, despite good intentions, these members of the staff are doing enormous harm to their clientele.

LIBRARIES WHY Must Remain Silent

By [Edith Arbach](#)

Extensive epidemiological studies conducted in the last decade have found that exposure to noise has been the most frequent complaint of populations living in cities. The sources of noise most frequently cited were traffic, followed by public service facilities, shopping malls, and libraries.

Noise is usually defined as an undesirable sound or set of sounds. It is measured on a decibel scale (dB) ranging from the threshold of hearing (0 dB) to the threshold of pain (120 dB). For example a whisper registers about 20 dB, a busy urban street registers 85 to 90 dB, and a typical rock concert 110 dB.

The perceived qualities of indoor sounds and their intensity and pressure levels can have detrimental effects on the physiological, psychological, emotional, and social well-being of individuals.

Main Health Effects of Noise

Noise and the auditory system: The results of several investigations suggest that physiological effects of noise on health are more closely related to subjective reactions to noise than to the noise itself. Since most library users expect a completely quiet place when entering the library, their perception of noise is intensified, and a noise intensity of 45 to 50 dB can be perceived as much higher. Continuous indoor



noise exposure to 45 dB and above, which nowadays is a quite common level of noise in many libraries, can cause auditory fatigue, increase the threshold sensitivity of the ear, and possibly result in tinnitus (ringing of the ear). Noise-induced tinnitus can last up to 24 hours after exposure or even much longer.

Noise and mental performance: Laboratory research conducted since 1986 has shown that noise exposure significantly impairs mental or cognitive performance. Performance is impaired when speech is heard while a person tries to read and remember material, since reading is a complex mental task which relies heavily on memory. The negative effects of irrelevant speech in a reading room are independent of its meaning or intensity. Research evidence suggests that exposure to noise affects the information processing operations of memory, which can result in a deficit in visual and sustained attention. Studies have consistently shown that children exposed to noise tend to have poorer memory, poorer reading ability, and poorer school performance on national standardized tests.

Daytime noise and subsequent night sleep: A number of experiments on healthy men have shown that daytime noise exposure of eight hours to 67 dB and above greatly interferes with subsequent undisturbed night sleep and its recovery functions. Daytime noise could strongly arouse and strain the central nervous system, which needs many hours to calm down, thus delaying the onset of sleep and reducing deep sleep stages. This results in a negative impact on mood the following day, making daytime noise a 24-hour problem.

Noise annoyance: Noise is seen as an intrusion into one's personal privacy, and annoyance is the most common response to noise exposure. It includes fear, mild anger, perception of unpleasantness, and the belief of being harmed. The level of noise annoyance is proportional to noise frequency, interference with daily activities, the person's mood during exposure, and the coexistence of other stressors. For example, in a university library environment, students and researchers are already under intense pressure, and their annoyance levels from noise can become quite high.

Noise and cardiovascular disease: Many occupational studies have suggested that chronic exposure to noise at levels of over 55 dB is associated with hypertension. Of particular interest is a Chinese study conducted in 1997 on 20,000 residents in rural communities which confirmed that exposure to noise was an important determinant of systolic and diastolic blood pressure. Other large studies conducted in the UK and Sweden have shown that environmental noise may also be a minor risk factor for coronary heart disease.

Noise and anxiety: Experiments on a large number of university students confirmed that relatively low levels of environmental noise increased their anxiety and changed hormone levels in their blood, with the continuity of noise being more important than its severity.

Noise Abatement: Given the effects that have been demonstrated, the case for stricter noise abatement policies in libraries becomes worthy of consideration. Clearly, noise is a major threat to the quality of time that serious patrons spend in libraries, and, if we value these patrons, we owe them a silent and peaceful environment where their minds can experience the real pleasure of discovery, reflection, and meditation.

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especially for LTs

NOTES FROM AND FOR
LIBRARY TECHNICIANS

NOW WE'RE COOKIN'!



By Maggie Weaver

The recipe for the OALT/ABO conference is always the same: Take several large handfuls of engaging topics and enthusiastic speakers, leaven with some interesting tours, spice with fun social events, and put into a conference program. Leave it to “mature” through autumn, then pop it into the registration package in January. Take out when done, in early May, decorate with a keynote speaker and generous sprinkles of networking opportunities, and let the OALT/ABO members, colleagues, and friends tuck in.

As the year progresses, hints of the final conference waft out from the conference planning committee to tantalize the LT community and ensure that budgets are dusted off and schedules arranged, ready for The Conference.

The aromas of the 2011 conference include a strong bilingual component, including Monique Brûlé discussing French-Canadian genealogy sources and Julie Desmarais and Jane Venus on pre-reading skills. There are lots of flavours from government and special libraries, including Cathy MacLean from the Royal Ottawa Health Care Group on “LTs Moving Up!,” and Melissa Fraser from the Office of the Privacy Commissioner on marketing. Juicy ideas from Ottawa Public Library include Alex Yarrow on readers’ advisory services, and Jane Venus on cyber-literacy.

Crunchy technical sessions will be delivered on RDA (Laura May from Library and Archives Canada), Drupal and open source technologies (George Duimovich from Natural Resources Canada), and virtual reference (Maureen Sheppard and Mary Anne Reinhard from Algonquin College library). The School of Information Studies at the University of Ottawa will offer rich content on skills for the future, and delivering value, and Rod Lavery from SOLS will contribute fund-raisins. The recipe may be the same, but the results are different every year, as the venue and the speakers change, the program committee contributes its different interests and priorities, and imaginations run wilder with the “spices.”

The ever-changing venue also contributes its own special shape to the final conference program. In 2011 we’ll be at Algonquin College, home of a library technician program, so we’ll again have an opening reception with program alumni. OALT/ABO members from Ottawa chapter have contributed ideas, contacts, effort, and experience to creating what will be yet another memorable conference.

Speaking of memorable – each year has its own icing on the cake, fondly remembered by planning team and conference-goers. My own gallery of highlights includes the boat trip in Kingston (we rocked the locals), the First Nations sessions in Barrie (I learned belly-dancing), the wind-tunnel tour in London (whoeeee!), the band and impromptu table dancing in Thunder Bay (my husband disgraced himself), the archives tour in Toronto, and in Hamilton the shy Mohawk College bartender who confided that she was “in the program” and happy to see what LTs were really like.

Who knows what the highlight of 2011’s conference will turn out to be? Perhaps the tour of the Library of Parliament, perhaps the reception with Algonquin College grads, perhaps the panel sessions from students and from new professionals, perhaps our keynote speaker, Stan Skrzyszewski. Or maybe the spices of the awards banquet, where the theme is “LTs Are Hot!,” and the hottest LT of all will be the winner of OALT/ABO’s Presidential Award.

OALT/ABO 2011 will be held May 4-7, 2011, at Algonquin College, Nepean. Formal invitations to join the party will be out in January – meanwhile book the date, plan what you’ll wear, and build an appetite for networking, learning, and laughter. See you there!

Maggie Weaver is Chair of the OALT/ABO 2011 Conference Committee. kweaver5478@rogers.com



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What's the right tense to write about Knowledge Ontario? Future simple? Past imperfect? Present progressive? Conditional? Certainly with the active voice because there's nothing passive about the organization so many are passionate about.

You're reading this in winter 2011 but the writing about KO's future isn't yet on the wall in fall 2010. Knowledge Ontario has just launched its eResources Portal that streamlines four of its services – with no passwords or sign-in needed. It uses the new technology of Geo-IP authentication to recognize internet addresses in Ontario and give them an automatic pass into the resources. School boards in particular are embracing this portal as an easy entry for their students to safe, age-appropriate resources full of the information and Canadian content they need for their assignments. The e-resource vendors under license (Career Cruising, CEDROM-SNi, EBSCO, Gale-Cengage, and Rosen) were game to create full access through the portal and have KO's thanks. Try it at eresources.knowledgeontario.ca.

The portal also provides direct entry to the solution-focussed technology help tutorials of the Knowledge Ontario project Learn Ontario. The results of a two-phase, year-long pilot project formed the basis for the licensing deal with tutorial-maker Atomic Learning. Users can get training through the Learn portal (all the Knowledge Ontario e-resources are supported here) and can also get Atomic Learning short video answers for problems as they come up. One of the fun findings to come out of the pilot project is that, as expected, students use this help in the wee hours when only 24/7 access will do. Check it out at learnontario.ca.

Our Ontario newspaper portal is just about to make news by virtue of its very existence. As you read this, it has over half a million pages of fully searchable digital content from Ontario newspapers. The technological breakthrough that allows this much information to be stored and retrieved easily is another Our Ontario triumph. The portal is a dream come true for every public and academic library staff member who has seen precious microfiche content ruined because of difficult and touchy technology.

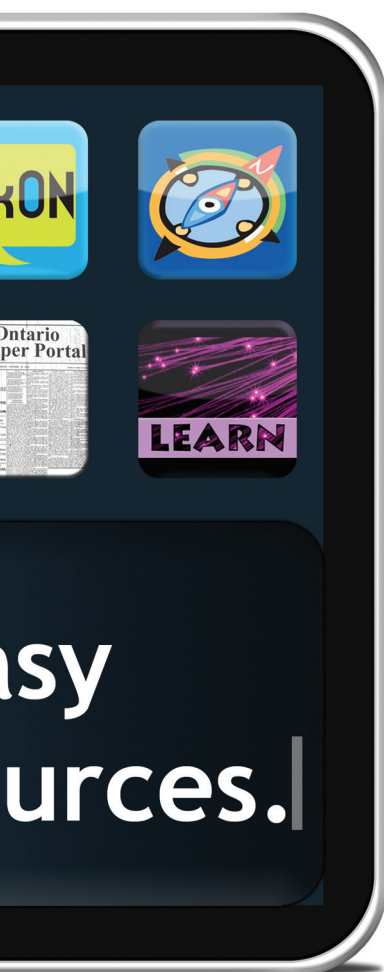
Knowledge Ontario has good news about how it delivers solutions. But the other story unfolding is about how to secure sustainable long-term funding for one of the broadest

Looking Ahead Knowledge

By Louise Slobodian



d to a Stronger ge Ontario



cross-sector collaborations in North America.

The sectors – schools, colleges, universities, and public and government libraries – are weighing in about funding. There's serious money on the table for the short term and plans aplenty to find the means to carry on until beyond June. It's likely that as you warm up with this winter issue, we're alive and kicking up plans to thrive and develop the digital tools and innovative services that libraries, cultural organizations, and learning institutions are counting on to benefit all the people of Ontario.

The longer-term sustainable picture is a puzzle with a few missing pieces left to place, though many are in development and underway. Government support is needed. Knowledge Ontario's solutions deliver on the government's learning agenda, but where we fit as a cross-sector collaboration is a puzzle in itself. The sector contributions to bridge KO through the first half of 2011 and maximize savings through province-wide licensing and easy to use portals help the case to government. These sector investments in lean recession years make a powerful statement about how KO adds value.

Other pieces of the funding puzzle are foundation support and corporate partnerships. Knowledge Ontario worked with fundraising experts to write a case for support and to create a five-year plan to help with grant writing and other applications that are being submitted regularly. KO has applied for charitable status as well. The synergies are there for sure, but it takes quite a while to develop and build relationships.

The generous support of hundreds of friends of KO has held the package together by declaring "KO Matters." The KO Matters groundswell of Facebook friends, letter writing, blogging, tweeting – and even personal donations – buys the time to put a forward-thinking sustainable funding plan in place. It's a vote of confidence with significant ramifications for proving the level of commitment and support behind KO.

So, whether looking back, standing firm today, or stepping boldly forward, the very idea of Knowledge Ontario – leveraging the powerful information expertise and powerful collaborative potential of Ontario's libraries and cultural organizations is alive and kicking. Look to KO News for further updates or join our sessions at Super Conference.

Louise Slobodian manages communications for Knowledge Ontario. lslobodian@knowledgeontario.ca

Electronic Government Information

How Task and Personal Preference Shape Assessments of Usefulness

By **Luanne** Freund

The question of how people assess and select information has received a great deal of attention in LIS research as well as in professional settings. Although there is evidence that assessments vary across situations, over time, and from one person to the next, relatively little is known about what aspects of the situation make a difference. Furthermore, search systems are still designed around the idea that a single “objective” assessment of relevance will serve searchers across the board. With the aim of determining the effect of different types of information tasks on information behaviour, we conducted a study of how people assess the usefulness of government information for different task scenarios. Our analysis focused on the consistency of assessments and the criteria used (Freund & Berzowska, 2010).

For the study, we developed 20 scenarios based on everyday-life situations related to health or the environment, in which government information might be needed. The scenarios were divided into five types, according to different information task types: fact finding, deciding, doing, learning, and problem solving. An example of one “doing” scenario is included below:

An elderly uncle has had a stroke and is now confined to a wheelchair. He and your aunt want to continue to live in their own home, but would like to do some minor renovations to make it wheelchair accessible as well as safer and more convenient for them as they grow older. They have asked you to help them with the project. Search for information to guide you in the process of adapting the home to their needs.

For each scenario, we searched the Government of Canada website using Google and selected eight results pages to be assessed. The 25 participants who took part in the study each completed five scenarios by assessing the documents on a seven-point scale ranging from “not at all useful” to “very useful” and explaining in writing how they had decided on each scores.

Even though participants based their assessments on the same scenarios, study results show a surprising lack of consistency in usefulness assessments. Almost half the documents assessed received both high (6 or 7) and low (1 or 2) scores, indicating significant differences of opinion among study participants. Interestingly, the level of consistency varied by information task. Assessments were most consistent for fact-finding scenarios, where there was a moderate level of agreement, while for learning and problem-solving scenarios there was little to no agreement.

When participants were asked to explain their scores, they identified a large number of criteria they had used to assess the usefulness of documents. We grouped these criteria into six broad categories. Topical and Situational criteria were mentioned most often, followed by criteria relating to the Purpose and Presentation of documents, and finally by criteria relating to the Quality and the Quantity of information. Just as the consistency of assessments varied by information task, the kinds of criteria participants mentioned also varied by task. For example, Fact-Finding scenarios were associated with information quality and presentation criteria while Problem-Solving

scenarios were associated with situational criteria. However, the information task did not prove to have the strongest effect on assessment criteria. The variation between individual participants in the study was more pronounced than the task variation, indicating that first and foremost, people apply their own personal criteria and standards to the assessment of information.

Knowing the extent to which assessment criteria vary from one person to the next helps to explain the lack of consistency in usefulness scores. These findings point rather dramatically to the need for customizable search systems that offer a greater degree of control over the presentation and filtering of search results by individual searchers, as well as the possibility of tailoring results to suit different types of tasks. Given the rapid growth of e-government in Canada, more sophisticated search tools are sorely needed to enable citizens to access effectively the wealth and variety of content that is available. This

study represents one step towards that goal.¹

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Dr. Luanne Freund is an Assistant Professor at the School of Library, Archival and Information Studies at the University of British Columbia. luanne.freund@ubc.ca

Note

1. E-informing the public: a genre-based approach to information interaction in digital government. diigubc.ca/research/egovernment

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A Student's Perspective on the

Stueart & Moran (2007) believe that changes caused by environmental pressures can serve as primary agents for innovation and revitalization, or they can lead to an organization's demise. In the past 10 years, the traditional role of librarians has been shaken and altered by technological advances that in turn created profound social transformations and issues surrounding social change, the emergence of new ways to disseminate information, and the proliferation of technology. These have all forced librarians to redefine their role in order to remain viable and relevant (Yamazaki, 2007). Ironically, these same socioeconomic transformations that demand librarians to modify their customary roles also signal the need for them to strengthen and remain steadfast as traditional gatekeepers of intellectual freedom defenders of public rights, and advocates of public privacy (Gilbert, 2005; Gandy, 1995).

Current environmental changes around "economic growth, technological advancement and the spread of internet use" (Yamazaki, 2007) have identified information and communication technology (CI) as the driving force behind community development and empowerment (Gurstein, 2004). Gurstein states that in order to overcome the digital divide, support local economic growth, and achieve political strength, the concept of community informatics and the application of CI tools is integral to the process. However, the idea of community development through the use of information and CI relies on the proliferation of bottom-up implementation and direct engagement of the service sector.

The idea of a robust community through community informatics presents an opportunity to librarians as information professionals to revamp their customary role and reinvent themselves as facilitators of enabling technologies (Yamazaki, 2007). Their long history of providing socially relevant service

and their role as mediators between the public and information positions them strategically as knowledge creators and managers (Yamazaki, 2007; Gurstein, 2004). This new role requires librarians to not only redesign their services but also refocus their training and education (Yamazaki, 2007).

The opportunity to move towards community informatics also depends heavily on the equitable distribution of CI (Gurstein, 2004). Repositioning librarians as effective and qualified facilitators of community informatics would logically predispose librarians to act as authoritative advocates for the fair distribution of communication technologies. As Gilbert (2005) points out, information professionals can be a powerful and collectively effective voice in promoting and protecting public equality. In this way, the new role of the librarian emerges as both socially relevant and absolutely necessary.

Gandy (1995) believes that the growing use of technology to facilitate an information society has augmented the use of surveillance as a normal and integral part of everyday life. He points to the alarming trend by marketing agencies to gather and catalogue pieces of technological data randomly left behind by the public to discriminate and prescribe rules about entire groups of the populace. He notes that random group classification is an invasion of public privacy since classification takes place without the public's knowledge and under unknown criteria. Gilbert (2005) notes that it is exactly this kind of surveillance and use of personal data that librarians collectively and successfully rallied against in the aftermath of the 9/11 terrorism act when in the face of government pressure to produce private library-related information, librarians pushed back and have remained steadfast in honouring their dedication to protect the privacy of library patrons.

Changing Role of the

By Li Chen

The explosion of information technology and its consequent social effects enforces the need for legitimate, collective, and recognizable authority to counter the advent of discriminatory data gathering, improper invasions of privacy and to promote equitable access to communication technologies (Gandy, 1995; Gilbert, 2005; Gurstein, 2004). Librarians and information professionals need to view environmental pressures as opportunities rather than as merely threats.

This article has identified two legitimate public needs in which librarians can take advantage and create an opportunity for professional regeneration. First, the opportunity exists for information professionals to establish themselves as public teachers of information and communication technologies (Gurstein, 2004). Second, this article further suggests that through this professional re-establishment, the collective power and authority of librarians can be further enhanced and firmly acknowledged (Gilbert, 2005).

Librarians, as information professionals, can play an important and necessary part in supporting a vibrant, diverse, and equitable society (Gurstein, 2004). It is imperative that librarians and information professionals remain relevant in order to successfully satisfy this role. As a matter of fact, their effectiveness is directly linked to their ability to remain relevant in today's rapidly changing social, technological, and political environment.

Li Chen is a second-year student at the University of Toronto currently studying towards her Masters of Information Studies degree. She is interested in becoming a strong advocate of community development through librarianship. lichen.chen@utoronto.ca



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Originality or Authenticity? “Plagiarism” in Postmodern Times

By Christina Hwang

Plagiarism. Groan. It is a word, a topic, a connotation that brings to mind the banal, loaded with problems and heavy consequences. This topic sure makes for a fun and exciting instruction session, let alone writing this article. As we have been told many times before, plagiarism is “bad” and should be avoided at all costs. Ask any Grade 6 student and they can spew that back to you.

So this has me wondering then: how do we account for the dramatic increase in plagiarism cases today? And I’m not just referring to the education/academic world where students write research papers, but it has become a much broader issue, infiltrating other aspects of our lives such as entertainment, sports, and the arts. But are these all really true cases of plagiarism? What about pastiche, mash-ups, and parody, works that are “close imitations”? How do you dub what is “original” and what isn’t in postmodern times?

Blurring the Lines

Take, for example, best-selling French novelist Michel Houellebecq, who has been recently accused of plagiarizing. In his new novel there are passages that he admits were lifted verbatim from Wikipedia. And what was his retort? It’s not plagiarism (cue gasping librarians). The author’s whole style is based on weaving descriptions from everyday life into “something artistic.” The *New York Times* published an article on plagiarism this summer and they reported a case where a student at a university, again, copied and pasted directly from Wikipedia. When the student was reprimanded, the student reported that “he thought its entries – unsigned and collectively written – did not need to be credited since they counted, essentially, as common knowledge” (*New York Times*). These cases and many more make for interesting accounts since Wikipedia’s content is essentially mash-ups, contributions of millions, with no particular or traditional “owner” or “author.”

Authenticity versus Originality

In an era where pastiche, play, collaboration, mash-ups, open sharing, and various applications of our copy-and-paste func-

tions are being contested for their originality, we come to question at what point do we draw the line? For instance, Shrek, New Spice vs. Old Spice commercials, and Mona Lisa “L.H.O.O.Q” by Marcel Duchamp are spin-offs from original works, but are themselves also considered “original.” Helene Hegemann, a German teenager whose best-selling novel about Berlin club life turned out to include passages lifted from others, notes that “there’s no such thing as originality anyway, just authenticity” (*New York Times*). But is authenticity just as valuable, as fair, as originality? We live in a time where we are pushing former boundaries, and blame-shifting the internet, technology, the “next” generation, and the media for rising cases of plagiarism isn’t the solution.

Perhaps we need a better grasp of how we can create new ideas. Perhaps students plagiarize because they don’t know how *not* to plagiarize – that is, how to paraphrase and write in-text citations effectively. Perhaps more time needs to be spent on understanding and practicing this, than simply being told not to plagiarize, use the internet, or use Wikipedia.

As we approach and embrace new variations and forms of authentic creativity during these postmodern times, I think we should also look into tools that empower creative originality. Because at the end of the day, wouldn’t we all like to see something new?

Christina Hwang is an Instruction Librarian and Biological Sciences Liaison at the University of Alberta. She is interested in instructional initiatives, creative use of technology, and engaging design. christinahw@gmail.com

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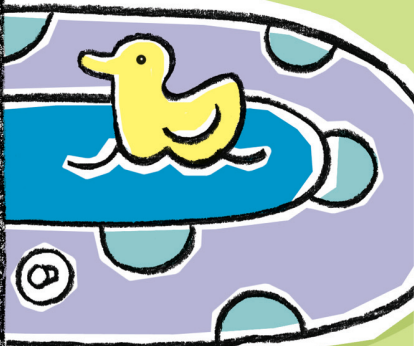
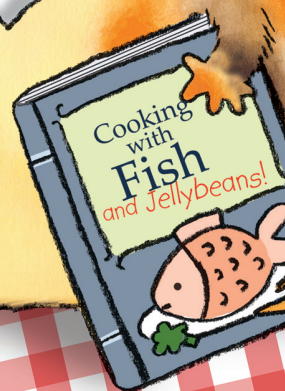
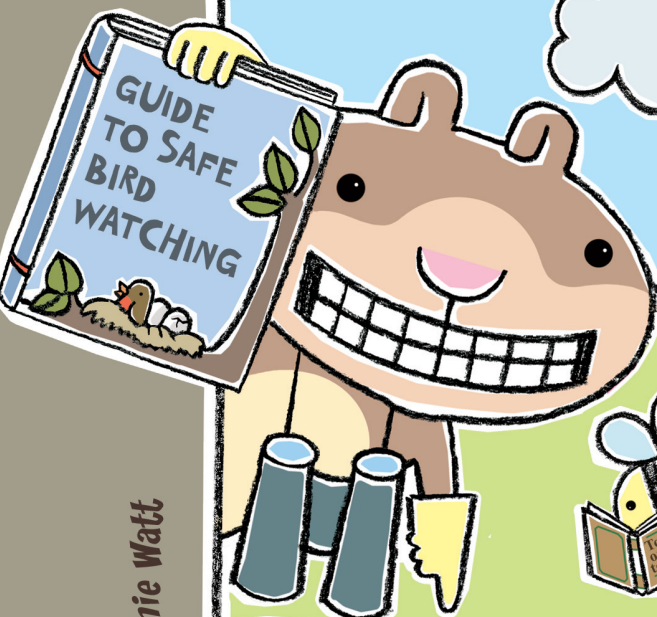


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