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EDITORIAL

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

This issue returns to the ongoing theme of Libraries and Web 2.0 technology. Sally Halper from the British Library shares with us her survey of the extent and types of use UK libraries are making of the new resources. She also considers where we might go in the future. Thomas Butler introduces an ongoing project at Croydon College which is using Web 2.0 technology to revolutionise the OPAC for 21st Century student needs. Kate Robinson describes how the University of Bath has been engaging with its users in the Around the world in 80+ books project to create a unique user generated resource.

The issue then moves onto one of ALISS's key concerns : teaching and learning issues, focusing in particular on resources and projects relating to plagiarism which has recently generated much press coverage due to concerns about rising levels in UK higher education. We hear from a JISC funded service, a private sector initiative developed by Epigram and finally some details about a practical programme being developed and delivered by library staff at Cardiff university .

Finally the issue concludes with summaries of two very different, but in their own ways, innovative services which every social science librarian should know about: the Hansard digitisation programme being masterminded by the House of Commons and the JISC database comparison tool.

Remember that you can 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>

Have you seen our new website at: <http://www.alissnet.org.uk>

The aim is to create an up to date news service for Social Science Librarians. In addition to providing free access to group news and an online archive of papers and presentations from our events; it will also contain a social science

news section ; spotlighting new developments; websites and publisher news; and an ALISS Recommendations section where we will recommend online articles and offer links to interesting websites and resources which we have found!

We hope you enjoy the issue!

Heather Dawson.
ALISS Secretary

USES OF WEB 2.0 BY UK SOCIAL SCIENCE RESEARCHERS AND LIBRARIES

Sally Halper, Lead Content Specialist, The British Library
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Web 2.0 seems to be everywhere at the moment. But are social science researchers using it yet? And if they are, what are the implications for social science libraries?

The British Library has been looking at this issue to see how we might use web 2 technologies such as blogs, wikis, RSS, collaborative tagging and recommendations to engage with our customers and deliver services. This article summarizes some of our findings.

How are social science researchers using web 2.0?

There are a lot of websites with web 2 features that disseminate and discuss social sciences. The table below gives an overview of the number and types of blogs, wikis and podcasts about social science written in English and how they have grown in the six months from April to September 2007. It is based on searches of Intute, Technorati's blog directory, Google, and Academic Blogs (a wiki listing blogs where the blogger has an academic affiliation):

As at 16 April 2007	Intute Hand-selected	Intute Harvester	Technorati	Academic blogs
Blogs http://www.intute.ac.uk/socialsciences/cgi-bin/search.pl?term1=blog+or+blogs	309 451	9284 9284	792 614 tagged 'social science', 559 214 tagged 'social sciences'	369 418 including... 33 34 sociology 87 96 economics 28 32 anthropology 64 72 political science/theory 16 18 psychology 9 10 business administration 32 38 education
Podcasts http://www.intute.ac.uk/socialsciences/cgi-bin/search.pl?term1=podcast+or+podcasts	59 92	597 597	n/a	n/a
Wikis http://www.intute.ac.uk/socialsciences/cgi-bin/search.pl?term1=wiki	7 5	421 421	n/a	n/a

Note: There's no easy way to separate blogs based in the UK from the rest (Intute, Technorati and Academic Blogs do not search by domain ending ac.uk, for instance) – so these figures include international examples in English

Podcasts: Some research institutes (e.g. IPPR and the Centre for Market & Public Organisation) produce regular podcasts. Many Universities produce podcasts of undergraduate lectures. Intute produce podcasts of their events.

Discussion forums: The British Sociological Association, ESRC Society Today and others have discussion forums on their websites. One more advanced example is the thinktank Demos, who conduct research using online discussion forums, blogs, wikis and collaborative workspaces – for instance a virtual meeting space and online consultation to gather local people's views as part of the project Scotland 2020, and blogs to develop ideas and consult other researchers/experts e.g. <http://www.demos.co.uk/projects/demos2050/blog>

SecondLife: EduServ's study (3) found that "current activity within Second Life is quite patchy across UK Higher Education. It is experimental and at the level of individuals or individual departments...it's rarely at the level of the institution and rarely with a strategic view as to what the institution should be doing". (Andy Powell, *Information World Review* December 2007 p37). One exception to this is Edinburgh University Virtual Management School in Second Life.

Possible barriers to use

Web 2.0 technologies are not seen as an established research methodology – there is very little in the social science research methods literature about them and as yet, few examples. Many researchers are unsure about what they should use or how to do so, and perhaps more importantly, whether these methods will be seen as valid. Perhaps they are picking up on concerns about Wikipedia, and other negative press coverage. For instance, Alison Head (2) examined the research behaviour of 178 students in the social sciences and humanities at Saint Mary's College of California. It found students: "sparingly used Wikipedia in their research processes" but: "None of our discussion group participants used blogs, or considered them reliable sources. Since anyone could contribute an entry students were concerned about reliability. Most participants doubted whether blogs would even be acceptable resources to use for college-level research work."

Another factor is the pressure on researchers to publish in the top peer-reviewed journals. Disseminating their research via web 2.0 may be seen as just additional work in this context.

Overall it seems the use of web 2.0 is in its infancy among UK social scientists.

Blogs are most common, followed by podcasts and then wikis. But the majority of these are used purely to disseminate findings, often by the communications teams of research organisations – not conduct research, so perhaps aren't very different from traditional websites. Also, the quality varies – as reflected in the big difference between the resources Intute select, as opposed to those found by their automated Harvester. Technorati (4) has found that of the 57 million blogs worldwide, 45% are inactive (i.e. have not been updated in the last 3 months). Looking at some of the blogs listed in Technorati's directory for social science, many have been inactive for over 3 months.

Are social scientists using web 2.0 in other ways? The 2006 report *Researchers and Discovery Services* (1) found that, of the 381 researchers who answered the questions about blogs: 3% use them very often, 7% regularly, 24% occasionally – but 66% said they never use them. These figures don't vary much by discipline – 63% of social scientists never use blogs, only 3% use them very often, 4% regularly, and 29% occasionally.

The *Social Science of Web 2.0* Conference held at York University in September 2007 included presentations from twenty researchers who are conducting research into issues around web 2.0 – everything from the privacy issues of social networking sites like Facebook to studies of new parents who post videos of childbirth on YouTube. Some of them use web 2.0 as a research tool, for instance by running their own MySpace pages and Facebook groups to interact with other users of these sites, or to publish their results. However, most of the projects were in their early stages. In a show of hands, most researchers in the audience didn't use web 2.0 for research. They were interested in how it could be used, but said that with the pressure to publish in recognised peer-reviewed journals, they doubt whether web 2.0 will ever really catch on as a means of scholarly dissemination.

Looking at University websites, very few have subject-specific blogs/wikis or any other collaborative features run by social science researchers. However, some examples include:

Facebook and Myspace are being used by researchers to gather data and conduct online surveys e.g. PhD students at Manchester University have used Facebook to contact gap year students who blog about their travels.

With the growth of official platforms such as National Centre for e-Social Science's *OurSpaces* www.ourspace.net, (a virtual research environment for social scientists); and as web-savvy students become tomorrow's researchers, perhaps this will change.

But interestingly, at the moment web 2.0 technologies are used far more by University and other libraries to engage with their users, than by researchers.

How are social science libraries using web 2.0?

Overall, web 2.0 activities in libraries are more extensive and developed in the United States, where public libraries, and to a lesser extent University ones, are forging ahead with reader recommendations, blogs (e.g. [Madison-Jefferson County Library](http://www.madison-jefferson.org), [Ohio University Business Blog](http://www.ohio-university-business-blog.com) and [Kansas State University Library Blogs](http://www.kansas-state-university-library-blogs.com)) and wikis. Some US University Libraries have written about their use of web 2.0 (e.g. Karen Coomb's article about University of Houston Libraries' blogs, wikis and personalisation). But most seem not to have started yet - Laura Cohen's *Action Plan for a 2.0 Library* at http://liblogs.albany.edu/library20/2007/03/action_plan_for_a_20_library.html prompted a flurry of responses from other US University Librarians who are thinking of using web 2.0 and are grateful for an action plan they could adapt and use.

Most UK libraries are just starting to experiment with web 2.0. My messages on LIS-SOSCI and LIS-BLOGGERS in April 2007 produced responses that all included phrases like 'experimenting', 'just started', 'pilot' and 'we're planning to...'. The other examples I found had often started within the last 6 months, and between April and September 2007 more new examples appeared.

In the UK - apart from promoting the library on social networking sites like Facebook by starting Facebook groups (e.g. the British Library's Entrepreneur & SME Network) - blogs designed to engage customers via the library's website are the most common activity. Examples include:

London Business School Library's BizResearch Blog
<http://lslibrary.typepad.com/bizresearch/> which covers new books, new services, databases, training sessions and other events, tied into topical publications

University of Northampton Library - 'Shush!' <http://library.northampton.ac.uk/blog/>

University of Stirling Library's re-development blog
<http://blogs.stir.ac.uk/newlibrary>

Staffordshire University Library subject blogs
<http://www.staffs.ac.uk/uniservices/infoservices/blogs/>

Intute's Social Sciences blog, which started in July 2006
<http://www.intute.ac.uk/socialsciences/blog/>

As a group, librarians appear to use blogs far more than researchers e.g. there are over 150 members of the British Librarian Bloggers Google Group at <http://groups.google.com/group/britlibblogs>. However, these are overwhelmingly channels for librarians to talk to one another - not engage with their users/the public or conduct formal LIS research.

Next come podcasts - far fewer social science libraries use them, perhaps because of the time and special recording and editing equipment needed to produce them. Examples include:

Biz/Ed: One 'In the News' feature is added as a podcast each week during term time. See <http://www.bized.co.uk/dataserv/chron/audio.htm>

Glasgow University Library: podcasts include general and subject guides aimed at undergraduate freshers

The National Archives: around 30 podcasts mainly about tracing your ancestors/family history.

After podcasts, wikis and social bookmarking systems of various sorts seem to be the next most popular activities, but there are more examples from the USA than the UK as yet:

The National Archives - Your Archives collection guides wiki pages. There are over 4,000 registered users but 'only a couple of dozen regularly contribute' (8, p42). http://yourarchives.nationalarchives.gov.uk/index.php?title=Home_page

WorldCat - users can create lists of their favourite items to share with family, friends or the public. Over 10,000 lists were created in the first eight weeks. See <http://www.worldcat.org/news/default.jsp>

Ohio University Library's BizWiki, which contains business subject guides and instructional articles at http://www.library.ohiou.edu/subjects/bizwiki/index.php/Main_Page

University of Pennsylvania Library has developed its own tagging system, Penn tags, based on del.icio.us software. University of Huddersfield also has tagging:

San Mateo Library uses Delicious Dewey bookmarks to classify and make available its electronic resources via subject guides on del.icio.us, see <http://del.icio.us/SanMateoLibrary>

In January's ALISS Quarterly, Jenny DeLaSalle of Warwick University Library reported her experiences using delicious bookmarks, which appear on the Facebook profiles of their Librarians (9), and Lyn Parker of Sheffield University wrote about her experience of being a virtual librarian in Second Life (10).

However, Warwick's experiments with Facebook aimed at increasing use of the Library were not a success (9), perhaps reflecting Suzanne Chapman's (11) survey finding that only one person in 200 would prefer to contact their Librarian at University of Michigan through Facebook.

Implications for libraries

For Libraries, the vision of users *creating* content as well as consuming it makes the roles of librarian and user less clear. How can we retain an authoritative voice? Do we need to control the content? A strategy is needed to determine the purpose of any web 2.0 initiatives and success criteria for them, from the perspective of collecting, organising and preserving the content as well as publishing. Other practical considerations include:

- blocking spam emails to your blog by using a filter such as captur
- whether to moderate wikis and/or blogs
- the need to keep your personal profile and your work separate on Facebook
- possible copyright infringements
- making web 2.0 resources available in properly organised, indexed ways
- ensuring users evaluate the quality of information web 2.0 sites
- archiving/retrieving digital content in a range of formats – blogs, wikis, video, audio etc
- evaluation of success via usage statistics or other formal means

· obsolescence of formats at some point in future.

The future

Most commentators steer clear of predicting the future in any detail, but two reports are worth mentioning. OCLC's 2007 study *Sharing, Privacy and Trust in Our Networked World* (5) found that only 13% of over 6,000 people surveyed across the US, UK, Canada, Japan, France and Germany feel it is the role of the library to create a social networking site for their communities. Only 9% had provided information on a library's website about books they had read. Secondly, *The Lassie Project's* literature review and case studies of the potential and actual uses of web 2.0 in HE is well worth reading. The forthcoming issue of *SCONUL Focus* will also include survey findings on the use of blogs by librarians to communicate with their users in HEIs in UK & Ireland.

There are a few new web 2.0 PhD Studentships based in social science departments (e.g. at University of Teeside), so it is developing as a field of study within the social sciences. We also have two ESRC-funded studentships looking at web 2.0 based at the British Library, and our corporate strategy 2009-2012 includes a strand on web 2.0.

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CROYDON COLLEGE AND THE MY DISCOVERIES NETWORK

Thomas Butler, Library Operations Manager, Croydon College

Introduction

Croydon College Library became the first UK institution to go live with the AquaBrowser product in September 2006 as part of a re-launch of the library's enquiry service, initially because of its highly visual appearance and "Google-like" simplicity of use. In September 2007, we added federated searching to this, creating a single interface for our catalogue and a number of our key electronic resources. In February 2008, we became the first UK library to join the My Discoveries network, which links AquaBrowser users around the globe enabling Web 2.0 technologies within the user interface which has the added advantage of enabling users to better interact with their library experience

AquaBrowser & My Discoveries

AquaBrowser, created by Medialab Solutions in the Netherlands and sold in the UK by Infor (formerly GEAC) is a product independent catalogue search system, which means that it should work with any existing library management system, instantly giving the WebOPAC a significant upgrade. My Discoveries is an extension, which links AquaBrowser users together across the globe and adds Web 2.0 Social networking functionality to the library catalogue. Users can create lists of favourite resources, tag items with terms they find useful, rate items and share all this with other users, both in their home institution, and at all other My Discoveries sites. When Croydon went live, we did cheat a little by getting the tagging process kick-started with an import of all the tags for any items we have that appear in LibraryThing.com.

Background

The 2005 white paper on 14-19 Education and Skills (<http://www.dfes.gov.uk/publications/14-19educationandskills/pdfs/14-19WhitePaper.pdf>) set out the need to personalise the students learning and to ensure the learner is at the centre of all that the college does. In an interview with FE News in November 2006 the then Minister of State for Lifelong Learning, Further and Higher Education, Bill Rammell, set out the key aims of governments personalisation agenda that

"We must put citizens at the centre of the service, enabling them to influence its design and delivery in a way that ensures the service will meet their training needs"

(<http://www.fenews.co.uk/newsview.asp?n=2103>)

Following on from this the college has acted to ensure that we rebuild our approach and focus around the learner. To this extent a "Vice Principal Personalisation" was created in 2007 and it is to this person that the library service finds itself reporting.

All departments within the college were asked to look at the way they deliver their services and where necessary change the way they deliver them to meet this agenda.

Right product, right time

It was during this process that Medialab first announced the launch of their My Discoveries Solution. Investigating further, it became clear that the product would go a long way to meeting the need to make the library service more personalisable to the students.

Over the last three to four years, as a team, the library has changed its ethos from that of showing users how to use "our" library to one of teaching students how to get the most out of "their" library service. Thankfully, with the professionalism and team-work of all the library staff this has been a painless process, but at the same time we were starting to reach a point where we were looking at doing the same things slightly differently rather than making fundamental changes to the ways in which we interact with our customers.

Let the students loose on the MARC

One of the hallowed grounds of the library is the catalogue. Over decades, the catalogue has been created and meticulously maintained, creating an accurate record of all that we stock. To suggest letting the users loose to catalogue books how they think they should be catalogued would appear to be the quickest way to destroy your authority files and the integrity of your data, yet at the same time it would give the users total personalisation of their service. The keywords and subject headings that a librarian would use are almost certainly going to be different to the tags that a sixteen year old will give an item (or possibly not!)

By using My Discoveries we can effectively have our cake and eat it. We keep full control of the catalogue ensuring that our MARC 21 fields are perfect, our LoC Subject Headings are spot on and our DDC is accurate. At the same time the students, using My Discoveries can add the phrases and terms that they would use to describe the resources and from this the library staff can learn

more about what phrases and keywords students are using to search for items, perhaps helping us to adapt some of the terminology that we use.

Finding items the student way

The blue maths book with a zebra is unlikely to appear in a traditional catalogue record, especially when you only have the equivalent of one full time cataloguer who also has to cover enquiry duties to catalogue all of your resources. At the same time this is the description of the book that we are normally given by the students.

From many requests like this we know that this is the description of "0435532707 - Edexcel GCSE Mathematics: intermediate course / Casson, John." Having tagged the book on My Discoveries with the tags "blue", "maths" and "zebra" a search on AquaBrowser for "Blue Zebra" or "Zebra Maths" now returns the item as the most relevant. There is no need to edit the MARC record and no loss of control over the subject headings that we have used.

Opportunities and Threats

We have gone into this with our eyes open, and tried to be aware of as many pitfalls as possible. We have considered the possibility that a small minority of students may take the opportunity to post reviews or tags that may not be entirely appropriate. To begin with, we are taking a hands-off approach; we have decided that we will only intervene when a review breaks the College's internet acceptable use or code of conduct policies. Tags themselves are governed by an internal stop list of words that cannot be used. The obvious ones are already on the list when the product is installed and we can add others – the initials of a couple of the local gangs being not initially obvious, but necessary. We have tried to prevent circumvention but we are sure that there will be some inventive attempts to get around this list, though this in itself could be seen as a useful insight into the way our users think.

At the same time we are also preparing ourselves, and our inter-library loans budget, for a possible increase in requests for items we don't have.

If a list is made public at any My Discoveries site, and we have any of the items on the list, then it will appear on our system. All the items we have will be displayed, with links to their holdings information, but at the same time all the other items on the list will be displayed without links.

Students will instantly be able to see what their counterparts in other

institutions find useful, perhaps making use of their suggestions to create their own research lists and background reading suggestions. We anticipate that where we do not have the items the students may well ask to borrow them which creates a serious cost implication for the library. We currently offer a generous 10 heavily discounted inter-library book loans to all students before we start asking for the full costs of future loans, this might become unsustainable. On the positive side, though, this will mean that students will have even more opportunities to further their study and research in addition to the traditional article databases.

Conclusion

Through a combination of government initiatives, an active college response and the right software coming along at the right time, we have found ourselves embracing Web 2.0 faster than I would have envisaged, even a year ago. The next few months will offer us the perfect opportunity to see how well Web 2.0 really fits into a modern FE/HE library service and, hopefully, turn us into an even more student focused service than we already are. Our only real worries are that it could turn out to be too successful and we have to restrict our ILL policies, or that we have to take a more interventionist approach to tagging and reviews if users do decide to be malicious. A year from now we hope to truly be Library 2.0.

To find out for yourself you can visit our catalogue at www.croydon.ac.uk/ipoint

Around the World in 80+ Books

ENGAGING WITH STUDENTS TO CREATE READING LISTS AND CONVERSATIONS

Kate Robinson, Head of Reader services, University of Bath Library and Learning Centre

The 80+ Books project was not intended to be an experiment with Web 2.0. It began during a conversation with the University of Bath's Racial Equality Officer in which we were discussing auditing library services with regard to equity and diversity. At the time I was re-designing library space, creating a flexible learning area to support group working. Within this project I was conscious of the need to ensure that this locality was inclusive and had a sense of 'ownership' for those using it. I should also mention here that almost 25% of the University's population are international students. With this project in the forefront of my mind, the conversation around the racial equality audit developed along interesting lines as we began to explore, share and develop ideas.

As our conversation continued, I was asked to consider whether we should be thinking about borrowing patterns by ethnic/racial grouping. My initial reaction was that this would not serve a practical purpose as my interest in borrowing patterns of library resources focussed on the students' academic or attendance profile rather than cultural factors. As we talked we began to think about leisure reading – not an area I have a direct remit to collection build in, but we wondered if there was material already in our collections which we could explore from a cultural perspective in collaboration with the students, maybe through creating reading lists based on personal recommendation.

On my wall was the 'Renaissance Calendar'¹ - a lovely calendar with pictures of beautiful library buildings recommended by others. This inspired us to consider students' experiences of libraries before they come to University and to capture their observations in a visual exhibition. We would then include it in the re-designed area of the library building to add to the ownership and social inclusion aims of the project.

Following this initial inspirational meeting I began to develop these ideas, drawing the two themes together. I didn't just want a static exhibition of beautiful pictures or a list of books; I wanted to capture students' personal views of libraries and books from their home countries and share this with others. I developed a set of indicative principles. The exhibition would be of images of libraries that the students had actually used, with an accompanying brief statement about what it had meant to them – something about the 'library as place' from a personal perspective. The books should be a recommended list chosen to give other readers an insight into their home country. It should be a personal choice, not necessarily the 'great literature' of the country. With these principles in mind I began working with a group of colleagues to develop an exhibition and accompanying reading list, which was eventually branded as 'Around the World in 80+ Books'.

We invited all students, both home and international, to participate – but also directed much of our attention to the international students who we reached through a variety of means, mostly their own networks. These meetings were often with a group of students of different nationalities where discussion, sharing of ideas, opinions and anecdotes flowed. As we engaged with the students and talked to them about their reading choices we started to hear many fascinating stories about what they were recommending and why. We learnt what the books meant to them and how in their opinion they gave an insight into their home country. What we had initially envisaged as an exhibition and a list of books was beginning to take shape, but we began to recognise that it was a great shame that these conversations were not being shared with others.

It was at this point that a colleague came to see me to discuss an idea she wished to develop around the catalogue. She was interested in experimenting with Web 2.0 technologies and wanted to incorporate 'Amazon style'² reviews into the Library Catalogue. This seemed very exciting to me, but I had some reservations about plunging straight into academics' reading lists. The 80+ Books reading lists were, however, a safe place to play as they supported leisure reading and they were also an area where we wanted to facilitate debate and idea sharing. It seemed a natural move to put the two together. Clearly the next stage was to decide how to do this.

Following technical discussions with stakeholders we came down to two options – either to attach wikis to each 80+ record or to import or link to existing reviews on sites such as 'LibraryThing'.³ We decided to go for the

wiki approach as this limited engagement to University of Bath students and allowed us to request authentication before any entries could be made. We did not intend to mediate the wiki content and thought that by attaching ID to the comments it would be self-policing and responsible.

The building-blocks are all in place. The wikis are now all attached to the 80+ records and this continues as more suggestions are received. The accompanying exhibition is a visual marketing tool within the library building, attracting a great deal of interest and new recommendations, with 'take-away' booklists accompanying it. We are now setting about engaging with the students again to encourage them to populate the wikis. This, we think, is the tricky bit. We have secured money from our Alumni to buy new resources for this project (both in the original language and in English) as they are recommended. We are re-using trusted communications channels and networks to reach international students, and plan to also use the information we have available to us from our circulation records to encourage participation. Based on the 'Expedia'⁴ model where if you book a hotel through them on your return you are encouraged by e-mail to follow the link back to the hotel and add your own review, we are planning to do the same when books on the 80+ booklist are returned. We are using links to join up the collections and to encourage our users to follow connections. Now the wikis are in place, we are asking the person who recommended the book in the first place to start off the dialogue by adding their views to the wiki, as often it is being the first to add anything that can present a barrier.

I would hope that this is just the beginning. As we have discussed this project with academics we have had nothing but encouragement and no reservations about this being rolled out for their own reading lists in the future. Those involved in delivering staff development sessions to academics, especially teaching practice, are particularly interested in trying to engage in some discussion around recommended resources with a diverse group of academics in different disciplines. The idea of using this technology to engage with others in critical reflection and evaluation of readings is certainly very interesting. I wonder also if, in the light of such national schemes as SCONUL Access, we could extend this nationally and join up our collections this way, thereby exploring our collections, making links and connections nationally and joining up our academic communities? This may be the big picture for future discussions. I had hoped to end this piece with another picture, that of a recommended library (Malmö, in Sweden) to give a flavour of the contributions we have had so far. Unfortunately it is not possible to reproduce the picture

itself for this publication, but the following are the student's description of the library and the reading list itself.

"...it consists of three parts: one is a old castle which houses classical literature, the other is a brand new glass and concrete building named the "Calendar of Light" housing academic and factual books, a cylinder shaped building connects the two. It always gets me when you walk from one part to the other how you are walking from one world to another..."

Guillou, J. *Ondskan*.
 Lindgren, A. *Pippi Longstocking*
 Lindgren, A. *Bröderna Lejonhjärta*
 Moberg, V. *The Emigrants*
 Moberg, V. *Unto a Good Land*
 Moberg, V. *The Settlers*
 Moberg, V. *The Last Letter Home*
 Söderberg, H. *Doktor Glas*
 Strindberg, A. *Miss Julie*

For more information on this project, and to see pictures of the libraries, please visit www.bath.ac.uk/library/international/exhibit.html

Special thanks should go to Sophie Arnold for finding the books we didn't have, to Louise Burkett for her tenacity in engaging with the students, to Erica Garner for knocking the procedures into a sustainable shape, to Kara Jones for her innovative thoughts regarding Web 2.0, to Laurence Lockton for the wikis, and to Andrew Midgely for his creativity and design.

- 1 Renaissance Calendar: <http://www.renaissancecellibrary.com/>
- 2 Amazon: <http://www.amazon.co.uk/>
- 3 LibraryThing: <http://www.librarything.com/>
- 4 Expedia: <http://www.expedia.co.uk/>



80+ Books is licenced under a Creative Commons licence.

DEVELOPING DIGITALLY AWARE LEARNERS

Gill Rowell, Manager, Internet Plagiarism Advisory Service

The Web 2.0 environment offers almost limitless possibilities for today's learners, a generation for whom use of technology and the internet is almost second nature, and more traditional means of research such as browsing the bookshelves of a library, are completely alien. However, in spite of the rich opportunities presented there is a need for learners to be equipped with the relevant skills necessary to retrieve high quality sources and critically evaluate the information before them, and also to avoid any accusations of plagiarism.

Previously tutors would direct their students to a range of peer-reviewed textbooks and journals, and frequently these would be housed in a physical library building on campus. All of these materials would have been subject to an extensive process of peer review and proofreading to guarantee that their content was authoritative and of a high quality. This pattern of learner behaviour is increasingly becoming the exception rather than the rule. Today's learners, frequently categorised as the "net generation" (Oblinger & Oblinger, 2005) or the Google generation after the ubiquitous search engine, are more at home trawling the internet for their research, writing blogs and contributing to wikis or communicating with their peers via social networking sites.

Unrestricted access to such resources mean that marginal views can be freely expressed, and often, in some cases, with little guarantee of authority. Fake entries in the online encyclopedia Wikipedia, often the first port of call for learners when researching an assignment, have led some tutors to ban use of the resource as a valid source in a reference list. (Cohen, 2007)

Increasingly learners require key information handling skills to enable them to evaluate these views and present a balanced and informed opinion in their research and to represent others' work and ideas appropriately. We assume that for a generation for whom technology is so integral to their daily lives, such skills would be instinctive. However according to a recent report commissioned by the British Library and JISC this may not be the case: "little time is spent in evaluating information, either for relevance, accuracy or authority" (2008, p.12)

The culture of file-sharing and producing shared content which is key to the Web 2.0 environment, allows for collaboration which transcends physical

boundaries, however this also challenges traditional perceptions of ownership and originality, and inevitably raises questions of authenticity and plagiarism. Whilst embracing the opportunities offered by these emerging technologies, how do we ensure the authenticity and credibility of learners' assessed work? The role of the JISC-funded Internet Plagiarism Advisory Service (iPAS) is key to "encouraging the adoption of best practice in the use of the Internet and technology to help address plagiarism and promote correct attribution of sources" (JISC, 2008). The service provides guidance to the HE and FE communities, including awarding bodies on issues relating to plagiarism and technology. The service also provides access to and support for the TurnitinUK plagiarism detection software, along with guidance in implementing the tool and integrating its use into the assessment process. Whilst also acting as a deterrent TurnitinUK is arguably most powerful when used as a formative tool to assist learners to develop an understanding of attribution of electronic sources. In highlighting matching sources within a learners' work the software provides a very tangible mechanism to assist with engaging learners in a dialogue about plagiarism, and aids to dispel the myth that electronic sources in the public domain do not need to be cited. As one user comments:

"most of the staff who are using Turnitin on a regular basis see it as a useful tool for teaching students about plagiarism, rather than 'catching them at it'... The practice is for the students to submit a formative assignment and the tutor to discuss the implications of a high scoring match with the student concerned should this occur" (Beckton, 2007)

iPAS, founded in 2002, initially as the Plagiarism Advisory Service, through extensive links with the academic community has been pivotal to sourcing and disseminating best practice on the issues of plagiarism prevention and detection. The service website (www.jiscpas.ac.uk), which collates expertise, including case studies, research papers and tip sheets summarising key issues, from all areas serves as a growing evidence base on the subject.

The services' focus combines both general awareness raising of the issues surrounding attribution of resources and use of technology, to support in implementing change, ranging from the way in which learners are assessed, to the techniques and methods employed in selecting and using sources of information. Inevitably technology is viewed as a key driver for change, and one of the key themes of the service's third international conference, to be held in June 2008 will investigate approaches to plagiarism and ensuring authenticity in the Web 2.0 environment.

From its inception, iPAS, has been keen to forge close links with the information community, with the background of key staff firmly founded in the discipline. To some extent the aims of the service echo those of the information community. Information professionals have always been key to providing guidance on appropriate attribution to learners, and in promoting an understanding the need for acknowledgment of others' work and ideas at all levels, from writing a simple list of websites visited whilst researching a project in secondary school to Harvard referencing for undergraduates. This synergy indicates a shared passion for encouraging considered and appropriate of technology by learners.

Such is the wealth of information at our fingertips, some have viewed the role of the information professional as somewhat redundant, however, on the contrary, their role is fundamental in assisting learners to navigate this sea of information and to discern between, "the good, the bad and the ugly" (Internet Detective, 2008). As one commentator, Tara Brabazon confirms: "there has never been a more opportune moment to value the expertise of librarians" (2007, p. 14)

Equally this is a role which iPAS see as pivotal to the development of digitally aware learners, who are not only able to find information, but also to build knowledge (Brabazon, 2007), in an appropriate and ethically aware manner. Indeed, from a plagiarism point of view, the information profession is key to discouraging the development of a "cut and paste" culture, in which search engines are the only research tool used by students (*Information behaviour of the researcher of the future*, 2008, p. 12), and where learners fail to engage with the wealth of high quality peer-reviewed electronic resources available to them.

Therefore as we enter a changing information environment we should not lose sight of the opportunities it offers for unique and innovative ways of learning. Equally the information community is key to developing digitally aware learners who are able to make use of the wealth of electronic resources available in a considered and ethical manner. Support offered by the Internet Plagiarism Advisory Service in showcasing good practice in order to encourage appropriate attribution by learners will undoubtedly serve to further this goal.

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THE USE OF ELEARNING IN PLAGIARISM PROTECTION

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Introduction

In 2005 a group of seventeen UK universities¹ joined Epigeum (www.epigeum.co.uk) to develop an online course called 'Avoiding Plagiarism'. The course was completed in 2006 and has now been in use for one and a half years.

This brief paper examines the background to the project, what we tried to address in the development strategy, and the initial experiences of the group in implementation.

Background and Context – 'Prevention is better than cure'

Everyone agrees that plagiarism is a serious problem. The dramatic growth of computer and internet access has made it easier for students to copy and paste other people's work and pass it off as their own. The reasons for plagiarism vary: ignorance, laziness, poor time management, even differing cultural practices (e.g. learning by 'rote').

There are a plethora of solutions to detect plagiarism. These range from simple 'Google' searches, to the use of commercial detection software such as 'Turnitin'. Such detection tools are increasingly common, and if a student is caught the resulting disciplinary measures can range from verbal warnings to expulsion.

The gap we attempted to address in 2005 was not detection but education; on the premise that prevention is sometimes better than a cure. Or at least as good as a cure, as the two approaches are really best used to complement each other.

There are good reasons why students should avoid plagiarism and we wanted the course to convey this. Not only does correct referencing and citation (the way plagiarism is avoided) help students avoid getting caught, but it can also earn them higher marks and engender a greater sense of pride and ownership in their work.

¹ Anglia Ruskin, Bath, Birkbeck, Birmingham, Bournemouth, Brighton, Cardiff, Durham, Edinburgh, Hertfordshire, Imperial, Leicester, Nottingham Trent, Open University, Southampton, Royal Holloway, York

The Challenges

In many universities academic registries have ultimate responsibility for plagiarism issues. Their challenge is at least five-fold:

- To develop a consistent definition of plagiarism. Several institutions we interviewed in 2005 had no definitive definition on plagiarism.
- To be confident that a baseline of appropriate plagiarism education is being delivered at the departmental level. Some lecturers are more diligent than others in teaching their students, but it is difficult to track or measure this.
- To reach part-time or distance learners who may not be able to attend on-campus training.
- To know whether students have actually understood, or really grasped the key issues of plagiarism, and how to avoid it.
- To present the issues to students in an engaging way. Some institutions agreed that plagiarism advice was often a footnote at the end of a very long student induction hand-book.

The Solution

The solution we developed was a high-quality, interactive online course, with standard definitions of plagiarism that were collectively acceptable to the 17 universities in the group. The course itself would serve as an introduction to the key principles and be generic enough to work across faculties. It was always intended that subject-specific protocols could be communicated in additional material given out at departmental level.

At a one-day meeting in London, the group and two expert authors² worked out the outline curriculum, pedagogy and definitions. This then mandated the authors to write the course. We were pleasantly surprised at how well the day went and how readily a consensus was reached between 17 institutions.

The course was written to take 30 minutes to work through. This was felt long enough to convey key points but not too long to lose the interest of the learner.

A strong emphasis was made on having the material motivational rather than punitive; encouraging students to reference and cite correctly as a means of boosting their credibility, as well as boosting their marks. An example was also

² Dr Benita Cox, Imperial College and Dr Karen Handley, now of Oxford Brooks.

given of how easy it is for lecturers to spot plagiarised work (it is not always so difficult!).

The course was made as an IMS Content Package. This meant it could be easily installed in university VLEs (virtual learning environments), so that Registrars (or faculties) could track student use-age at the click of a button. An end of course quiz was also added as a test of whether the student had understood the material³.

The course and its under-laying pedagogy

The course follows a standard pedagogy of:

- Orientation

This explains why the course is important (academic integrity, the concept of a community sharing ideas, building on other peoples' work, the dangers of being caught cheating); the aims of the course; the course structure; and who the authors are.

Course files

This is a section of 15 pages where the learning is transferred. The content starts off by presenting two alternative perspectives on plagiarism. In the first students discuss what they think plagiarism is; why they think some students plagiarise and what their moral judgements are. The academic perspective is then shown through the medium of a cartoon animation. Here, a fictional Professor Breedon analyses two pieces of work; one which is excellent and inspiring and properly referenced, and the other which has been clearly plagiarised. She also explains why it is so easy for a reader to tell when work is plagiarised.

The next sections then consider definitions of plagiarism, different types of plagiarism, topical stories in the news, references, citations and paraphrasing.

This teaching in the course files is achieved through a variety of media including videos, cartoon animations, informational text, and click through activities. Regular mini-quizzes are given to ensure that the student can re-cycle the knowledge and check they have understood what is being communicated.

³ It requires a small amount of additional work to configure the VLE to read the quiz results.

Application

The student is then presented with an 'off-the-wall' case study; this tests their knowledge once more. This particular case study follows Kim, a student taking a course in political science, who is presented with a number of dilemmas on whether she should use referencing or citation in a particular study project.

Care has been taken in the answers to highlight further issues, for example protocols regarding 'unacceptable collusion' and the importance of checking with a departmental on its particular policy of which referencing system to use.

Closing

The final two sections include a 'resources' page, which lists useful books and website links, and then a final course quiz.

The course quiz is intended as a compliance feature. We find it's the best way of knowing if a student has both completed the course and understood the material. If you do not include a course quiz, a VLE can only tell you which pages a student has visited and how long they kept the page open. But it can't tell you if they read the text on the page, or simply left it open and went off to make some coffee!

Implementation

The universities in the group have taken four approaches to implementation:

- Uploaded it online as a 'free resource' – available to staff and students alike if they would like to know more.
- Used it as a punitive measure – for example, requiring students to take the course if they have found to have plagiarised work.
- Given individual departments the choice as to implementation; in one institution some departments have made it voluntary, another has made it mandatory.

- Made it mandatory. This is a new feature and we are aware of two institutions with plans to do this. In both instances the purpose of making the course mandatory is to a) ensure that all students take the course and b) provide management information back to senior staff that the courses have indeed been taken.

In regard to the content, each university was given the freedom to adapt the course. In our observation most of the group have left the course as it is. A number report that whilst their individual lecturers like to know they have the freedom to adapt the content, in practice few rarely find the time to do this.

Conclusions

The online approach can provide a convenient and measurable solution to educating students about plagiarism. It has also been possible to for a large number of institutions to agree common definitions of plagiarism and a curriculum which can work across departments – at least at the introductory level.

Many universities are not yet ready to implement the course as compulsory across campus. This may reflect the continuing autonomy of individual departments in plagiarism education, or indeed a continuing belief that central services should provide support material, but that it is up to individual departments to decide how to apply it.

We have observed two institutions begin to take steps to make the course compulsory. It will be interesting to see if this number increases or whether the preference remains to keep the course as voluntary. It will also be interesting to see if there is any measurable impact on plagiarism cases with those institutions who do make the course compulsory.

For further information about the course (which is available to other universities), or the project, please contact: david.babington-smith@epigeum.co.uk

SUPPORTING ANTI-PLAGIARISM TEACHING WITH THE INFORMATION LITERACY RESOURCE BANK

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Background

The Information Literacy Resource Bank¹ (ILRB), developed by Information Services at Cardiff University, is a collection of learning objects designed to be highly re-usable to enable staff in any discipline to incorporate them into their information literacy teaching materials. Staff can link directly to a resource on the ILRB web site, download it into Blackboard or print a handout version, and use it in face-to-face, blended or e-learning pedagogies. Cardiff University will, on request, give permission for you to use or re-purpose the learning objects within your own institution. Please contact us at ilrb@cardiff.ac.uk.

Informing students about plagiarism and teaching them the techniques to avoid it is generally accepted in the University as the responsibility of academic staff, although subject librarians teach citing and referencing techniques and signpost plagiarism issues as part of their information literacy sessions. Therefore there is a need for resources which support both academic and library staff in the delivery of training on these issues. As plagiarism and referencing are topics relevant to all disciplines and levels, creating reusable learning objects was considered to be the ideal solution, as these would enable staff to use or adapt them in any teaching context, as required.

Plagiarism and referencing learning objects in the ILRB

To support teaching on plagiarism awareness, the project has developed a short tutorial and seven bite-sized learning objects. These include a quiz which asks students to determine which actions are considered to be plagiarism, an interactive flash movie on effective note-taking, and a 'drag and drop' activity in which students determine, from a range of scenarios, when they would need to provide a reference. Licences for a number of plagiarism- focused cartoons have also been purchased. The short tutorial, which incorporates the bite-sized learning objects, is now complemented by the comprehensive tutorial on plagiarism more recently produced by Epigeum².

¹ <http://ilrb.cf.ac.uk>

² <http://www.epigeum.co.uk>

On the topic of referencing, suites of learning objects have been produced for the Harvard, APA and OSCOLA (for law) styles. These include quizzes, a complete the missing citations activity and a compile the references exercise in which students assemble components of references for different types of sources into the correct order. A mini-tutorial is also available for each of these styles incorporating instruction, some of the learning objects and a list of frequently asked questions.

As the ILRB is aimed at academic and library staff, the key method of promotion to academic Schools has been by subject librarians via their liaison channels. To support this approach, postcards have been produced to hand out to staff. The ILRB is highlighted to new academic staff at library inductions and during the information literacy session included within the University's postgraduate certificate for university learning and teaching programme.

Use of the learning objects in practice

A recent qualitative evaluation of the ILRB examined use made of it by subject librarians alongside over 40 requests for permission to re-use the resources received from external institutions. It was clear from the evaluation that the referencing and plagiarism learning objects are the most popular of all the resources. The re-usability of these learning objects across disciplines is demonstrated by their incorporation into lessons for Schools as varied as Biosciences, European Studies, Engineering, Nursing and Journalism, to name a few examples.

Subject librarians most commonly use the learning objects in their classroom-based teaching. The cartoons on plagiarism have proved to be very popular with staff incorporating them into PowerPoint slides and handouts to support visual learners. The cartoons add a degree of humour to the lessons and provide a focus for discussion and questioning. The interactive learning objects such as the quiz and the 'drag and drop' exercise are used as practical activities within lessons either online, within a blended learning context, or as printed handouts. Links to the larger standalone learning objects such as the plagiarism and referencing tutorials are also being included within handouts as a source of further self-directed learning for the students once the lesson is over. The learning objects clearly meet the need for high quality teaching materials on these subject areas, saving librarians' lesson preparation time.

Available evidence of usage by academic staff in the Schools illustrates how the learning objects can also be integrated into e-learning environments. In the

School of Dentistry, the plagiarism and referencing learning objects have been incorporated into an online Information Skills for Dentistry toolkit. Similarly staff in the School of Nursing and Midwifery and Cardiff Law School have used them within their tutorials on study skills and PDP. Tacit feedback indicates that staff in other Schools are referring students to these resources in lectures or in marking feedback but there is a need to carry out further evaluation to determine the extent and context of their actual usage.

The citing references learning objects have recently received high profile attention amongst the academic community at the University following a paper to the University's Learning and Teaching Committee from the Students' Union highlighting a perceived lack of consistent guidance from lecturers on referencing. The referencing tutorials were identified as providing a significant contribution to fulfilling this need and we were asked to raise their prominence by creating a dedicated "Citing references" area on the Library Services web site which is easily accessible from the University homepage. We were also commissioned to develop two further tutorials and associated learning objects on the MHRA (Modern Humanities Research Association) and Vancouver styles. These will be available later this year.

What next?

There is clearly a demand for support with citing references and avoiding plagiarism from both teachers and students. To further the range of learning objects within the ILRB, this year we are experimenting with audio podcasting. A six episode podcast is currently being released via the Students' Union Radio station web site called the "Student Survival Guide to Writing a Good Essay".³ This is a 'radio style' podcast featuring student vox pops and interviews with academic staff and librarians. Episode 5 "Getting Your References in Order" is dedicated to plagiarism issues. Once completed, the series will be added to the ILRB.

³ <http://www.cf.ac.uk/insrv/educationandtraining/info/itc/podcasts/index.html>

ASSESSING INFORMATION LITERACY SKILLS WITHIN A CORE MODULE

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Introduction

Between 2001 and 2005 the Library and Information Services (L&IS) Business Information Team at the University of Teesside delivered Information Skills to all first year Business undergraduates. Our input was embedded into a core module called Personal Development and Employability (PDE) which is compulsory for all first year undergraduates at Teesside Business School (TBS). The main objective of PDE is to help students to identify personal skills, abilities and interests whilst relating these to their future career prospects. This is done by developing skills shaped to employers' needs and getting employers involved in the module to develop relationships and foster long term contacts. Key aspects of the programme are the application of communication theories within a business context, hosting events such as a business question time, guest speakers, IT and numeracy skills and the development of presentation skills. L&IS became involved with the delivery of PDE as the module leader recognised Information Literacy as an important transferable skill and has always been very keen to involve L&IS in delivering this training.

All good stuff.....

The sessions we deliver are broadly divided into three areas: how to search the catalogue, understanding online databases and finally citing and referencing techniques and avoiding plagiarism. Each session lasts for one hour with 30 minutes of talking/demonstrating and then the rest of the time is allocated for students to complete relevant worksheets.

All of the delivery takes place in purpose built training rooms in the Learning Resource Centre (LRC) and students are given information about when and where the sessions are being held via their module handbooks, the VLE, (in our case, Blackboard) and other course documentation.

We knew that the 'hands on' approach, with lots of opportunity for the learners to practice searching were valuable elements of the programme and timing of our input was also a critical factor. After some changes in timing we made sure we delivered the content after they had had the opportunity to settle in to their programme a little but also before they were asked to submit any major course work. This change in timing was due to our experiences and the feedback from students who wanted to be taught these skills earlier in

their studies. Academics were also supportive and recognised that the learners were receiving a very useful opportunity to gain Information Literacy skills.

The problem.....

Even with all these positive aspects in mind we were still only experiencing variable and generally limited degrees of success. Anything labelled 'the library' was still seen as 'optional', 'easy' and even unnecessary with so many internet sources at the students' disposal. As a result attendance was a major problem with students generally turning up whenever they chose, but for us we still had no real tangible evidence of how much they were actually learning.

A solution.....

After a number of years of running this and some very disappointing attendance figures we decided to look at how we could further engage the learners and we didn't need to look very far before we understood the crucial link between attendance and assessment. It may be an old cliché but students (and indeed staff - whether or not they like to admit it) are assessment driven, so after a request from the module leader we introduced a task where students are asked to select a search topic of their choice and then using a template, provide evidence of the skills they had been taught during the sessions. Students need to show how they build up their search strategy, the searches they perform on the Catalogue and online databases, a bibliography of 4 relevant books and 4 relevant journal articles, referenced in the School style and a short reflection on how they feel the process went. The completed exercise forms part of their overall mark for the module. Suddenly we were up and running with something that learners valued and staff could immediately link to a compulsory piece of learning. It is interesting to note that what we were offering was exactly the same programme that we had taught in previous years but we had actually added some extra work at the end. By the simple process of embedding it further into the students' academic study its importance was elevated from being another 'library talk' to a more significant part of their studies. The change in attendance was quite dramatic with students queuing outside the training rooms well in advance of the start of the session. Attitudes and interaction also improved as they realised all the content and learning outcomes were going to be used as part of a final assessed exercise.

What did we learn?

In the all consuming age of the internet students find it difficult to understand the difference between a catalogue search and searching full text documents. They also find it difficult to apply any quality control when viewing documents.

i.e. evaluating an academic article as opposed to a lighter weight journalistic style of writing. They expect a database to produce fewer and more relevant results very quickly and did not appreciate the idea of good research taking time. What was interesting was the same students were happy to have a results list of many thousands from Google but less willing to look through a few pages from a dedicated online source of academic content.

Also, we completely underestimated the amount of work involved in marking 160+ exercises and this year we really need to think about changing some elements of the assessment to facilitate a quicker marking procedure. e.g. introducing some online quizzes using Blackboard - the University VLE but still keeping an authentic form of assessment. There is also the possibility of getting other library staff involved in the marking process to free up some of our time during the marking period.

After two years of delivering the teaching with an assessed exercise we are still tweaking the task and the percentages awarded to the various elements to ensure that the grades received accurately reflect the work handed in.

What the students said.....

Feedback forms were handed out to students in a lecture after they had submitted the completed task but before they received their marks so comments were both timely, objective and anonymous. Most students indicated that they felt more confident about carrying out competent searches on information sources other than Google. Academics also reported that in the general module evaluation reports students had identified the 'literature searching' element of the course as the most useful. As a result teaching staff are very keen to retain our input as an integral part of the module. So far one of the most interesting points is that there appears to be some evidence that there are fewer cases of plagiarism from students who have been through our module but this needs to be looked at in more detail. Also, we need to progress this into second year which at the moment is little more than a lecture from us as part of the standard Research Methods module. One of our ideas is to roll out Refworks at level 2 but this needs to be worked on further.

Conclusion....

Overall, the process of adding assessment into our teaching has been successful. It has raised the status of our work with students and staff. Students can now see the importance of the searching process and how Information Literacy skills can help them in their studies. As a team, we now would like to build on this success by having more involvement with students later in their studies as they progress to dissertation level.

USEFUL RESOURCES FOR SEARCHING PLAGIARISM AND INFORMATION LITERACY.

Here are some recommended articles from ALISS committee members.

Librarians Against Plagiarism: How Imperial College London Is Using PRS And Active Learning To Combat The Cut And Paste Generation. By: Harrison, Ruth; Garthwaite, Julia. ALISS Quarterly, Oct2007, Vol. 3 Issue 1, p34-36, 3p

An earlier article from this magazine which describes how Imperial College Library constructed an online information literacy program Online Virtual Information Assistant (Olivia) to educate students on the disadvantages of plagiarism.

Plagiarism Instruction Online: Assessing Undergraduate Students' Ability to Avoid Plagiarism. By: Jackson, Pamela A.. College & Research Libraries, Sep2006, Vol. 67 Issue 5, p418-428, 11p

In this American study the author details the design process used to create a Web-based tutorial, called Plagiarism: The Crime of Intellectual Kidnapping and integrated it into the undergraduate curriculum. Data from 2,829 student quiz scores are analyzed to assess the impact on student learning. The results of this study indicate that students have difficulty grasping concepts related to paraphrasing. A comparative analysis of pre- and post test results showed that student scores improved an average of 6 percent after using the tutorial

Combating plagiarism through information literacy. By: Boden, Debbie; Carroll, Jude. Library & Information Update, Jan/Feb2006, Vol. 5 Issue 1/2, p40-41, 2p. The article argues that librarians can play an important role in combating plagiarism through information literacy teaching. It presents the results of a survey of delegates at LILAC (the first Librarians' Annual Literacy Conference in 2005) who concluded that for it to be successfully taught as part of the curriculum there is a need for more strategic interaction with academic staff in charge of policy development to ensure integration with the rest of the academic timetable

Credit Where Credit is Due: Considering Ethics, Ethos, and Process in Library Instruction on Attribution. By: Harris, Benjamin R.. Education Libraries, Summer2005, Vol. 28 Issue 1, p4-11, 8p

The authors contend that a factor in the rise of plagiarism in higher education recently has been changes in the location of research and citation instruction. They argue that an increasing lack of such instruction in first-year writing courses, spurred by changes in pedagogical theory on the teaching of

composition, has been a powerful factor in causing a decline in research skills. At the same time librarians have adopted and deployed information literacy initiatives in their institutions, their responsibilities related to the ethical and effective use of sources have grown, assuming a greater role and responsibility in teaching citing and referencing skills.

It's a Matter of Style: A Style Manual Workshop for Preventing Plagiarism. By: Liles, Jeffrey A.; Rozalski, Michael E.. College & Undergraduate Libraries, 2004, Vol. 11 Issue 2, p91-102, 12p In this paper, the authors describe a theory-based workshop, conducted in the library, that teaches students about the different types of plagiarism and how to avoid it by using style manuals.

Integrating discipline-based anti-plagiarism instruction into the information literacy curriculum. By: Lampert, Lynn D.. Reference Services Review, 2004, Vol. 32 Issue 4, p347-355, 9p.

More articles can be located through free access to the Library, Information Science & Technology Abstracts (LISTA) database via the EBSCO website at: www.libraryresearch.com.

Another excellent resource is the JISC website which contains up to date research case studies and reports on the issue for the UK academic community. A 2005 report on the extent and nature of plagiarism can be found at: http://www.jisc.ac.uk/publications/publications/pub_plagiarism.aspx

The JISC iPAS Internet Plagiarism Advisory service also has an excellent research papers section: <http://www.jiscpas.ac.uk/researchpapers.php> Here you can find full text presentations from the 2004 and 2006 International Plagiarism conferences

A collection of papers with guidelines and examples of hand books offered to students at UK universities. <http://www.jiscpas.ac.uk/teachingresources.php> A series of guides which teach citation and referencing skills. Which would be of value in brushing up your own knowledge <http://www.jiscpas.ac.uk/referencing.php>

A series of case studies of good practice which are really inspiring <http://www.jiscpas.ac.uk/casestudies.php>. They include the OLIVIA web based tutorial from Imperial college; findings of research carried out by the Plagiarism Advisory Service with Northumbria University during the 2005/6 academic year. The report showcases good practice in plagiarism prevention and teaching within the University, and strategies used to promote and implement the TurnitinUK plagiarism software.

COMPARE BEFORE YOU SUBSCRIBE: PROVIDING A FREE DATABASE COMPARISON TOOL FOR UNIVERSITY LIBRARIANS

Brian Mitchell

JISC Collections

The task of evaluating databases is highly complex and there are many factors, both objective and subjective, that have to be taken into consideration. In this article I look at some of the key issues librarians face when making decisions about future subscriptions to online resources and how JISC Collections is attempting to overcome these with the launch of the Academic Database Assessment Tool (ADAT).

University librarians are often faced with a number of key considerations when deciding on which online resources to subscribe to. For example:

Which is the most appropriate database to choose when there are several products that cover similar subject areas?

If there are several platforms that offers access to the same databases, which is the best one for my institution?

How can I easily find out which journal titles are included in each database? Are there any gaps in content?

How can I assess the features and functionality of the different database platforms in a consistent and reliable way?

It is not surprising that with so many products offering a huge diversity and information, it can be difficult for librarians to know which online resources they should be investing in. Therefore it is essential that they have access to impartial, clear, transparent and consistent information about online resources that allows them to make informed decisions when subscribing to them.

In order to help resolve the issues raised above and based on the feedback from the 'Study Evaluating Bibliographic and Citation Databases in use by the UK Higher Education Community'¹, JISC Collections in partnership with DataSalon Ltd have launched the free online database comparison tool – the Academic Database Assessment Tool (ADAT).

¹ An original prototype version of the Academic Database Assessment Tool site and an accompanying companion report were released in October 2006. These resulted from a 'Study Evaluating Bibliographic and Citation Databases in use by the UK Higher Education Community' which was conducted by Nick Andrews Consultancy on behalf of JISC Collections between June and September 2006.

The Academic Database Assessment Tool provides access to detailed information and title lists for major bibliographic and full text databases. It also delivers key service information for database and eBook content platforms. This enables librarians to quickly compare and contrast key items to assist in the purchase decision process. These include: a list of titles included in each database; search features available; linking methods e.g. full text linking; metadata standards and methods of access provided to these resources e.g. IP access, Athens, Shibboleth, Username/Password. In providing authoritative information on title lists librarians can identify differences in content coverage, the number of unique and overlapping titles in each service, view detailed information held about each service such as contact information, inclusion policy, index and citation services.

With the eBook content platform comparison tool, librarians can also compare additional information which includes methods of exporting search results e.g. RefWork, Endnote and Email; restrictions e.g. copy, print, paste and DRM used; usage stats provided e.g. COUNTER, online, email and SUSHI format.

A prototype version of this tool was launched at the end of 2006. Although this tool has been carefully developed over time and has evolved thanks to the feedback received from the library community, there were a number of challenges that needed to be overcome in the earlier stages of its development. Nick Andrews, Managing Director of DataSalon Ltd explains: "The main challenge was to find a way of providing 'like for like' title comparisons when each supplier holds slightly different types of information about their titles. Through discussions with the suppliers we arrived at a core template which each was happy to work with, and using this as the basis, we then used the DataSalon integration engine to identify all of the overlaps using a combination of ISSN and Title matching."

Sponsorship from Elsevier, IBSS, ProQuest and Thomson Scientific has enabled the Academic Database Assessment Tool to be further developed from the beta stage of its development and continues to remain freely available.

As the information for this tool has been provided directly by the relevant content suppliers and publishers, librarians will have the opportunity to access the latest information on the resources they already subscribe to. Librarians can subscribe to the email alerting service notifying them when suppliers update their listings.

Liam Earnley, Collections Team Manager at JISC Collections, welcomed the launch of the Academic Database Assessment Tool: "The development of the Academic Database Assessment Tool is one important way in which JISC Collections can help fulfil its mission of providing librarians with the authoritative and independent information they need to enable them to save time making informed decisions researching the different services available. The whole process has been fascinating not only because we have learnt a lot about what is important to librarians, but also because we have learnt a lot about the challenges facing database suppliers in the collation and dissemination of this information. I hope that the work we have done with those suppliers will have helped them manage that information more effectively and highlighted the importance of such information to librarians. The next stage is to get more databases and platforms involved. This does require an investment of time and effort on the part of the supplier, but will ultimately be in the best interests of all concerned. In the next few weeks we hope to be able to include information on CAB Abstracts with other suppliers to follow. Should librarians have suggestions of other databases they would like to see included we would welcome their feedback."

Nick Andrews, Managing Director of DataSalon Ltd said: "Using our core data integration and reporting platform, we have been able to provide a flexible, easy to use system. We hope that the Academic Database Assessment Tool will be of great help to libraries and other users."

The value of the Academic Database Assessment Tool is already beginning to be realised amongst the library community. As Adrian Smith, Faculty Team Librarian at Leeds University Library and member of the JIBS User Group Committee commenting on the launch of this tool explains: "The Academic Database Assessment Tool is an extremely useful tool, which will be a great aid to the library community. The system allows us to compare databases - identifying titles and areas of overlap and unique content. Downloadable (to Excel) title lists with print ISSNs are also a valuable feature of the database comparison tool."

We hope that as many librarians use this tool as possible, so spread the word! The Academic Database Assessment Tool can be found at <http://www.jisc-adat.com>

DIGITISING HANSARD: PUTTING TWO HUNDRED YEARS OF PARLIAMENTARY DEBATES ONLINE

Edward Wood, Director of Information Services, House of Commons

Parliament is close to completing the digitisation of Hansard, the official report of debates in Parliament. The text files have been placed on the internet for free download in XML, and an experimental database and search interface (also available on the internet) have been developed.

The Official Report: Hansard

Direct suppression of reports of the proceedings in Parliament ceased in 1771 and in the following years there were various attempts to report on Parliament in a systematic manner. William Cobbett began publishing the *Parliamentary Debates* as a supplement to his *Political Register* in 1803, and from 1809 these were printed by TC Hansard. Cobbett sold his interest in the *Debates* to Hansard in 1812 and from 1829 the name *Hansard* appeared on the title page of each issue. The publication was initially based on reprints of reports of speeches from the press, but checked with the Member. The accuracy of reporting in the mid-Victorian *Hansards* has been questioned.¹ In 1877-8 Hansard employed its own reporters and from 1889 the House decided to subsidise *Hansard* so that a permanent record was available. Agreement was reached on more extensive coverage of the proceedings. Hansard was taken into direct ownership by the House in 1909.

The Digitisation Project

This joint project of the House of Commons and House of Lords Libraries started in 2005 with a procurement exercise, although there had been a number of exploratory projects in the preceding years. These had foundered because the costs were too high, the quality of the product was poor, or both.

The reasons for digitising were numerous, apart from the obvious advantages of widening access and enabling free-text searching. Parliament had an unknown number of sets of Hansard, taken from different editions and held in the Libraries of each House and in other departments. Each set occupied

¹ Hansard's Hazards: An Illustration from Recent Interpretations of Married Women's Property Law and the 1857 Divorce Act, Olive Anderson, *The English Historical Review*, Vol. 112, No. 449 (Nov. 1997), pp. 1202-1215

approximately 150 metres of shelving. Large portions were printed on poor quality acid paper and had started to deteriorate. They were in regular use, which was increasing the speed at which they deteriorated. Conservation was unattractive as an option as it is costly and does not bring any of the additional benefits of digital capture. Digitising Hansard, on the other hand, would enable the preservation of a single set in a controlled environment and the disposal of some of the remaining sets. It would also provide a reference set of images which could be used to produce facsimiles if needed.

The procurement started with a very loose set of requirements, designed to attract a range of imaginative solutions. The tenders received offered a vast range of prices and specifications but the chosen supplier, AEL Data of Chennai, India, proposed a very high degree of accuracy, impressive generation of metadata and an affordable price. The contract specifies text conversion to an accuracy level of 99.5%.

Scanning is done from a disbound set in order to reduce costs. The disbound pages are discarded when the scanning is complete. The page images are captured as TIFF files at a resolution of 300 dots per inch. Copies of each page are made as JPEG files: this compressed format is more suitable for display on the internet. Optical character recognition (OCR) is carried out using a triple-compare process developed by the contractors. It is similar to the method used for double and triple re-keying of text: three versions of the text are produced from the images in extensible mark-up language (XML) using different OCR software. Discrepancies are identified and corrected and a composite is generated.

Metadata is generated automatically according to a schema, based on the layout of the original text. Semantic as well as typographical metadata is captured. For example, in all but the earlier volumes the name of the MP who is speaking is laid out in bold at the beginning of the speech. This and other elements are captured as part of the schema, to enable searching or re-ordering of content with reference to one or more metadata elements. The composite is proof-read in full by the contractors and extensive manual checking of the metadata capture is also carried out.

In addition to the quality assurance work carried out by the contractors, staff of the House of Commons Library carry out further checks. All images are checked for alignment, definition etc using very large screens and specialist software which enables multiple image display. Other QA processes, such as

checking for common text conversion errors, are automated. Higher levels of the schema are checked and finally samples of the text are proof read. This has confirmed that the high contractual level of accuracy has been met and in most cases exceeded. Metadata capture has also been very successful, but in most files the schema does not validate.

As of March 2008 the digitisation work is substantially complete, save for a relatively small number of volumes which require re-scanning. The complete run of Hansards from 1803 to the general election of 2005 has been captured. This constitutes about 2.75 million pages. The period of 1988 to 2005, for which an online version is already available, was included to improve the completeness of the data set and to take advantage of the more detailed metadata which is created as part of the digitisation process. Digitisation of the debates of the Standing Committees (the former name of the committees which carry out the "committee stage" scrutiny of Bills in the House of Commons) will start shortly.

Use of the Digitised Content

The XML text files which are available to date have been posted on the internet and are available for download via the Archives section of the UK parliament website (<http://www.parliament.uk/publications/archives.cfm>). A downloadable "click use" licence is available for onward use of the text. A prototype database and interface has been developed by Parliament using open source software.

A small team of developers worked closely with users inside and outside Parliament to develop a functional interface. The prototype interface parses the XML into HTML before loading it into the database. As of March 2008, about a third of the available data has been loaded, taken exclusively from the 20th Century. Browsing and searching of the text can be accomplished in a variety of ways. Navigation by date can be approached by decade or by monarch. Pages for individual Members of Parliament have been created, giving details of constituencies represented, first and last speeches made and total number of contributions recorded. Constituency pages have been created, listing all Members which have represented them. It is hoped in the future to reconcile the metadata on entities such as Members and constituencies with authority lists to improve accuracy. For example, inconsistencies in name format in the original text (*Southend East vs Southend, East*) can produce multiple entries for a single entity. References to Acts of Parliament and Bills

were not tagged as part of the schema but these can now be identified automatically and hyperlinked to individual pages for each Act and Bill. Divisions (votes taken by either House) are tagged but unfortunately these are not structured in such a way that they can be easily downloaded for statistical analysis.

A faceted approach to search enables filtering of search results using date, Member or content type. References in the standard format using date, volume and column numbers (eg HC Deb 13 May 2002 Vol 385 c498) can be located using the search box. A geographical interface has been developed, plotting references to place names in Hansard on a Google map and linking through to the text of the debate.

A public version of the prototype was made available in December 2007 (<http://hansard.millbanksystems.com>). Not all of the features described above are available on the public version at present, and performance is variable if new data is being loaded. Feedback on the prototype is welcome via a discussion group, a link to which is located on the home page.

The JPEG page images have not been utilised in the prototype since the size of the files would dramatically increase the cost of hosting the data. They will, however, be made available to third parties who may wish to host the Hansards themselves. The TIFF images will provide a means of producing facsimiles of the original volumes or re-running the OCR process should this be required in future. The files represent about 40TB of data and are currently stored on portable hard drives. Preservation of the electronic files for the indefinite future is being investigated. It is ironic that a project which aims to assist the preservation of 19th and 20th Century records should highlight the emerging issue of digital preservation!