ALISS Quarterly

Association of Librarians and Information professionals in the Social Sciences

PROOF

**Special issue : Working with Our User
Communities to Develop Library Services**

Transitions from School to Higher Education

Queen's University Belfast; University of Liverpool

Case Studies

Developing a peer to peer library support scheme,

Working with the Students' Union; Creativity.

New Year Resolutions For 2014!

New Directions: Data Management,

Big Data and Librarians

**Special issue : Working with our User
Communities to Develop Library Services.**

Editorial

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

This special issue was inspired by a recent ALISS event:

Collaborate, engage and invigorate - Working with our user communities to develop library services

which took place in London on the 9th December 2013 and aimed to showcase recent successful projects where libraries have engaged with their user communities to develop new mutually beneficial services.

It featured four main papers which can be viewed on our website: http://alissnet.org.uk/2013/12/11/collaborate-engage-and-invigorate-working-with-our-user-communities-to-develop-library-services/

British Library engagement with its user communities.
Maria Lampert, Information Expert – Business and Intellectual Property, British Library

Information skills and the student voice: working together to promote information literacy at UEL.
Cathy Walsh, Director of Library and Learning Services, University of East London.

The transition from school to university – two views:

1. Prepped for University: introducing academic literacy skills to secondary school students.
   Norma Menabney, Subject Librarian, Arts, Humanities and Social Sciences, The Queen's University, Belfast

2. Skills for Success: Library involvement in the Liverpool Scholars Programme
   Lisa Hawksworth, Faculty Librarian, University of Liverpool

The final papers on transitions from school to university are discussed more fully in this issue.

However the afternoon began with the perspective of the British library.

Maria Lampert, Information Expert – Business and Intellectual Property, British Library discussed the ways in which the BL business and intellectual property service has been successfully engaging with budding entrepreneurs, startup businesses and inventors. She emphasised the role of the library has been to use its own expertise. It mapped the strengths of the staff in offering access to high quality resources, signposting business publications/ websites, offering one to one workshops in information searching skills. It also recognised the need for partners to offer other types of 'non-librarian services' such as business mentoring, copyright and legal advice from lawyers, business plan and marketing tips and branding. For instance they currently have an inventor in residence and a marketing expert in residence who can offer advice based on personal experience. The recent 'Seven Up' census which reviewed the value of the service showed that it

gave entrepreneurs skills and confidence 46% agreed that it raised their awareness and understanding of IP issues. 43% were able to understand their customers and markets better. 40% acquired new skills through workshops. 33% gained the confidence to set up a business. In order to help deliver the programme they consider location and facilities. In London there are breakout rooms for discussion, a technology room, 2 small interview rooms (up to 3 people), 1 medium sized interview room (up to 6 people), 1 large interview room (up to eight people) and a public networking area. These can accommodate a variety of different types of event depending on need.

For those unable to attend the events staff have developed useful industry guides which can be downloaded from the website and spotlight recent reports, articles and trade directories for commonly requested sectors. http://www.bl.uk/bipc/dbandpubs/Industry%20guides/industry.html

There is also widespread use of social media. The British Library Entrepreneur and SME Network has over 3,398 members. Over 6,877 members 4,640 followers on Twitter and the BIPCTV YouTube http://www.youtube.com/user/BIPCTV channel showcases Inspiring Entrepreneurs events and success stories. There have also been over 376,872 views on the www.bl.uk Innovation and Enterprise blog http://www.bl.uk/bipc/aboutus/news/blogs/index.html

Priorities for the future include securing long term sustainability of the Centre, also supporting growth of SME companies in London through intensive innovation support and rolling out the Business & IP Centre model across UK through a series of regional partnerships.

This paper was followed by
Cathy Walsh, Director of Library and Learning Services, University of East London who considered two case studies of ways in which this university engaged students in developing their own services. Firstly the evolution of an online information literacy programme: the award winning Info Skills http://infoskills.uelconnect.org.uk/. The incentive to involve students in helping redevelop this was to ease the transition of non-traditional learners to college, to encourage greater use of training materials by making them more relevant, to offer resources to suit different learning styles and needs.

The redesign of the system involved a number of team members.

The Learning Designer and Learning Technologist from E Learning team added technical expertise.

Subject Librarians – developed the content (ownership by this team was vital).

Co-ordinated and overseen by Learning Designer – ensuring consistent style and approach.

Cathy described how they involved users by adding video content to the tutorial in which they described in their own words their experiences and the types of skills they needed. This was intended to inspire other students to use the service and recognize its value.

Setting up evaluative workshops during the creation process to see if the materials were meeting needs and getting evaluative content after the tools were launched.

She then moved on to describe how the experience of student engagement had led the library management to actively seek student input into a second larger project: the design of a new campus library in Stratford. This involved questionnaires, face to face consultation groups, a furniture workshop where students could try out items, meetings with architects and the presentation of plans to a student experience committee. Individual students from the school of architecture/ engineering were also able to actively work on the building site!

This is one of a number of other inspiring case studies on student engagement which are highlighted in this issue. These include: a peer to peer library support scheme at the *University of Nottingham,* Working with the Students' Union at Aston University and creative games at the *University of Portsmouth!*

Finally the issue closes with two articles on areas which you might want to keep up to date with in 2014 as they have been in the news regularly: open access resources and data research management.

We hope you enjoy the issue.

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We also have a new twitter channel where you can keep up to date with our latest activities. http://twitter.com/aliss_info

Remember that you can also keep up to date with ALISS news by subscribing to our free electronic mailing list LIS_SOCIAL SCIENCE at http://www.jiscmail.ac.uk/lists/LIS-SOCIALSCIENCE.html or consulting our website at: http://www.alissnet.org.uk

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Prepped for University: introducing academic literacy skills to secondary school students

Norma Menabney, Queen's University Belfast

Like most university and college libraries, at Queen's University, library induction is offered to all new students. This paper discusses induction content and timing, the opportunity and benefits of assisting secondary school students prepare for university and how subject librarians delivered a workshop in order to address higher education expectations.

In the early days of induction, new undergraduates (UGs) were offered a library tour and shown how to find a book and a journal article in the library catalogue. This basic direction presumed an understanding of what an article, in the academic context, is and that reading list abbreviations such as 'ch2', were easily interpreted.

Fisher and Heaney outline difficulties some students encounter early in their academic programmes, referring to 'at risk' students and evidence suggests that most first year students are challenged at some level by a variety of library literacy anxieties which can contribute to the grade 'A' student's loss of confidence in their academic ability. Arguably, librarians are well placed to smooth the path and improve the student learning experience.

Library induction content at Queen's was enhanced to include an explanation of what was meant by peer reviewed journal articles and IT content was merged making the session varied, relevant and efficient.

Considering here the expectations of academics, it is not unreasonable to require students to understand how to interpret bibliographic standards, find, borrow and locate appropriate sections of texts, find and understand the structural components of a journal/article, source additional material as required to support discussion, arguments etc and work to the overall requirement of 'reading for a degree'.

However, the university induction window is small, library literacy needs to be delivered at the point of need and as academic library literacy is not part of the secondary school curriculum, prior knowledge cannot be assumed. While additional induction sessions could be explored further into term an alternative or additional option would be to embed the basics in advance of arrival at university.

Considering evidence to support the second option, a survey carried out by a school librarian found that information literacy (IL) skills are underdeveloped among year 14 students and don't match the higher education (HE) expectation. The survey suggested that HE skills could be addressed through collaboration between school and academic librarians and teachers. The survey further suggests that this could lead to an IL instruction programme for school librarians.

Within Queen's, discussions began with school teachers, themselves taking post graduate courses at Queen's. Undergraduates provided feedback and spoke openly about the challenges they encountered. Library colleagues, academics and Queen's Learning Development Services also engaged, culminating in a meeting with the Widening

Participation Unit. This unit aims to encourage and support people who have the potential to succeed at university but who come from groups that are currently under-represented in HE within Northern Ireland. In providing a summer residential programme Library services provided a library tour and workshop for 40 secondary students entitled 'Unlock your skills and talent'.

The format of the workshop required the students to choose a topic and find out anything about it online. Topics included a famous composer or author, Professor Frank Pantridge and the heart defibrillator, graphene and David Brailsford and the Sky cycling team theory of marginal gain. Discussion began answering questions such as: why do I believe these sites are telling me the truth? What does the web address tell me about each site? Is the information current? Who wrote the web page? Who published it? Is the page well organised and easy to navigate? Is there a lot of advertising? Does it link to other sites that are reliable? The students in essence were evaluating web sites.

Following on, the students were asked to click on peer reviewed journal databases and search again. Web page and article structure was discussed and compared. Scrolling to bibliographies students looked at how arguments are supported with evidence from others sources. Interpreting a bibliographic reference, plagiarism, copyright, email etiquette and social media was also covered. They asked questions, read and showed genuine interest.

One to one and group discussion amongst all levels of UGs was also sought in order to help design future sessions and it is anticipated that a guide could be developed for secondary school librarians to work with in delivering skills that prepare students for university or employment.

Conclusion

Library staff are in a prime position to be fully informed of what academics' require new students to know and how to deliver induction content to enhance the student experience. The opportunity to engage with secondary school students and school librarians could prove beneficial to all stakeholders and as subject librarians continue to explore skills gaps, universities may wish to engage directly with schools to ensure the basic expected skills are in place before students reach their first class.

Fisher, R., Heaney, A., (2011) 'A Faculty Perspective: Strengthening At-Risk Students' Transition to Academic Research through Embedded Librarianship' in Kvenid, C., Calkins, K., ed Embedded Librarians: moving beyond one shot instruction. Chicago : Association of College and Research Libraries

Skills for Success: Library involvement in the University of Liverpool Scholars Programme

Lisa Hawksworth, Faculty Librarian (Humanities & Social Sciences), Sydney Jones Library, University of Liverpool

Introduction

Since 2009 the University of Liverpool Library has participated in the Liverpool Scholars Programme, an initiative designed to help students from traditionally under-represented backgrounds with their applications to study at the University of Liverpool. This article will explore the nature of the library involvement in the Liverpool Scholars Programme and how it has developed in response to changing demands.

University of Liverpool and Widening Participation

The University of Liverpool has a tradition of successful Widening Participation initiatives. Current HESA Indicators show the proportion of students from low participation neighbourhoods at Liverpool is 8.5% against a benchmark of 7.3%, placing the institution first in the Russell Group. The Liverpool Scholars Programme for Year 12 students is an important part of that tradition and to date more than 300 students have entered the University through this route.

The Liverpool Scholars Programme

The Liverpool Scholars Programme is aimed at talented Year 12 students with the desire and ability to enter Higher Education, but for whom their background means attending university isn't usually an option. The programme delivers a 'first year experience' consisting of a range of academic skills related activities, enabling the students to get a flavour of what life might be like at a research-led, Russell Group institution; something they may not have previously considered.

Students who successfully complete the programme together with an academic project also get the benefit of:

- A guaranteed conditional offer of a place at the University of Liverpool, reduced by the equivalent of 40 UCAS points
- A non-repayable financial bursary to help towards tuition fees and expenses

Applicants for the programme must be studying a two year, level 3 qualification and have at least 8 A* - C grades at GCSE (or equivalent). There are additional criteria, for example, neither parent must have attended University in the UK or overseas.

The programme had its first intake in 2007 and the library subsequently became involved in 2009.

The Library Contribution: 2009

Considering the 'first year experience' aim of the programme, the library contribution was based on what we would typically deliver to a first year undergraduate audience, such as:

- interpreting reading lists
- finding information for assignments
- understanding the basics of referencing and plagiarism

The referencing and plagiarism element was covered by a handout which enabled the session itself to focus on discussion and hands-on practice. The session began by

examining the information sources students may find on their reading lists, demonstrating how to recognise a book reference, a journal article reference and so on. In the workshop, students used the library catalogue and Metalib to find specific items and items on a topic. We also touched upon the importance of evaluating results for relevance and quality. The examples reflected the subjects the students hoped to study, as did the location of the sessions: Arts, Humanities and Social Science students went to the Sydney Jones Library and those interested in STEM subjects went to the Harold Cohen Library.

The Library Contribution: 2013

Since 2009 the library training for Liverpool Scholars participants has evolved to reflect changing demands and circumstances:

- Numbers

Increasing numbers is the most obvious factor influencing our delivery of the library element of the programme. In 2009, 60 students were split between the two libraries for a 75 minute session. In 2013, there were 120 students for a 75 minute session. From the start there were issues with space; in 2009 in the Sydney Jones Library the only available PC teaching space had just 15 machines and the groups had to be split, with students receiving the presentation either before or after the workshop.

In 2012 we attempted a three room 'carousel' system in the Sydney Jones Library; students were split into three groups, one group hearing a presentation, another using the catalogue and the final group using DISCOVER (the branding for our implementation of EBSCO Discovery Service which replaced Metalib) with all groups circulating around. Unsurprisingly, time was wasted travelling from one room to another, but it was an interesting experiment!

It became apparent that given the increasing numbers, the libraries were no longer suitable venues for the sessions. Although the organisers were initially keen for the sessions to be held in the libraries, students had attended a library tour a few months earlier and were familiar with the buildings. Therefore, in 2013 three groups of forty students had sessions in PC centres across campus, facilitated by a Liaison Librarian and a further member of library staff.

- Content

We learned that the other academic skills sessions were lecture based; this encouraged us to reduce the presentation element to focus more on what made our session unique: the workshop. The presentation is now used to provide an introduction and some context leaving more time for the practical work.

- Materials

As our offering evolved, so did the materials. In 2013 an online tutorial using Xerte was developed to use in the workshop which was more interactive for the students. It also ensured we were delivering the same experience to all students, regardless of who was delivering the session (there had been some divergence in the materials used over the years, with a separate set of materials developed in each library). To ensure the content was relevant to all participants, students were asked to search for topics of their own choosing when using DISCOVER, which made it more engaging for the students and had the benefit of being much easier to prepare!

- Timing

Students arriving late because the previous session overran is a common occurrence. The library workshop is always before lunch and the students are understandably keen that we shouldn't encroach into that time. The online workbook addressed this problem as most students completed it in good time. In addition, we now request temporary network logins enabling us to log in the computers before the students arrive to avoid a further potential delay. Although students receive their own network access, invariably they forget their passwords or the machines take a long time to connect.

- Time of year

The programme takes place during the Easter vacation and it can be difficult to find staff to deliver the workshops as we take most of our leave during vacation. A library restructure has also meant that there are no longer library assistants within the Academic Liaison section to provide additional help. Staff from other sections of the library have provided invaluable assistance in running the workshops. The Student Advocates who arrive with the students also help with answering queries during the workshop and provide their own interesting insights.

- Communication

No news is good news as they say, but there is often little feedback from the Liverpool Scholars Programme organisers about what the students think of the library element of the programme. We decided against our own evaluation during the session itself to focus on delivering the content. However, we must be doing something right; Michael Mohebbi, Educational Opportunities Officer at the University of Liverpool co-ordinator of the Scholars programme says "From basic tours of the libraries and the archives and facilities they house, through to interactive sessions on how to use the libraries to research effectively, the Scholars programme works in partnership with library staff to deliver valuable sessions each year. These activities not only help students feel welcome and provide introductions to how the libraries work, but also serve to start our engagement with them early in terms of fostering a positive student experience."

Conclusion

Michael's comments echo the ethos behind the library contribution to the Liverpool Scholars Programme: delivering a positive student experience. While we have content to deliver, engaging with the students and encouraging them to develop their skills and confidence is equally as valuable in preparing these students for university life. The library contribution to the programme has evolved to reflect changing technologies and practical considerations, but also to better serve the unique needs of this group of students and support the Liverpool Scholars Programme and broader University Widening Participation objectives more effectively.

Useful Links

See http://www.liv.ac.uk/about/#widening-participation for University of Liverpool Widening Participation initiatives

Current HESA Indicators for Widening Participation http://www.hesa.ac.uk/content/view/1897/239/#pi

More information on Xerte at http://www.nottingham.ac.uk/xerte/index.aspx

Developing a peer to peer library support scheme

Jenny Coombs and Carol Hollier, Libraries, Research and Learning Resources, University of Nottingham

Background to the scheme

For the past two years, the University of Nottingham has run a scheme in which science and engineering students have been acting as library student ambassadors (Learning Resource Leaders) to engage their peers on library issues. The project was based upon the premise that science and engineering students make less use of their library resources than other disciplines, and began with a project to employ library student ambassadors, funded by a Teaching Innovation Award at Loughborough University. This inspired a joint HE STEM funded project between Loughborough University and the University of Nottingham to find a sustainable (non-pay) model for motivating science and engineering students to act as change agents in the library. The project included library staff from both institutions as well as an academic member of staff from an appropriate discipline to add valuable credence to the project.

Motivating and recruiting students

Focus groups were run with students from Loughborough University at the start of the project to ascertain what would motivate them to volunteer for a library ambassador scheme. The title of the role generated a lot of discussion. Students were motivated by employability and enhancing their CVs and they felt that science and engineering employers would not be engaged by the word "library" in the title of the role. Instead, a role title of Learning Resource Leader was chosen.

The students at Nottingham were recruited by delivering a 60 second elevator pitch on one way the library could be improved and both Nottingham and Loughborough appointed two students as Learning Resource Leaders. The following year, the two universities ran the schemes separately and 4 students were appointed at Nottingham, covering a range of science and engineering disciplines.

The sustainable aspect of the project identified a corporate sponsor, Jaguar LandRover (JLR) to provide three tiers of incentives for the LRLs to achieve. These included corporate freebies for completing level 1 and 2 and for level 3, a track day was provided.

In the second year, the Nottingham Advantage Award was also offered as an incentive. This is an employability award that requires 10 hours of training and 20 hours of volunteer work from the students. To pass the award, the students need to produce a number of reflective pieces on the employability skills gained from the project. The introduction of the Advantage Award definitely seemed to provide an added incentive for students to engage with the scheme.

Activities

The main role of the LRLs was to promote the library to their peers in creative ways and the students decided to set up stands in various parts of the science and engineering buildings or social spaces. The idea was to take the library outside of the physical building

and to publicise library services and resources. In a bid to entice students to the stand, we were able to provide freebies from publishers and suppliers and the LRLs created a giant Jenga game to provide interest. The students wore a T-shirt to publicise their role and to publicise the JLR sponsorship.

The students also produced a short online survey that they distributed in various ways. The survey served the purpose of obtaining feedback for us in the library but also to use as a promotion for some lesser known or used services. Although the project manager gave suggestions as to what we might like them to cover, the students were left to create the questions themselves with minimal input from the library.

In the second year of running, each LRL identified a service or facility that they wished to promote, which was showcased on a t-shirt of their own design which they sourced themselves. The promoted services included;

- Promotion of iPad loans
- Feedback mechanisms
- Using the Library online catalogue
- Finding books on the shelf/understanding the classmark system

The students were also keen to hold stands again and to produce a survey which they analysed and presented the results to library staff. The aim was also to create some videos that could be used in induction sessions but time to produce these ran out.

Benefits of the scheme

From the library perspective, having an academic member of staff on the project was really useful in promoting the scheme to faculties but also provided a good liaison opportunity more generally.

The scheme was also useful in trying to break down some of the perceived formal barriers between students and library staff, and the LRLs particularly enjoyed the training that they received from library staff, understanding the usefulness of search skills for themselves and for their peers, and reporting back to us on their increased use of databases to source material for their academic work.

The peer to peer engagement was useful as students seemed happy to approach the LRLs at their stands and ask questions. The design of the survey was written in more "student speak" and perhaps gained a greater number of responses than if we had designed and distributed the survey from within the library.

Generally, the students got a better understanding of the challenges that libraries face when providing information and one of the LRLs attended a Faculty Library User Group which she reflected gave her the first opportunity to attend a formal committee meeting and to hear the requirements that academic staff need from library services.

Most of all, the LRLs gained transferable and employability skills from the project, including team working, communication, persuasion, marketing and design, and presentation skills. The LRLs reflection suggested that they were unable to gain these types of skills from their academic work, but realised the importance of these competences.

Challenges

The scheme has not been without its challenges, with timetabling presenting the main problem. Finding a time when students could attend training was particularly difficult, particularly in STEM subject areas where students are timetabled for most of the week.

There was also some tension between the project being peer-led rather than service-led. Peer to peer support is all about students reaching out in a way that will resonate with their contemporaries. Sometimes the message is not quite as we would communicate and this could be uncomfortable with some library staff. Additionally, we wanted to empower the students by giving them ownership of their activities, which meant that we tried not to direct their work to any great degree. This did however result in a larger workload for the project manager in supervising and mentoring the LRLs.

Luckily, most of the LRLs were very conscientious and motivated. However, problems can arise if one of the team doesn't pull their weight and this can add an additional burden on the project manager. However, projects like these can also be an excellent development opportunity for library staff who may not have a management element to their work to acquire some supervisory experience.

Where next?

The scheme was expanded this year to include students from all faculties, although interestingly most of the interest continued to come from within the STEM subject areas. Would changing the role title to include the word library encourage more humanities and social science students to engage?

Activities have been more directed this year, but without losing the creative input of the students. The LRLS have been asked to concentrate specifically on creating videos that could be used in induction sessions or presented on webpages and already the students are coming up with some entertaining ideas for presenting library services.

To date, the students have gained much from the scheme, enhancing their CVs, receiving sponsor rewards, and even presenting at a conference. However, the jury is still out as to whether library staff time required in leading the LRLs is consummate with the delivered outcomes.

Aston LIS Experience of Working with the Students' Union

Angela Brady, Assistant Director (Customer Service)

Student engagement is part of the zeitgeist at the moment, enabling students to partner with universities in shaping their learning. Aston LIS has long had a policy of not making changes to public services without consulting students, and also actively seeks out opportunities for working with students in ways which will enhance their CVs.

Our partner in this is often the Students' Union, with whom we have a mutually beneficial relationship. Over the past couple of years we have carried out numerous consultations on many aspects of service. The methods used have ranged across focus groups, online surveys, one to one discussion, tick box exercises, and more. Some have happened on an ad hoc basis, while others have been carefully planned and students have been well-rewarded.

When the Union's sabbatical officers come into post each year, they have extensive meetings with senior staff from all schools and departments of the University. This gives them good insight into how the university works as a "business" and enables all parties to talk about issues that have been significant over the past year, and plans for the coming year. This is an important relationship building exercise, and gives both the Library and the Union named contacts to communicate with about shared interests. The professionalism of the sabbaticals has increased exponentially in the past few years, and it is now normal for them to use out-of-office messages, and pick up emails "on the go" on their smart phones, so getting hold of them is easy.

We have undertaken a couple of valuable surveys in collaboration with the SU, in response to some "perennial problems" from students.

(1) Not enough computers in the Library

In response to this problem, the University Executive wanted to provide the library with a tranche of desk top PCs as part of their "You said …We did.." campaign, to demonstrate that they were listening to students and improving the student experience.

In the library we were unsure that this was the best approach. Our horizon scanning made us think that desk top PCs might not be welcomed by students for much longer. Our refurbishment had given students lots of comfy chairs and sofas where they could curl up with a laptop, and the growing importance of group work also indicated a need for more laptops – 6 people cannot huddle around 1 desktop PC.

We therefore consulted with the Union and came up with a quick online survey which students could easily fill in, ticking all the statements they agreed with. The aim was to give them a range of options for improving the accessibility of computers – it was not a straight PC vs laptop choice. In less than a day we had more than 600 responses. This was a level which we considered statistically significant, and was certainly as many as we could hope to analyse within the time frame.

Survey options and results

Options – tick as many as apply	Number agreeing	%
Limit the length of time students can be logged in	66	10
Introduce a charge for hiring a laptop	73	12.1
Encourage more students to bring in their own laptops	145	24
Prevent social use of PCs/laptops	158	26.2
Provide more fixed PCs	365	60.4
Provide more laptops	392	64.9

As a result it was agreed that laptops, rather than PCs should be bought, and money was invested in 48 self-service laptops. By going self-service this not only increased the number of laptops available, it increased the hours that they were available, and so represented a significant improvement in student experience. At the time the Library was open 24/6 (a total of 152 hours per week) but the help desk was staffed 45 hours per week.

Self-service laptops have been a huge hit with students, who queue at the machine when it is empty, even when there are desktop PCs available for use.

Not enough books when I need them

To address another perennial problem we worked with the SU on complaints from students about the difficulty of getting hold of text books when they need them. This is often voiced as "Not enough books in the Library".

Aston already has a policy of buying text books electronically whenever possible. When this is not possible, we consider that our buying ratio is good – however it is not perceived by students to be good enough. The Library mailbox recently received a complaint from a student who considered 9 books for 40 students to be wholly inadequate. We therefore decided to try to unpick some of the issues around the thorny topic of reservations. Working with the SU vice president for Education and Welfare we carried out 2 focus groups, involving students from all academic schools. The focus groups were held in the evening to ensure that students could attend for 2 unbroken hours. We did our best to create a safe environment and to ensure Chatham House Rules, since there was little point in spending time with students who were not going to be honest about how they used books, and how they responded to requests to return them to the Library when another reader wanted them.

We took 2 questions as our starting point:

How can we help you get the books you need?

How can we persuade you to return books that other people need?

We devised a board game which could be played in teams to help students understand what others are thinking and doing. This consisted of a playing board divided into 8 sections, representing the weeks between an assignment being set and the deadline for

submission, plus a heap of playing pieces to cover all the eventualities we could think of.

These included:

Select Topic	Think And Plan	Group Work Meeting	Make Notes
Change Topic	Read Books	Reserve Books	Ask For Help With Finding Resources
Start To Write Up	Do Nothing Until Closer To The Deadline	Hand In	Lend Book To Friend
Look For Books Again For Fact Checking/Citation	Do Catalogue Search	Borrow Books	Renew Books

Each team had multiple copies of each of the above statements, and the aim was to add the pieces to whichever week(s) on the playing board were relevant. After playing the game and engaging in some free and frank conversations, we found the following:

- Most students do little (apart from group meetings if relevant) before the last 2 weeks of the assignment period
- Some students borrow books early to make sure that they have them, but they do not usually use them straight away
- Most carry out a cost benefit analysis of fines versus purchase cost of the book
- All thought that they were jeopardising their grades by returning reserved books
- All thought that borrowers who hold on to books should be "forced" to return them by means of escalating fines

Participants did not immediately see the inherent conflict between the last 2 bullet points. Their collective view on a suitable scale for escalating fines was:

Day 1	£5
Day 2	£6
Day 3	£7
Day 4	£8
Day 5	£9
Etc.	

This meant that within 5 days a student would have run up fines of £35. As Library staff we thought that this was impractical, despite the fact that it would certainly have concentrated student minds! We therefore moderated the proposal as follows:

- No fines on books that are not reserved by another reader
- 2 days' grace to assist students who genuinely want to return a book they have

- not brought with them
- Thereafter fines to be £3.50 per day

This procedure is being piloted this academic year, and so far no complaints have been received from students.

Involving students in a tendering process

This year the Library went out to tender for night time security staff and very much wanted to involve students in the process since they are the chief stakeholders and have most to gain from the right staff being employed. In common with many university libraries we were looking for a firm that enjoyed working with young people; understood the temptations, opportunities and anxieties of young people who are away from home for the first time; act consistently and fairly – and in addition offer value -added services, such as filling up printers; picking up books for shelving, etc.

We engaged with the SU to find a student representative who could devote 2 whole days to being part of the tendering process, working alongside staff from the Library and the Procurement Team. The first day was spent reducing a long list of applicants to a short list, using a defined marking system; and the second day, a couple of weeks' later, was spent interviewing the shortlist and evaluating the candidates.

The SU Vice President for Finance and Media stepped up for this role, and impressed us with his professionalism and the validity and relevance of his input. The very fact that we had a student on the interview panel caused one company to react with surprise bordering on displeasure, which presented us with an opening to probe some of the statements they had made in their application.

At the end of the procedure the Library, the SU and Procurement were all confident that the right company had been appointed. The student involved had gained valuable experience of a common business procedure.

Working closely with the SU in this fashion enables the Library to remind students that they and their colleagues do have input to decision making processes, and strengthens our rationale for not changing procedures at the whim of individuals.

Engaging students with creative library staff: the game's afoot!

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Engaging with students in a higher education setting can be difficult at the best of times. With many competing demands on their time and attention, with faculties filling courses such that there is little room for manoeuvre with what is sometimes seen as 'additional' library skills, and with increasing demands on services since the introduction of fees, students will have their own priorities and sense of what's important or interesting. Factor in the traditional view of libraries and library skills being dull, or at the very least staid, and it might be thought that we're wasting our time even attempting to interact with students in an engaging manner. We would disagree however and argue that promoting awareness of the Library's resources and services is ever more important. Sukovic, Litting and England (2011) go so far as to argue that we can only engage through "serious play".

At the University of Portsmouth Library we've endeavoured to counteract the perceived dullness in a variety of ways and we've drawn on the skills and creativity of our staff in order to do this in as interesting a way as possible. Dare we say through some 'serious play'?! Freshers' Fayre is an obvious place to reach out to new students, but there are many other opportunities throughout their time at University as undergraduates or beyond. We've written in these pages about some of our activities and how we've used the creativity of staff to produce interesting and engaging Moodle units, information literacy training and Freshers' Fayre stalls (White & Collinson, 2010). Here we describe our latest venture into film making and look at how it can be used to engage with students.

University of Portsmouth Library is fortunate to have a small Promotions Team[1] which is led by a Faculty Librarian taking a strategic overview and for implementation, utilizes 50% of the time of an Assistant Librarian (Scale 5: spine points 23-26/28) and 60% of the time of a Senior Library Assistant (Scale 4: spine points 17-22/24). In addition, individuals in the User Services team (loans & circulation) (Scale 3: spine points 12-16/18) give 20% of their time to assist the Academic Liaison Team and, on average, the Promotions Team can expect approximately 1.5 days per week of help from this scheme. The Promotions Group is a slightly wider grouping drawn from volunteers from all library staff which meets three or four times a year to generate ideas and to plan for various events. The group is definitely "resilient and resourceful" (Polger & Okamato, 2013). Planning for the new intake of students in 2013 the Promotions Group came up with a couple of ideas we hoped might connect with students and connect with the University and/or the city of Portsmouth. A Mary Rose theme which would have coincided with the opening of the new Mary Rose Museum in the local dockyard and a Sherlock Holmes theme connecting with 'discovery' (we'd

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1 A reorganisation of the Library gave each Faculty Librarian responsibility for an area such as Collection Management, Enquiries, Institutional Repository, Promotions and so on. Each has a larger or smaller team within the larger Academic Liaison Team as required. The Promotions Team is in the middle in terms of size.

recently launched our new Discovery Search Tool from Ebsco) and the city's connection with Arthur Conan Doyle. After some discussion, the Sherlock Holmes theme was chosen as slightly more resonant but with the Mary Rose idea put aside for a future year.

Planning then moved onto the usual ideas concerning the stall for Freshers' Fayre, a quiz to introduce students to the Library, a themed peep-thru board for student selfies, posters for the stall & our online social media presence, library designed grab-bags (with postcard, bookmarks, pen, sweets and an academic calendar) and prizes we were offering to encourage participation. The quiz was a very simple four question Sherlock themed A5 flyer to take students around the Library discovering the Library catalogue, our chat service, renewing a book, and the Library website. We also posted a fun quiz on Facebook which had a map of Portsmouth with questions enabling you to "find Moriarty's lair".

A new idea for this year, however, was to create a silent movie. We'd had some success with previous YouTube offerings around ideas such a finding journals, using and booking a group study room, using the self-service kiosks, and even Southsea as an attractive place to come to visit. For these, and all our videos see https://www.youtube.com/uoplibrary. Kroski (2008) devotes an entire chapter to video sharing; Little (2010) describes other ways libraries have used video to connect with users. Saw, Abbott and Donaghey (2012) note the use of YouTube as a social media platform used by International students and go on to say "students' frequent use of YouTube to find information for educational purposes suggests that libraries should be using the site to deliver information that students are seeking to assist them in their studies." Our silent movie wouldn't directly educate but would help draw users to our channel. Cho (2013) describes YouTube as a "very powerful tool for online learning … allowing academic libraries to leverage it as a communication platform to interact with faculty, staff, and students in new and exciting ways."

After previous experiences with 'formal' productions from either student projects or the University's in-house television production facilities, we'd decided to create much quicker, if somewhat rougher, videos using an iPad. (Godwin and Parker (2012, p.35-36) discuss other possibilities for using iPads etc.) We felt that such films only needed to be short to meet the expectations of YouTube viewers where brief is better as Nicholas and Rowlands (2008, p.205) remind us, and would be much easier to update if they didn't require a major project. iMovie on the iPad was a cheap way of creating relatively simple but good looking films with a little planning and imagination. The dozen or more we'd already posted suggested it might be worth doing something slightly more creative and hopefully very engaging. Inspired by finding a cheap app that made iPad footage look like an old piece of silent era film, we decided a 2½ minute silent movie with Sherlock Holmes uncovering some dastardly scheme of Moriarty was well within our capabilities.

When the idea for a film was initially mooted at the quarterly Group meeting, the Promotions Team first began by having a look at some of the Sherlock Holmes clips on YouTube. We thought that it would be easier to film in black and white, which would fit the aesthetic of the theme and generally be more atmospheric. This stylistic choice then led on to

the notion that a tongue-in-cheek silent movie would be ideal for our purpose. The use of silent movie inter-titles could also explain plot points succinctly. The whole idea was to keep things fun and engaging for students, as easy to create and produce as possible, yet somehow relevant to the history of the region and the current cultural landscape.

We needed a plot which would have to have some library connection and so after some thought the team came up with a scenario where Moriarty was involved in student identity theft. A provisional storyboard was produced by our 20%er in PowerPoint with the major plot points, rough directorial instructions, some ideas for props, and pictures from Google Images for representation and source material. The Storyboard structure was intentionally kept extremely basic and easy to follow. This was then shown to the wider Promotions Team for approval, discussion and refinement.

Strong collaborative team work and the casting of willing library staff enabled the creation of a short film in a quick and timely manner. The decision to use minimal props, mainly headgear to indicate the characters, a custom made mocked up library card and a fake book cover (Moriarty, J. (2013). *Masterminding crime for dummies*. Portsmouth: University Library), were considered sufficient to drive the plot forward. Another minimal aspect of the production was the overall cost to make it, with the highest expenditure being 69p for the iPad app *Silent Film Studio*. Organising the calendars of cast and crew (totalling five members of very trusting staff) to fit the schedule was probably the most difficult aspect of the whole process. A Doodle poll (http://doodle.com/) was used in the end to great effect and a spare hour was found where all diaries could align.
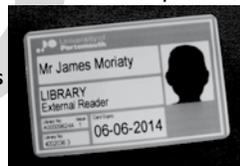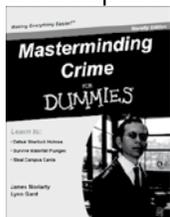
Rather than just film in the library itself we felt that a variety of outdoor shots would add atmosphere and personality to the film, particularly as Conan Doyle used to live in and around Old Portsmouth. In keeping with the ethos of a simplified production, the filming locations were all chosen to be within a ten minute walk of the Library. 'Holmes' and 'Watson' filmed the opening scenes in Old Portsmouth early in the morning, surprisingly receiving no more than a cursory glance from passers-by. The action then moved towards Ravelin Park and on to the University Library. The actual filming was accomplished within a 90 minute time-frame and edited on the same day. We were very pleased with the final result and hoped that students would appreciate both the message and the medium. As a bonus, our colleagues found it very amusing and were able to see what we actually were doing when they thought we were just playing around and wearing funny hats! The 'play' however is valuable: "employers are increasingly exploring ways of nurturing employees' engagement, often by encouraging play as part of organisational culture" (Sukovic, Litting & England, 2011) and they go on to quote Meyer suggesting that organisational success comes from play becoming a mind-set and regular part of work. A second bonus was in helping us to gain a better understanding of how the medium works. Jenkins (2007) reminds us that "you cannot really understand how these new media work if you don't use them yourself".

The clip has already become our third most watched YouTube video with over 500 people

viewing it in three months. Not all of that, however, has come from students necessarily as can be seen in Table 1 which shows views by (top 12) country. This doesn't show the complete picture however, as some Faculty Librarians have used this either as a clip to show in the middle of a teaching session as a two minute break, or as an introductory piece in the background while students have been arriving.

United Kingdom	259
United States	166
Canada	18
Israel	8
Ireland	7
Germany	6
Italy	5
Belgium	3
Serbia	3
France	3
Czech Republic	2
Australia	2

Were we to do it again, the Sherlock theme could be mined much further or we could develop something completely different around the theme *du jour*. However, we would consider building up our promotion of the movie more thoughtfully on another occasion.

Overall it has certainly engaged students when it's been shown live, seems to have worked as an online draw to our YouTube presence and other social media, and we feel that it's been successful enough to consider doing again. Linking it with our other induction activities and social media such as Pinterest (https://www.pinterest.com/uoplibrary) has increased visibility of both the movie and in the other direction. It's also worked well as a team project in drawing on a variety of skills from around the Library from creative to technical and enabled us to develop skills such as editing film footage for other YouTube movies with a more directly educational aim. For the minimal financial cost and staff time involved, we'd heartily recommend the experience to others.

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New Directions: Research Data Management, Big Data and Librarians
SC Sawnhney

This brief article aims to focus on a number of emerging areas for subject librarians, summarising recent concerns, research and offering a toolkit of suggestions for getting started.

In January 2012, the RLUK report Reskilling for research http://www.rluk.ac.uk/content/re-skilling-research which was conducted by Mary Auckland, explored the changing information needs and seeking behaviours of researchers identifying a number of new research needs which subject librarians should support.

Amongst these was **Research data management.**

Andrew Cox and Stephen Pinfield Information School, University of Sheffield presented a useful paper at the 2013 Sconul conference entitled 'Research data management in practice: Roles and skills for libraries'.

http://www.slideshare.net/sconul/research-data-management-and-libraries

The slides present the results of their research which aimed to addressed questions relating to the current services libraries in UK HEIs offer to support RDM and future priorities and areas of concern. It found that while a few services were well developed, in many more just basic plans were in place. However, overall there was an increasing awareness of the role the library could play. The institutional culture is changing with more RDM policies being implemented and many academic Libraries see RDM as a core activity for them in the future. A key factor are new funder mandates which require more effective output management. The main role emphasis for the library is on advisory, policy support and training service development. Significant challenges remain, including skills gaps, resourcing/funding and relationship building/credibility.

In the Social Sciences, the ESRC is one of the funders which is producing more rigorous mandates for its researchers. Its website has policy pages http://www.esrc.ac.uk/about-esrc/information/data-policy.aspx which provide guidance on these. Topics covered include confidentiality, security and ethical consideration.

The UK Data archive has also produced guidance http://ukdataservice.ac.uk/manage-data.aspx and a Managing and Sharing Data guide http://www.data-archive.ac.uk/create-manage. This covers the full range of topics and has a series of training resources that can be downloaded in a zip file.

http://www.data-archive.ac.uk/create-manage/training-resources

Also of value in highlighting best practice are papers from the most recent Annual Workshop of the International Association of Scientific and Technological Libraries (IATUL) which was entitled Research Data Management: Finding our Role http://www.bodleian.ox.ac.uk/science/iatul-workshop-2013. Of particular value are the papers:

Building Confidence: Training Librarians in Research Data Management - Robin Rice, Data Librarian, University of Edinburgh, UK

Strengthening the University of Sheffield's Research Environment by Building RDM Capability and Capacity - Laurian Williamson, Research Data Management Coordinator, University of Sheffield, UK

Both highlight the role of the librarian, giving examples of involvement in major research libraries. A basic message is the need for the library to be involved in all stages of the research process. Robin Rice's paper describes the Edinburgh road map with the library involved, in all stages of the research process – from Planning the research scope; infrastructure facilities to store large outputs; Stewardship- tools and services to aid in the description, deposit, and on-going management of completed research data outputs

Useful resources for supporting data management

Edinburgh University Mantra http://datalib.edina.ac.uk/mantra
A free open access online learning self-paced course in RDM for postgrads and early career researchers. Modules include

- 1: Data management planning
- 2: Organising & documenting data (covers such items as file formatting)
- 3. Data storage & security
- 4. Ethics & copyright
- 5. Data sharing (licensing and collaboration)

Each section has practical exercises, examples and templates. There is also a supporting section with resources for librarians which offers templates for running sessions.

Other useful resources are The UK Digital Curation Centre (DCC) website which provides a national clearinghouse of valuable information.

The 'How-to' Guides provide working knowledge of curation topics aimed at people in research or support posts who are taking on new responsibilities for managing and curating data. See more at: http://www.dcc.ac.uk/resources/how-guides#sthash. YJGiYMna.dpuf

There are also a series of resource guides for libraries in developing RDM services http://www.dcc.ac.uk/resources/developing-rdm-services

Plus links to case studies of developed training models http://www.dcc.ac.uk/training/rdm-librarians in addition to Mantra these include: RDMRose http://rdmrose.group.shef.ac.uk/. RDMRose was a Jisc-funded project at the University of Sheffield which produced taught and continuing professional development (CPD) learning materials in RDM tailored for information professionals. The module is split into 8 sessions, each equivalent to a half day of study. There is a strong emphasis on practical hands-on activities often engaging with real documents such as institutional RDM policies or data management plans. Training for Data Management (TraD) at the University of East London. http://www.uel.ac.uk/trad/SupportDM comprises five sessions. Each topic is introduced in a face-to-face session and explored via exercises and discussion. Learning is reinforced via an online tutorial and practical exercises to be conducted in the participant's own time.

A second area identified by RLUK which has leapt in importance recently with media

coverage is **big data** or **data mining**. Indeed knowledge to advise on data mining was assessed as 33% essential by 2015-17 by the 2012 report.

The whole area of big data is not one which has been traditionally associated with subject librarians. So here are some suggestions for getting started.

Social science researchers have been discussing the relevance and threat of big data to their work. For good examples of this see the policy and internet blog maintained by the Oxford Internet Institute.

Recent postings included http://blogs.oii.ox.ac.uk/policy/responsible-research-agendas-for-public-policy-in-the-era-of-big-data/

A report of the workshop on Responsible Research Agendas for Public Policy in the era of Big Data workshop. They are also managing the Accessing and Using Big Data to Advance Social Science Knowledge programme http://www.oii.ox.ac.uk/research/projects/?id=98

A useful project running 2012-14. It is investigating the potential and good practices in the use of big statistical data by social scientists. It has a blog which highlights and reports on current events. There are also some online outputs such as webcasts.

The LSE impact of the social sciences blog also has regular coverage of this topic and other issues relating to bibliometrics in the social sciences. http://blogs.lse.ac.uk/impactofs ocialsciences/2013/11/11/5-recommendations-policy-making-big-data/

In terms of teaching and learning a good site to watch is Educause. http://www.educause. edu/

The Educause Horizons report 2013 (an annual report produced jointly between the NMC and the EDUCAUSE Learning Initiative (ELI), a programme aiming to identify and describe emerging technologies likely to have an impact on learning, teaching, and creative inquiry in higher education in order to give giving educational leaders and practitioners a valuable guide for strategic technology planning) included data analytics for education http://www.nmc.org/publications/2013-horizon-report-higher-ed

Learning analytics was defined (p.7) as the field associated with deciphering trends and patterns from educational big data, or huge sets of student-related data, to further the advancement of a personalised, supportive system of higher education. This gives examples of how large scale data might be used in teaching and learning to assess and monitor students.

But what is big data and how can librarians engage with it?
A good definition can be found in this article: Keeping Up With.. Big Data http://www. ala.org/acrl/publications/keeping_up_with/big_data from Mark Bieraugel, California Polytechnic State University, prepared for Association of College and Research Libraries (ACRL), a division of the American Library Association. It has an excellent definition of big data as three Vs: Volume, Velocity, and Variety. Huge volumes, collected at high speed and in a variety of formats which may be structured or unstructured. He states that 'Humanities and Social Science librarians should know that big data is becoming more commonplace in their disciplines as well, and is no longer restricted to corpus linguistics.

Librarians in all disciplines, in order to facilitate the research process, will need to be aware of how big data is used and where it can be found.

In June 2012 One Culture Computationally Intensive Research in the Humanities and Social Sciences: A Report on the Experiences of First Respondents to the Digging Into Data Challenge by Christa Williford and Charles Henry was published by the Council on Library and Information Resources http://www.clir.org/pubs/reports/pub151. The report introduces eight projects and discusses the importance of these cases as models for the future of research. Examples included: Using Zotero and TAPOR on the Old Bailey Proceedings: Data Mining with Criminal Intent (DMCI); Digging into the Enlightenment: Mapping the Republic of Letters; Towards Dynamic Variorum Editions (DVE); Mining a Year of Speech; Harvesting Speech Datasets for Linguistic Research on the Web; Structural Analysis of Large Amounts of Music Information (SALAMI); Digging into Image Data to Answer Authorship Related Questions (DID-ARQ); Railroads and the Making of Modern America. These highlight issues relating to skills needed and gaps in training.

A recent paper by Ann Okerson Text & Data Mining – A Librarian Overview given at the IFLA World Library and Information Congress (WLIC) 2013 http://library.ifla. org/252/1/165-okerson-en.pdf outlines the roles and challenges. In particular it highlights the problems faced by licensing restrictions from suppliers.

A number of library sites are also developing big data guides which can help in highlighting useful resources in keeping up to date.

These include:
QUT Australia
http://libguides.library.qut.edu.au/datamining
Deakin University.
http://deakin.libguides.com/content.php?pid=9147&sid=4110873
This mainly highlights business resources.

Key organisations include:

ACM SIGKDD
http://www.kdd.org/
A special interest group of the Association of Computing Machinery, KDD provides a premier forum for the advancement of knowledge discovery and data mining.

Key journals include:
International journal of data warehousing and mining - Information Resources Management Association.
Publication Date: 2005-
eISSN 1548-3932 (published by IGI Global)
Disseminates the latest international research findings in the areas of data management and analyzation. IJDWM provides a forum for state-of-the-art developments and research, as well as current innovative activities focusing on the integration between the fields of data warehousing and data mining. Emphasizing applicability to real world problems, this journal meets the needs of both academic researchers and practicing IT professionals

Intelligent data analysis : an international journal - IOS Press
Publication Date: 2009-
ISSN 1088-467X
A forum for the examination of issues related to the research and applications of Artificial Intelligence techniques in data analysis across a variety of disciplines.

Wiley interdisciplinary reviews. Data mining and knowledge discovery - Wiley
Call Number: online
Publication Date: 2011-
eISSN 1942-4795
WIREs coverage is designed to provide an encyclopedic coverage of the field. Reviews are highly structured and consistently formatted, maximizing the accessibility and utility of the content to the user.

Useful Resources for tracing information on Open access

H. Dawson

If your new year resolution is to improve your knowledge of open access resources here are some recommended starting points. These were originally prepared by ALISS Committee members to celebrate open access week.

http://www.openaccessweek.org/page/about

What is open access - what are its possibilities for learning?

View these inspirational videos from open access lecture site

TED: http://www.ted.com/

Sanjay Pradhan: How open data is changing international aid: 2012 http://www.ted.com/talks/sanjay_pradhan_how_open_data_is_changing_international_aid.html

Michael Neilsen Open Science http://michaelnielsen.org/blog/open-science-2/

Evangelist Peter Suber has published a book called What is open access? This was issued by MIT press read the full text, notes and additional links on its Harvard website http://cyber.law.harvard.edu/hoap/Open_Access_%28the_book%29

See links to UK government and HE policies and news on the JISC website http://www.jisc.ac.uk/open-access

SPARC - an international alliance of research libraries also has good explanations and links on its website http://sparc.arl.org/issues

Trace articles and reviews using the Open Access Bibliography http://oad.simmons.edu/oadwiki/Bibliography_of_open_access which is based on Charles W. Bailey, Jr., Open Access Bibliography: Liberating Scholarly Literature with E-Prints and Open Access Journals, Washington, DC: Association of Research Libraries, 2005. It seeks to list and link to articles and reports covering all aspects of open access. Topics include; mandates, copyright, institutional repositories and interviews.

Ejournals

Directory of Open Access Journals. (DOAJ)
http://www.doaj.org/
Maintained by Lund University Library. A key starting point for tracing and accessing 1,000s of academic ejournals covering all subject areas.

OpenDOAR
 http://www.opendoar.org/
Comprehensive list of institutional and subject-based repositories worldwide. It is possible to cross-search the content to locate individual articles.

EBooks

One of the oldest and well known services is Project Gutenberg http://www.gutenberg.org/

Of course also well-known but not always with full text online is Google books. http://books.google.com/

but what other alternatives are there? See some suggestions below.

Digital South Asia Library
 http://dsal.uchicago.ed/
A project of the Center for Research Libraries and the University of Chicago Highlights include Asian language digital dictionaries, online maps, historic statistical data (from the colonial period to the present), maps, ebooks, ejournals, bibliographies and other finding aids.

Europeana
 http://www.europeana.eu/
European Commission funded portal which is working to build a virtual European library offering free access to Europe's cultural resources. It includes millions of texts (manuscripts, papers, eBooks), images (photographs, maps), films (moving images, videos, film clips, television broadcasts) and sounds from Europe's main research libraries, archives and galleries.

Gallica
 http://gallica.bnf.fr/
Electronic library of the Bibliothèque Nationale de France. Provides free access to 1,000s of full text historic French language books, journals and newspapers from the library, covering all subject areas.

HathiTrust Digital Library
 http://www.hathitrust.org/
Consortium of research libraries (most American based) who are creating a digital archive of their major research materials. This includes the full text of books and pamphlets out of copyright. All subject areas of the arts and humanities, sciences and social sciences are covered. There is particularly strong coverage of American political, social and economic history. Choose the advanced search to limit to full text.

Online ebooks Collection
 http://onlinebooks.library.upenn.edu/
Excellent index to free ebooks maintained by Penn University. Highlights individual titles and large ebook directories. Over 1 million titles currently listed. Covers all subject areas.

National Academies Press USA
 http://www.nap.edu/
The National Academies Press (NAP) was created by the National Academy of Sciences to publish the reports of the National Academy of Sciences, National Academy of Engineering, Institute of Medicine, and National Research Council, all operating under a charter granted by the Congress of the United States. The NAP publishes more than 200 books a year on a wide range of topics in science, technology engineering, and medicine.

World Bank Open repository
https://openknowledge.worldbank.org/

increasingly providing free access to reports and documents relating to development and finance topics . See details of their open access week initiatives.

Many Books Net
http://manybooks.net/ a good site which pulls together titles you can get for your kindle and ebook reader for free.

Theses and Dissertations

EthOS
http://ethos.bl.uk/
Working to build a centralised store of digitised theses from UK higher education institutions. Users can register free of charge and download increasing numbers of full text PhD dissertations covering all subject areas. Abstracts are available for other items which can then be digitised on demand.

DART-Europe E-theses Portal (DEEP)
 http://www.dart-europe.eu/
This service (which is currently underdevelopment) allows you to search for full text research theses from a growing number of European countries. Note it does not include all national universities.

Directory of History Dissertations from the American Historical Association
 https://secure.historians.org/pubs/dissertations/index.cfm
Lists theses in progress and completed at universities in the USA and Canada.

PQDT Open theses
 http://pqdtopen.proquest.com/about.html
 This is maintained by Proquest and can be used to search for free open access theses. They include any titles listed on proquest dissertations and theses which can be found free online. Many of these titles are from North American universities, although there are also Spanish language titles from Latin America.

Australasian Digital Theses
 http://www.caul.edu.au/caul-programs/australasian-digital-theses/finding-theses
Free access to thousands of titles from Australian and New Zealand universities. Mainly 1990s onwards. Covers all subject areas.

Networked Digital Library of Theses and Dissertations.
http://www.ndltd.org/
Excellent starting point for tracing the existence of online theses. Maintains a searchable catalogue of e-theses and a directory of links to key websites.

Theses Canada Portal
 http://www.collectionscanada.gc.ca/thesescanada/index-e.html
 Free access to a database of thousands of full text Canadian theses and dissertations. Bibliographic records for older items submitted since the 1960s.

See links to other services we know about.
https://delicious.com/lselibrary/theses

Newspaper Collections

EU feeds: news feeds from European newspapers
 http://www.eufeeds.eu/
Site created by the European Journalism Centre. Get news feeds of the latest headlines from over 300 European national and local newspapers. Historic collections.

Word on the Street: broadsheets from the National Library of Scotland
 http://digital.nls.uk/broadsides/
Free access to nearly 1,800 broadsheets published in Scotland between 1650 and 1910. These were papers read by the public. It is fascinating to see the emphasis on crime and sensationalism.

Welsh Newspapers Online
 http://papuraunewyddcymru.llgc.org.uk/en/home?
Free from the National Library of Wales 24 key publications issued before 1910. You can browse or search by keyword. A really good feature is to search by advertising. Try soap to bring up historic ads, many featuring images of women and femininity.

Europeana: European digital library news
 http://europeana-newspapers.eu/
Will gather together digitized historic newspaper from 17 leading European libraries. This will aggregate existing newspaper holdings on. The European Library and Europeana Materials will be added over the next 3 years. Special emphasis will be news covering the First World War. At present the site has a blog with information on activity.

The British Newspaper Archive
 http://britishnewspaperarchive.co.uk/
This service offers online access to hundreds of historic titles published in regional cities of the UK from approximately 1700-1940. It offers a wealth of resources for social, economic and political historians, including access to original illustrations, advertisements and text. To view the full text of titles available go to the advanced search form and consult the drop down list of newspapers. It is designed for individual historians and requires a subscription for full text viewing. Some iconic dates (such as Waterloo) are offered free of charge. However, note that many UK HE institutions do already have free access to an equivalent called Gale newsvault.

Chronicling America - The Library of Congress historic American newspapers
 http://www.loc.gov/chroniclingamerica/
The Chronicling America site is a project of the Library of Congress and National Endowment for the Humanities as part of the National Digital Newspaper Program (NDNP). It provides free access to a selection of digitised full text newspaper articles from titles published between 1900-1910 in a selection of US states including California, District of Columbia, Florida, Kentucky, New York, Utah, and Virginia. These are a rich source of information on the social, political and economic history of the United States during this time. They include coverage of political parties and elections from a state viewpoint. The project website also offers free access to a searchable directory of American newspapers published from 1690 to the present day.

Digital Library of the Caribbean
 http://www.dloc.com/ufdc/
The Digital library of the Caribbean is a cooperative venture which seeks to provide free access to online resources about the history, culture and society of the Caribbean and its constituent nations. It provides free access to a growing collection of online resources including digitised editions of historic and contemporary Caribbean newspapers, the Leonard Carpenter Panama Canal Collection etc. It covers a wide range of subjects including political, economic and social history of countries like Mexico, Barbados and Jamaica.

Statistical Data

Increasingly being offered by governments and other international organisations.

Open Knowledge Initiative maintain a portal which indexes useful collections.
Datahub http://okfn.org/opendata/
Tim Berners Lee talking about open data at the 2010 Ted conference. http://www.ted.com/talks/tim_berners_lee_the_year_open_data_went_worldwide.html

The Global Open Data Initiative are campaigning for transparency
 http://globalopendatainitiative.org/
The partners have released a draft Declaration on Open Data
http://globalopendatainitiative.org/declaration

Other inspiring data sites

Many eyes data visualizations.
http://www-958.ibm.com/software/data/cognos/manyeyes/

Open Data Research Network
http://www.opendataresearch.org/
Keep up to date with new and advocacy on open data initiatives.

Datagov.uk
http://data.gov.uk/
There are over 9,000 datasets available, from all central government departments and a number of other public sector bodies and local authorities.

London Data Store
http://data.london.gov.uk/
Created by the Greater London Authority (GLA).

United Nations open data http://data.un.org/

World Bank http://data.worldbank.org/

Eurostat http://epp.eurostat.ec.europa.eu/portal/page/portal/statistics/search_database

IMF data http://www.imf.org/external/data.htm

European Central Bank data http://www.ecb.europa.eu/stats/html/index.en.html

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