ALISS Quarterly

Association of Librarians and Information professionals in the Social Sciences

Marketing libraries in difficult times

Digital techniques

Marketing digital collections Harvard Open Collections; Online videos to market library resources to potential students at Coventry University, Use of Web 2.0 at CILIP; Marketing libraries in the recession toolkit

Community engagement

Marketing using students Loughborough University Library and Department of Information Science; Working Class Movement Library.

Marketing and career development

Open University Evolving Information professional course; Using Articulate to market careers in law librarianship

New resources: information literacy

EvidenceNet: a Higher Education Academy initiative.

Special issue: marketing libraries in challenging times

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 addresses the timely question of what libraries and information workers can do to market themselves and their services during the current economic downturn. It approaches this from a number of angles offering insight from some recent initiatives by U.K. practitioners.

The first section looks at a number of innovative uses of technology. These include the use of marketing videos to attract students by library staff at Coventry University; a case study of the use of advanced technology to maximise usage and market online collections as part of the Harvard open Programme and discussion of the way in which the CILIP organisation is adopting web 2.0 tools to market its service.

The second section has some interesting materials on libraries who have sought to engage with their user community to make their marketing more effective. An interesting example from Loughborough University and the Working Class Movement Library show what can be done with limited resources and effort.

Finally the issue moves on to show case a new Open University course which will help information professionals update their knowledge and so market themselves effectively!

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 ?

We hope you enjoy the issue!

Heather Dawson.

ALISS Secretary

The importance of 'marketing' digital collections:
including a case study from Harvard's Open Collections Program
Christine McCarthy Madsen

Introduction

An essential but easily overlooked step in the creation of online digital collections is making sure that people – potential users – know the sites exist. Making a digital collection publicly available means that your potential user base – your potential patron pool – is the whole world. So what is being done to let that (significantly) wider audience know that your collection exists? Academic libraries have ways of letting patrons know what paper based collections they have and when new titles of interest arrive; and they have outreach programmes to let incoming students and faculty know what services they provide. But there seems to be a disconnect when it comes to online digital collections and often a 'build it and they will come' attitude prevails.

This paper is presented in three parts. The first will introduce a method – inlink analysis – that can be used to identify and understand the current and potential audiences for digital collections. Part two will present some evidence from a case at Harvard University's Open Collections Program (http://ocp.hul.harvard.edu) that marketing efforts have a significant impact on the number of users of digital collections. The third part will look more broadly at marketing in libraries; at what exactly academic libraries are and should be marketing.

Inlink Analysis

Inlinks are defined simply as any link to a web site. If four different web sites link to Web site A, it is said to have 4 inlinks. Inlink analysis is simply counting and analyzing the links to a given web site. Web log anlaysis and tools like Google Analytics can provide better data about your own web site, but link analysis allows you to get data about sites for which you do not have access. In this way inlink analysis tools can help you compare your site to others – which can be both an interesting exercise in understanding your audience and an important tool for sharing information with funders.

In March of 2008, 289 humanities-based digitization project sites were selected for inlink analysis[1]. The goal of this project was three fold:

1. To find out which of the initial 289 sites listed was the most linked to;

2. To determine if any visible pattern or perceptible social network emerged from the linking patterns between these sites; and

3. To evaluate link analysis as a means to determine the relative 'authority' of these library digitization project sites.

This project relied on the basic assumption that a link from page A to page B is a recommendation of page B by the author of page A. It is, of course, not difficult to find exceptions to this, but for this purposes of this project it was generally accepted as valid – or at least as valid as in traditional citation analysis and bibliometrics. The success of citation analysis recognizes that there is a chance that someone has cited an article as an example of 'what not to do', but relies on the assumption that if an article is very heavily cited, it can be considered successful or authoritative.

The 289 sites were chosen based on an existing knowledge of the field, combined with targeted searches on project domains. All project links were verified as digitization project sites (as defined above) rather than just sites that described primary resources or library collections. Sites that contained entire works (books, manuscripts, etc.) were favoured over those that contained only a few page images.

Using a combination of LexiURL Searcher[2] and Yahoo! Site Explorer[3], the number of inlinks to each of these sites was gathered and sorted in descending order. These simple counts of inlinks reveal at least one interesting pattern and unexpected result. Looking at the histograms for the top fifty and top one hundred sites (Appendix A), it is clear that the number sites containing numerous inlinks drops off sharply. The fourth most linked-to site contains only 16% of the inlinks of the most linked to site, while the tenth most linked to site contains only 4%. It seems that very few sites dominate this domain.

Cross referencing the inlink ranking of these sites with their usage rankings by the Alex Search Engine[4] (Appendix B) – although not a precise match – does support that Project Gutenberg and Library of Congress American Memory (the two most linked-to sites) are also comparatively heavily used. But there is little we can know about how these sites gained such sizeable audiences. The Library of Congress has made significant efforts to connect directly with teachers through their Learning Page (http://memory.loc.gov/learn/) and invested in printed promotional materials such as brochures and posters, but one can only infer how Project Gutenberg came to be so heavily cited.

One of the interesting – and serendipitous – findings of this project was that two of the sites that I worked on for several years at Harvard have considerably different numbers of inlinks. In July of 2009, *Women Working* (http://ocp.hul.harvard.edu/ww) had 3,196 inlinks and on the same day *Immigration to the US* (http://ocp.hul.harvard.edu/immigration) had 844. The rest of this paper will be a discussion of how I think that came to be and why I think it is significant.

The Harvard Open Collections Program Case Study

The Marketing Campaign

The Open Collections Program was established in 2002 with a grant from the William and Flora Hewlett Foundation. There were two initial goals of the program:

- "to increase the availability and use of historical resources from Harvard's libraries, archives and museums for teaching, learning, and research"

- "to offer a new model for digital collections that will benefit students and teachers around the world"[5]

The program's first collection is called *Women Working* and is about the role of women in the US economy between 1700 and 1930. The collection contains over 500,000 pages of digitized primary resources[6] including 7,500 pages of manuscripts, 3,500 books and pamphlets and 1,200 photographs

The program was also built around three main principles of quality:

- Selection Standards – Create comprehensive, topic-based digital collections by carefully selecting topics, and materials;

- Production Standards – Create digital surrogates that are both faithful to the original publications and of such high quality that there will be no need for re-digitization by other institutions;

- Access Standards – Provide easy online access to digital collections within the Harvard community and around the world.[7]

Within the last principle – access standards – we strongly believed that there existed a commitment not just to making the materials freely available online, but to making sure people knew these collections existed. With a grant renewal in 2004 we embarked on an outreach campaign to make people aware of the newly released but still not complete Women Working collection. This included:

- Hiring an 'outreach and evaluation coordinator.'

- An email announcement campaign targeted at faculty, teachers, researchers, and librarians in relevant subject areas.

- Using inlink analysis and basic searching to identify course syllabi and descriptions to compile a list of relevant courses, instructors, and institutions and contacting individual instructors to engage them in using materials.

- Contacting the creators of similar sites to ask if they would link to our site.

- A mailing of printed brochures to over 2,000 librarians in relevant subject areas with information included on how they could receive more brochures for their library.

- A monthly email newsletter letting users know what was new to the collections and including small case studies of our users.

- Press releases to media outlets.

- Full-page advertisements in conference publications and relevant journals.

Target users and networks of users were identified as a key part of the outreach plan:

This marketing campaign cost roughly 2% of our project budget.
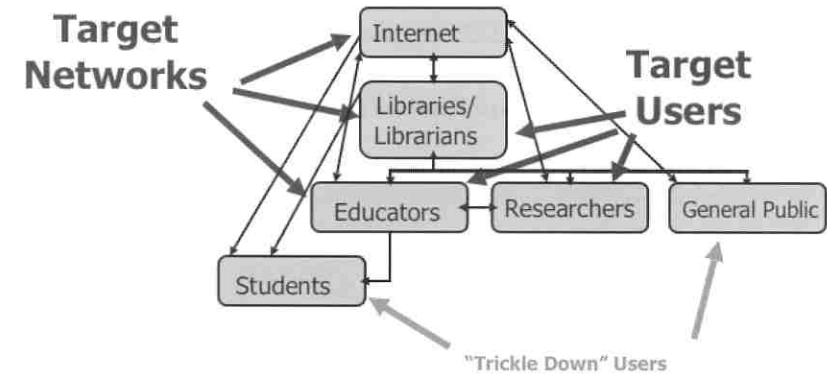
Web site traffic increased significantly as the outreach activities began and was followed by the expected dip at the end of the school year[8]:

Web Site Traffic

Visits — Single Visits/Unique Visitors — Repeat Visitors — Repeat Visits — All Visitors
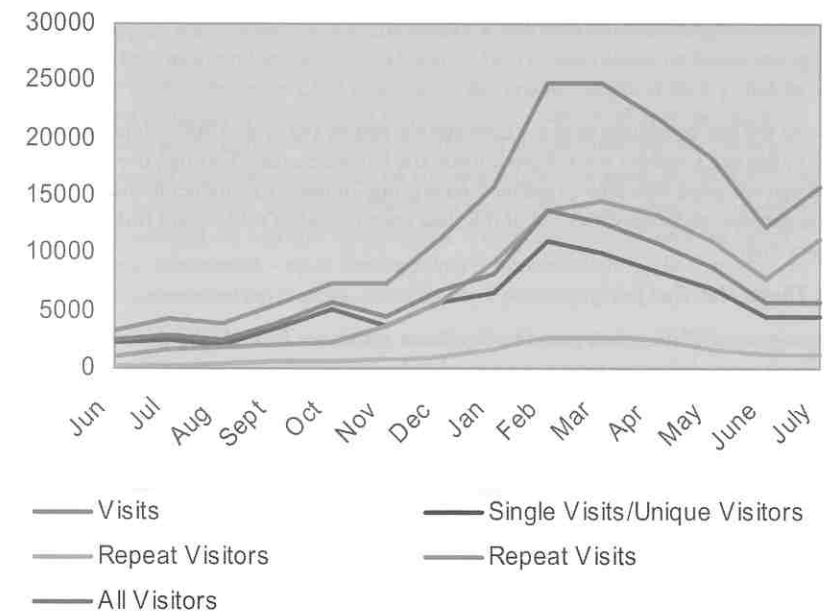
By the end of a 6-month period, a large volume of visits was generated by a growing number of faithful users.

Repeat Visitors and Visits Per Month, 2004/2005
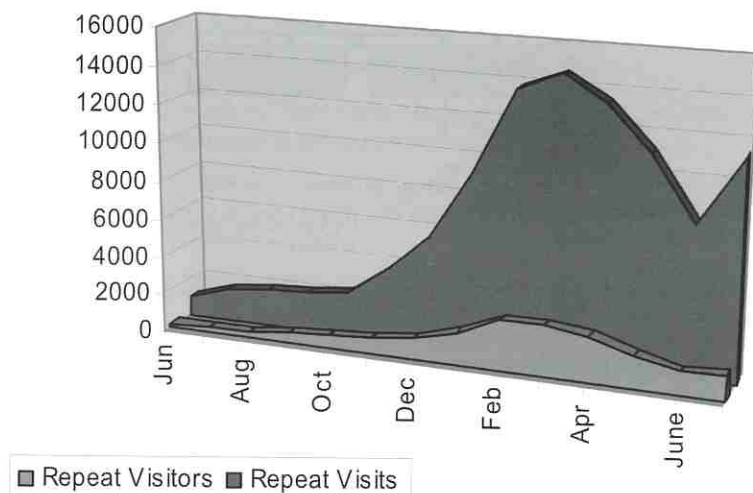
Visits to the site continued to grow consistently, and by the end of 2005, approximately 13% of the site's visitors were from outside the United States.[9] Through the outreach campaign we were also able to gather a core group of users to conduct focus groups, online surveys, and interviews. All of this data contributed to subsequent redesigns of the project sites.

'But That's Not Our Job'

The program staff was confronted by significant resistance from the library administration. The most overwhelming comment seemed to be "but that's not our job... we don't do 'marketing'." I would argue that it is precisely the job of the library, though. And without taking responsible measures to let people know that these resources exist, they aren't really accessible.

Less than 10 months into the outreach campaign the program bowed to pressured to reduce costs and to increase the amount of materials digitized. The campaign ended prematurely, and the next collection, *Immigration to the United States* (http://ocp.hul.harvard.edu/immigration/) never benefited from the same attention. The visits to this site were consistently less than half of that of Women Working and inlinks to the site remain at approximately one quarter.

There could be any number of reasons for this discrepancy (scope, topic, etc.), but I

strongly believe that lack of 'marketing' contributes significantly to an overall lack of accessibility. I also believe that marketing (or outreach as many prefer to call it) is one of the core functions of a library.

Marketing the Library

In 1931, SR Ranganathan wrote:

> It is no wonder that, when the library has been extending its scope, changing its outlook and altering its very character and functions, there should not be adequate understanding among the public as to what was been going on.[10]

Ranganathan was a mathematician and librarian in India in the first half of the twentieth century. He is most well known for creating the *Five Laws of Library Science* and his work in incredibly prescient.

Ranganathan was adamant – as his first law states – that 'books are for use.' And in support of this law he called for librarians to make their collections known and available, and to help readers find relevant materials within them, even and especially when patrons "do not know enough about available resources to know what to request."[11]

"The majority of readers do not know their requirements, and their interests take a definite shape only after seeing and handling a well-arranged collection of books," he wrote. He charged librarians to bring related books together – to arrange books in ways that would support the development of the reader's interests and questions."[12] He had advice on the best location for a library, "a library which is keen about its books being fully used will plant itself in the midst of its *clientele*,"[13] the proper height of library shelves, "no rack should be higher than what can be reached by a person of average height, while standing on the bare floor"[14] and the comfort of library furniture. He believed that libraries should stay open longer "In no country, where the concept, 'BOOKS ARE FOR USE', has taken root in the Public Mind, will any library be allowed to close till the majority of humanity go to bed and cannot use it"[15] and championed what he called the 'open access' movement – open book stacks versus closed ones. His thoughts on librarianship encompassed psychology, sociology, and philosophy:

> "In a word, the librarian should be 'friend, philosopher and guide' to every one who comes to use the library. It is such sympathetic personal service and 'such hospitality that makes a library big, not its size'"[16]

I speak here about libraries and librarianship because it the core function of academic libraries to support scholarly communities. And when those scholarly communities move onto the web, it is still the function of an academic library to support that them. Libraries are not places for simple information retrieval. They are dynamic spaces for discovery, learning, knowing, and creation. Libraries are essentially there to facilitate the creation of knowledge. They do this by connecting people with information and providing the tools for them to organize, evaluate, and transform it. They are about structuring relationships – between researchers, and between publishers, researchers, information, and knowledge.

Appendix A: Histograms showing the number of inlinks to the top 100 and top 50 most linked-to sites
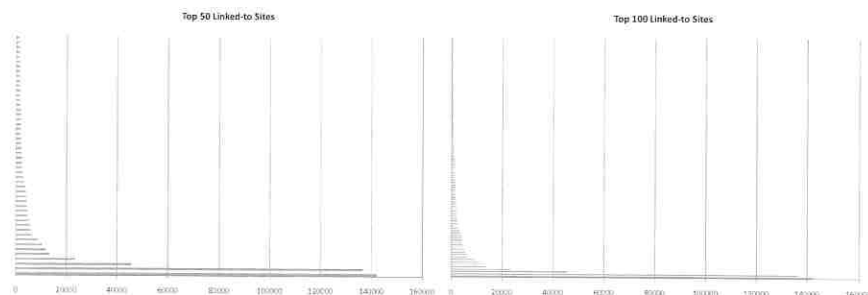
Appendix B: Alexa the Web Information Company: Graph of Page Views for the Five Most Linked to Sites (3 month period)

1. http://www.gutenberg.org   2. http://memory.loc.gov   3. http://gallica.bnf.fr/
4. http://cdl.library.cornell.edu/moa/index.html   5. http://www.ulib.org/
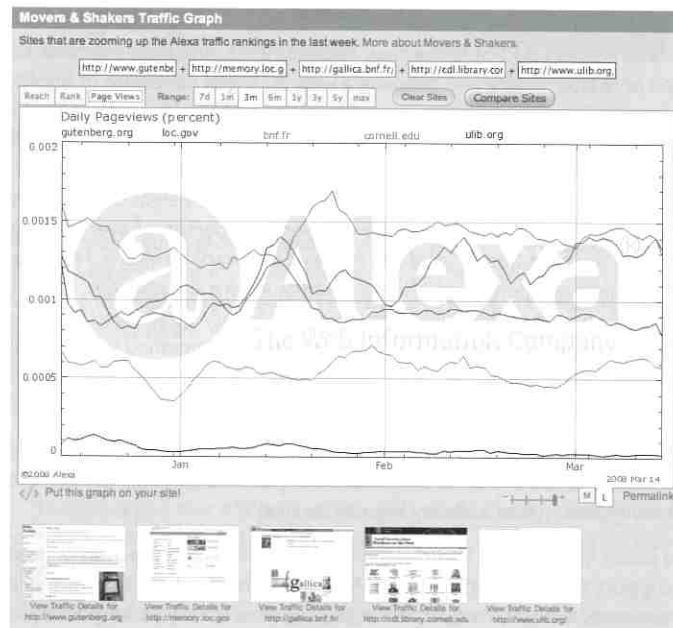
References

1   'Digitization projects' refers here to projects that involve the digital reformatting of texts, images, moving image, or audio into some sort of digital format.

2   LexiURL and LexiURL Searcher: http://lexiurl.wlv.ac.uk/

3   Yahoo! Site Explorer: https://siteexplorer.search.yahoo.com

4   Alexa Search Engine, from Alexa the Web Information Company: http://www.alexa.org/

5   This text was on the initial home page of the Open Collections Program. It was unfortunately taken off and is not archived publicly.

6   Statistics from the homepage of *Women Working*: http://ocp.hul.harvard.edu/ww

7   Ibid.

8   The following graphs were from the 2005 Q1 – Q2 Usage Statistics for the Women Working Collection and are available through the Internet Archive's Wayback Machine: http://web.archive.org/web/*hh_/ocp.hul.harvard.edu/WW-Usage-Stats-2005-Q1-Q2.pdf

9   Ibid.

10   S.R. Ranganathan, *The Five Laws of Library Science*, Madras: Madras Library Association, 1931. p. 315.

11   See Michele V. Cloonan and John G. Dove, "Ranganathan Online: Do Digital Libraries Violate the Third Law?" *Library Journal*, 1 April 2005, <http://www.libraryjournal.com/article.CA512179.html> (cited 25 July 2005), para. 4.

12   Ranganathan cited in Cloonan and Dove, para 5.

13   Ranganathan, p. 10-11.

14   Ibid, p.25

15   Ranganathan, p. 21

16   Ibid.

Experiences of marketing library resources to potential Social & Health Care Management students at Coventry University

Theresa Morley – Assistant Subject Librarian, Coventry University

Introduction

Over the last few years the Health & Life Sciences (HLS) faculty at Coventry University have been increasingly developing online courses and modules aimed primarily at health and social care professionals trying to move ahead in their chosen fields. This article looks at the experiences of marketing the library resources, and their ease of use, to potential students enrolling on one suite of courses within the faculty: Social & Health Care Management (SHCM). Two different approaches were used: firstly, a presentation was given during an Information Day for potential students, and secondly a short video was recorded using lecture capture technology.

The SHCM courses have been developed over the last three years by a course team including academic staff, learning technologists, e-learning specialists and the social work librarian. All of the SHCM modules, from Foundation to Postgraduate level, are taught purely in CUOnline – Coventry University's virtual learning environment (VLE), from where all of the course materials are accessible. To provide a range of materials to suit different learning styles, the course content is provided using various technologies, including Course Genie, narrated PowerPoints, online lectures and podcasts. Along with this, the library used TalisList to create reading lists for each module containing digitised book chapters, e-books, electronic journal articles and links to materials on the Internet. Tutorials on using these resources were also created, using INFORMS and Captivate.

The Information Day…

A concern for everyone involved with the SHCM courses was that students might feel overwhelmed by the sheer number of different technologies that they would be asked to become familiar with throughout the course, and that this might deter them from enrolling. It was due to this that it was decided to run an Information Day for potential Postgraduate students in May 2009. I was asked to present a short demonstration of what the library could offer potential students on these courses, and to show how easy these resources would be to use.

In preparing for the presentation I decided to focus on two things: firstly, how easy it would be for students to access material from their module pages in CUOnline ('click and go'), and secondly, how much support there was available for students if they got stuck or had any problems (phone, email, online tutorials). I delivered the presentation using PowerPoint, with screenshots of library resources and notes at the side to emphasise their benefits. One of the reasons for choosing to use PowerPoint over a live demonstration of databases, e-books and digitised book chapters, was that I didn't want to contravene any licensing agreements with suppliers of these services by demonstrating them to people who were not yet members of the University. The CLA (Copyright Licensing Agency) Licence regarding digitised book chapters, for example, strictly states that only students enrolled on a particular module can view the item. This may have been an over-cautious approach, but it seemed prudent to at least consider it.

The Echo360 marketing video…

The marketing video was created with two different purposes in mind. One of these was to provide a marketing tool that the academic staff could use when promoting the SHCM courses away from campus, both at home and abroad. The other was to provide access to the same information for potential students who could not attend the Information Day.

It was decided that creating a video version of the information would help students become more familiar with both the resources they would be expected to use, and also be able to see who would be supporting them throughout the course. We decided to use the Echo 360 lecture capture technology because it had already been used to record a social policy lecture for one of the modules and thought that by using it in several different ways, students would become familiar with it before starting their courses.

The Echo360 software was adopted by the university a few years ago for academic staff to record lectures which could then be made available to students in CUOnline to refer back to if they'd missed a lecture or needed to go through the material again. The technology has been set up in several large lecture theatres across the campus, and is operated by the University's e-Learning Unit. In essence, the technology captures everything that the presenter does on the computer screen e.g. PowerPoint presentations and live demonstrations, as well as recording the audio and video of the presenter. The recording is done automatically without the presenter having to set anything up, as long as they have notified the e-Learning Unit about when and for how long they need to record. Once the allotted recording time has finished, the file is compressed and sent out to the presenter, who can edit it if necessary and upload it into CUOnline for the students.

To record the Echo360 we used the same PowerPoint slides that had been created for the Information Day. To keep the video as short as possible I decided to emphasise the same aspects as on the Information Day – quick access and ease of use, and the availability of help and support – without talking as much about the individual resources on the slides. Overall, the recording process took about 10 minutes, with the actual video coming out at just under 5 minutes. We had booked in a half hour slot for the recording, and looking back it would have perhaps been better to have recorded the presentation again to make it more polished. It was a very interesting experience standing in a lecture theatre talking to myself and trying to stay within the 'recording zone' at the front!
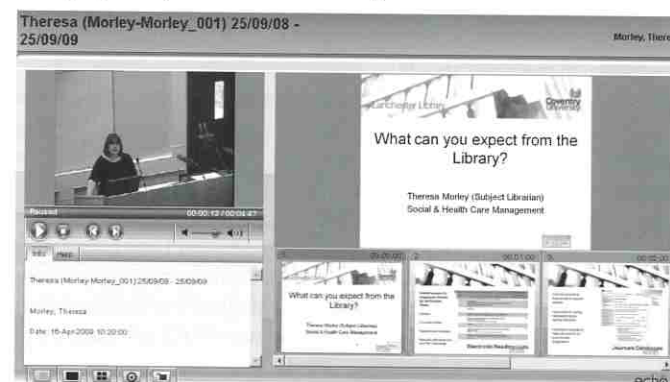
Tips for using Echo360:

- If you have enough time in your recording slot, consider recording the presentation twice – you'll sound more confident second time around;

- If you make a mistake, leave a 10-15 second gap so that it can be edited out more easily;

- Try to look at the camera so that your audience can see that you are trying to engage with them;

- Remember that every move you make on the computer screen is recorded, so try and have all your screens ready before you start.

The future…

A further Information Day has been planned for November 2009 and a website promoting the courses is likely to be set up in preparation which will include the Echo360 that was recorded. Hopefully this will allow us to collect usage statistics so that we can track how many times it has been used. In terms of the library, this has shown subject librarians that there are other technologies out there that can be used for our purposes, for example I plan to use the technology to create some information skills materials related to using e-books and navigating through TalisList.

It has been very interesting to get involved in promoting the online SCHM courses to potential students, especially as this can be an area where libraries do not usually have a presence. Listening to the questions asked by potential students on the Information Day it was clear to see that they had reservations about how quickly they could familiarise themselves with the technology, and whether there would be support available for them. It reminded me that as librarians we sometimes assume that all of our users are comfortable with the kinds of technology we ask them to use, and can sometimes forget that along with information skills training a bit of reassurance could actually help to ease their fears and help them get through their course.

Useful Links

What can you expect from the Library? Echo360:
http://echo.coventry.ac.uk:80/ess/echo/presentation/
1dfffbae-7b46-42ed-96ce-25dea71fed95

http://tinyurl.com/n4ma2a

Echo360 website:
http://www.echo360.com/

e-Learning Unit – Coventry University:
http://www.coventry.ac.uk/cu/d/1103

Use of Web 2.0 at CILIP
Jill Duffin Team Leader Information and Advice and Lyndsay Rees-Jones, Senior Adviser Membership Support Unit.

Having been at the recent ALISS conference on marketing in difficult times I went away feeling inspired, particularly by the session on using web tools for marketing. I had been rather reticent about using Twitter. I think Twitter is a useful tool for quickly alerting people to breaking news or a useful piece of information, but felt in a way we were already doing this with our blog. Having been convinced we would reach a new range of prospective CILIP members we took the plunge and one of my colleagues set up a Twitter account, you can follow us **@CILIPInfo**. Staff across CILIP have taken up the twitter challenge with colleagues from the Membership Support Unit (follow them **@MSUCILIP**), Gazette magazine, CILIP Training & Development and Facet Publishing all taking the time to tweet their own specific news to dedicated followers.

For over 18 months, the Information and Advice Team has been writing a blog available *via* **www.cilip.org.uk/informationadvice** . Our aim is to provide up-to-date factual LIS news and information that needs to be spread quickly, that can not wait for our weekly Information World email bulletin. Our colleagues in Policy and Advocacy also contribute on new policy and consultations they are working on.

Links from the CILIP website alert anyone visiting our website to the latest blog postings from across CILIP, including posts from individual members, branches, special interest groups and staff.

The Update blog neatly compliments the hard copy publication, allowing readers to keep informed about breaking LIS news in between editions. While Bob McKee's 'From the Desk of the Chief Executive Blog' adds a reflective, personal touch to many LIS issues affecting CILIP members.

Earlier this year, the decision was made to 'open up' blog comments to everyone, not just CILIP members. Since the Information and Advice Team opened up our blog we have seen a significant increase in usage. Striking a balance between what is a CILIP membership benefit and what is shared with the wider online community will always be difficult. Allowing anyone to read a CILIP blog allows a broader perspective on LIS news and issues and engagement with non members and stakeholders.

For a complete list of all CILIP blogs visit: http://communities.cilip.org.uk/blogs/bloggers.aspx

CILIP's prime web 2.0 medium is the Communities platform. CILIP Communities was initially developed over the Summer of 2006 in partnership with volunteer members, and the process of developing guidelines and behaviours, as well as piloting the forum and blog functions, was a collaborative one. The Communities Team (CT) comprises the Director of Membership Engagement and IT, the three members of the Web Team, the Head of Corporate Marketing and Media Relations, a member of the Information and Advice Team and a member of the Membership Support Unit. In both the pilot phase and the post-launch stage (it launched at Members Day 2006) the CT focused on ensuring a relaxed, secure and safe space for CILIP members to communicate and network with each other.

Ed Mitchell (via the developers cScape) worked closely with CILIP during these stages and his experience of social media was invaluable. We could set parameters for the forums, blogs, and media that minimised control but maximised benefit. But…. three years is a long, long time in the web world and things have moved on considerably since those early days.

With the implementation of a community server platform upgrade this summer, more functionality became available, in additional to a more personalised and friendlier interface. By working with CILIP's family of special interest groups and regional branches, as well as individual members, the CT plan to roll out the networks and wiki tools [see Council Matters blog at http://communities.cilip.org.uk/blogs/council] inviting two external speakers to stimulate discussion around what CILIP should be doing in the web 2.0 world. Finding a balance between enabling the broadest engagement for members (top priority) and the wider information community, utilising available media is an ongoing objective.

The Information and Advice Team are currently looking at developing a Wiki which will be a good way of getting members involved in sharing information. We see this as an exciting opportunity as by sharing knowledge with the whole CILIP community around the world, we will be able to update in real time, so having a resource which is up to date and that can grow fast.

CILIP colleagues (both librarians and those from other professions) are actively embracing the collaborative nature of Web 2.0 by the introduction of a staff Netvibes webpage **www. netvibes.com** and 'Delicious' **www.delicious.com** website bookmark account. Staff can share LIS related website links, blogs and online news items with each other quickly and efficiently without the need for clogging up email inboxes with individual messages or RSS feeds.

Several CILIP departments have specific Facebook accounts to target specific groups including one for 'CILIP Graduate Training Opportunities', Facet Publishing and our own, CILIP Information Service.

As with many organisations, the move into using these various social media channels is new and exciting for CILIP but it's also difficult to know which ones will be of most value to our members in years to come. As we experiment with different ways of engaging with our target audience online, it is with a spirit of being prepared to try new things, see if they help meet our objectives and if they do not, stop using them. While it is without doubt that new tools will come and go, and Twitter will probably fall out of fashion in time, the importance of engaging using the most appropriate tools for the target audience is here to stay.

The Membership Support Unit has used Twitter to attract new library and information science graduates to our annual Graduate Open Day which will take place on Friday 2 October. The theme for this free event is 'Realising your potential: personal marketing in the library and information profession'. www.cilip.org.uk/graduateday

We hope to see some of you using our services either in person or virtually. Our current web page is **www.cilip.org.uk/informationadvice** you can contact us at info@cilip.org. uk or by ringing us on 020 7255 0620

Using Libraries to beat the recession: introducing the Libraries in the Recession Toolkit

Recently the media has been dominated by stories of job losses and increasing unemployment. However, all is not doom and gloom. A quick search of the media also reveals that one side effect of the recession is that people are starting to use their local libraries more. Indeed recently the BBC reported http://news.bbc.co.uk/ that a survey by Westminster Council found 634,600 people visited its 12 public libraries between November 2008 and January this year and more than 7,600 people took up library membership during the same period. This was an increase of the number of 10.3% library visits and 18.3% for new members.

Likewise a recent press release from Torfaen, Wales http://www.torfaen.gov.uk/CouncilAndDemocracy/CouncilNews/2009/February/13-Libraryvisitsontheupasrecession.aspx

Christine George, Strategic Library and Information Manager for Torfaen commented: "Evidence shows that many Welsh libraries have noticed an increase in visits, lending and membership over recent months. It seems that the recent marketing drive for libraries in Wales and the recession have combined to create a significant impact on our service. In the last six months alone we have attracted 2500 new members."

With the headlines moving from 'Credit Crunch' to 'recession' the message is doom and gloom. But many people across Torfaen are shaking off their dusty ideas of what a library is and are turning to them as sources of entertainment, learning and information in order to recession proof their lives.

As a result many libraries are trying to turn this upsurge interest to their advantage. They hope that although the initial motivation for contact may have been due to hardship, people will see the benefit of the Library services and remain members when the recession has based. Indeed Torfaen has created a series of happy days pages http://www. torfaen.gov.uk/LeisureAndCulture/Libraries/Home.aspx?ContensisTextOnly=graphics which highlight all the free services and special events on offer.

A central initiative for U.K. public libraries has been made by the Libraries Agency. Director David Lindley has produced a digest of ideas called Libraries in the recession: developing a survival toolkit that focus on communicating the value of libraries to anyone who might be casting a critical eye over the costs of running a public service. http://www. librariesagency.com/news.php

A full copy of this useful document can be accessed from the Library Agency web site at http://www.librariesagency.com/newsletters/16-libraries_in_recession.pdf
Although designed for use by public librarians its clear advice can be equally applied in other sectors.

In particular it focuses on developing a value communications strategy in a day. One key section of this is the 'Seven ways to increase stock effectiveness.'

Some examples of library services which have altered their web presence to reflect the current economic crisis include Warwickshire Libraries which has created a special Beat the recession in Warwickshire libraries http://www.warwickshire.gov.uk/web/corporate/pages.nsf/Links/F08EA0793F07E980802575A2003113E6 Web site that highlights how the library can help you save money while offering high quality services. Sub-sections include: job seeking resources, and resources for staying in (home entertainment). There is even a section of monthly money saving tips.

Also in the world of academic and special libraries some of these principles have been applied. For instance I recently noted that the University of Cambridge careers library web site has launched a career help for graduates in the recession section which highlights their free services and points students to free online job seeking websites. http://www.careers.cam.ac.uk/Library/Recession.asp

Likewise the specialist library of the Institute of Chartered Accountants of England and Wales also has a section of advice for would be job seekers which it has tailored to include selection of articles from the eLibrary on recession proof cvs and strategies for job hunting in a recession http://www.icaew.com/index.cfm/route/162220/icaew_ga/en/Library/About_library_services/Services/Credit_crunch_resources

Bibliography of recent marketing articles.

Here is a list of recent recommended articles from aliss committee members.

Basic Marketing and Promotion Concepts.
Serials Librarian; 2007, Vol. 53 Issue 3, p5-15.

The author argues that Librarians need to embrace marketing and promotion to communicate better with users regarding the services they offer. It discusses basic marketing concepts and adapts them to the non-profit library environment. The marketing process, including the development of a marketing plan and the utilization of the marketing mix to develop tactics for promoting library services, are covered. In subsequent article in the same issue, other authors employ these promotional techniques to develop and implement successful campaigns for promoting electronic resources.

Diving into e-marketing.
Waugh, Janice
Booty, Chris

Library & Information Update; Sep 2007, Vol. 6 Issue 9, p42-43

The article discusses the benefits of electronic marketing for libraries using the example of the implementation of an electronic newsletter by the Essex County. The authors discuss management issues for starting up the electronic services. They include advice on the use of in-house or commercial software, designing e-mail notification systems, and initial promotion of the services.

Leicester Libraries Support Public During Recession.
Managing Information; June 2009, Vol. 16 Issue 4, p42-42, 1/2p

The article reports on the effort of libraries across Leicestershire, to support the public during the recession. They have made improvements as part of a transformation programme and Library staff are encouraging the public to use their local library to discover all the free up to date services and facilities available.

Marketing Law Libraries: Strategies and Techniques in the Digital Age.
Cheney, Kristin

Legal Reference Services Quarterly; 2007, Vol. 26 Issue 1, p281-299

This article provides an overview of basic marketing principles and then examines effective marketing strategies and promotional techniques in an academic law school library.

Marketing of Library Services in Europe.
Enache, Lonel

Library & Information Science Research; 2007 Issue 11, p110-117

This paper, based on a few articles written by specialists from different European countries, contains an objective analysis of the way the marketing techniques and instruments are implemented in libraries. It sees different levels of development in different European nations, surprisingly the author concludes that this does not always match with initial perceptions of how 'developed' the library system of that nation is.

Selling the benefits of your service.
Emberton, Fi

Library & Information Update; March 2007, Vol. 6 Issue 3, p29-31

The article presents some strategies librarians can use to reach their customers. It argues that defining your markets and designing services to suit them is at the core of all good library promotion policies.

Westminster Libraries Offer Help With Recession.
Managing Information; June 2009, Vol. 16 Issue 4, p44-44

This article reports on the effort of libraries across Westminster in London, to offer help to the public during the recession. These include offering employment skills, training and advice to the public. These networking events, advice surgeries, business masterclasses are being used to promote access to online resources.

Word-of-mouth marketing: abandoning the academic library ivory tower.
Alire, Camila A.

New Library World; 2007, Vol. 108 Issue 11/12

The author aims to dispel the perception that academic libraries do not need to market their services and resources. She introduces the concept of word-of-mouth marketing and its potential for academic libraries using a successful case study from an American academic library.

Students, Librarians and Marketing the Library
Frank Parry, Becky Laing (Loughborough University Library) and Dr Derek Stephens (Department of Information Science, Loughborough University)

Shrinking budgets, uncertainty surrounding the future of libraries and librarians? There's never been a better time – or a more pressing need – to market the Library and its services. At Loughborough, there has been an innovative project involving students and staff from the Department of Information Science and the University Library's Marketing and Publication Group which aims to do just that. Now in its second year, the project revolves around postgraduate students from an information management module taking on the role of marketing consultants to market certain aspects of the Library's services. In the process students get an invaluable taste of what it feels like to be part of a professional team and put the theory they learned in the first part of the module into practice at the latter end. The Library benefits from the very many good ideas which the students bring to the table and the lecturer gets the satisfaction of seeing students apply their new knowledge in a 'real world' scenario.

So how did it all start? The Library and Department of Information Science share the same building and, at the time of the building's opening nearly thirty years ago, were originally intended to work together to produce a teaching Library. Although it didn't quite work out that way, the Department and Library have always retained close links and it is interesting that this project has now drawn both nearer to the original concept. The Marketing and Publications Group now includes Dr. Derek Stephens, the lecturer who teaches on the module, as a member of the Marketing and Publications Group committee, to help create Library marketing strategy. The Group's Chair, Graham Walton, is also Honorary Research Fellow in the Department. The resultant synergy between the academic department and Library has undoubtedly helped smooth the way for this project to be given the green light.

For this year's project, the students were divided into five teams, each with a separate marketing assignment: Library journals; the Library's academic librarians; Information literacy and study skills; MetaLib (the Library's information portal); the Library physical environment. These topics were chosen because they were thought to be of similar depth and complexity and covered some of the major 'real-life' marketing issues facing the Library. In the scenario, students were given the role of marketing professionals from a fictitious firm called 24/7 and Library staff became the clients from the very real Library. This role-playing was an essential part of the project as it meant that students had to adopt a professional marketing mind-set and Library staff had to resist the urge to behave like librarians towards them or to become surrogate tutors. This was business!

As students, the groups had already studied the principles and theory of marketing in general and marketing libraries in particular. As consultants, they were given the task of thoroughly researching the background of the above five topics. This involved not just the usual literature searching, but also reading wider background material such as strategic policy documents to see how their marketing proposals would further the aims and objectives of Loughborough University. They were asked by the lecturer to 'think outside the box' and be brave. In their role as consultants, they were given the chance

to say things and present ideas to the librarians which they might not otherwise have said or done. Naturally, the Library as client would have the last say, but the consultants were free to present concepts even if they did not fit in with the preconceived ideas of librarians. The ideas had to be bold, eye-catching and original yet fit for purpose.

Initial meetings were held between the consultant teams and the clients. The clients prepared briefs and made themselves available for further consultation via email, face-to-face meetings or by wiki. The presentations were held in the Department in front of all the clients plus academic staff. The Library staff, in the role of client were able to ask questions to the consultants, and gave feedback later to the academic staff, but did not participate in the grading process. Each group was given a ten minute slot to present its recommendation. The student groups showed by their extreme confidence and professionalism that they had benefited from having their practice preparations captured on video in the previous week for self-analysis. No academic or library staff were involved in viewing the practice videos, so any improvements from the video came from the groups themselves – a factor in the strong sense of group identity which came through in the presentations.

The presentations were uniformly excellent and of very high quality. It was clear that a lot of hard work, research and preparation had gone into producing them. Indeed, one group had gone to the trouble of designing a leaflet in the Library house style which was professionally printed by the University's printing unit, while another produced mini-packs of chocolate Smarties adapted to include a logo with MetaLib on the cover. Several groups produced high quality posters with eye-catching designs and one went to the trouble of designing a web page, again in the house style but with several interesting and thought provoking suggestions. It was also clear that the students had taken on board the marketing principles from the earlier part of their studies. Several groups emphasised the importance of market segmentation. One group looked at a popular kind of student 'type' at Loughborough, the sports player and designed a series of posters to attract attention towards Library journals using sports related images. All the groups showed an awareness of the importance of branding and making the Library stand out. This was particularly noticeable in the attention paid to existing house designs, the prominence of strong brand images such as those which accompanied the colour-coordinated zoning proposals for the Library's physical environment, and the MetaLib logo on the front of a fine bottle of wine to denote 'quality'.

These were fresh ideas with a fresh perspective. Not only did the Library have a chance to work with an academic department and systematically examine core areas of Library operations, but it also had a direct line to current student thinking in a way which conducting a survey or focus group would not be able to manage. With the permission of the lecturer and acknowledgement of the students' work, the Library can also adopt and work some proposals into the Library's marketing strategy. It is interesting to note that at the same time as these presentations were being prepared, the Library's academic librarians held a special meeting to discuss the ways in which they could improve the marketing of their services, and the results from both student presentations and librarian deliberations converged to a quite remarkable degree.

The students benefited greatly too. A questionnaire at the end of the project showed that the vast majority felt that the assignment was practical and relevant, enjoyable, and beneficial for their future careers. They had a chance to put theory into practice which was rewarding not just for themselves but for the lecturer. They were also able to hone their presentation skills and prove that they could work together in groups. And as a bonus they also got very good marks – Derek Stephens remarked that "good stuff is so easy to mark!"

Will the project be repeated? Yes!

Marketing and outreach at the Working Class Movement Library

Caroline Hunt, Community Learning Co-ordinator and Lynette Cawthra, Library Manager, Working Class Movement Library

Working people have always struggled to get their voices heard. The Working Class Movement Library http://www.wcml.org.uk/ records over 200 years of organising and campaigning by ordinary men and women for social and political progress. Our collections provide rich insights into working people's daily lives as well as their thoughts, hopes, fears and the roles they played in the significant events of their time.

The library is built on the personal collection of Ruth and Edmund Frow and now holds tens of thousands of books and pamphlets, as well as posters, banners, newspapers, prints, photographs and more.

From 1987, when the collection moved from the Frows' house into the Grade 2 listed former nurses' home Jubilee House, the library – although always an independent charity - was administered by Salford City Council. However in 2007 the Council formally handed over responsibility for the development and management of the collection to the library's trustees. The Council still provides the building, on a peppercorn rent, and a grant towards running costs, but the majority of our costs needs to be met from elsewhere.

We're fortunate to have support from many trade unions, and from individuals who are Friends of the Library, and we are well used by our traditional reader base of academics and students. In order to develop, rather than simply keep ticking over, however, new funds and new audiences needed to be found.

We were delighted to succeed in getting a Heritage Lottery Fund grant which has transformed what we've been able to do. We now have a welcoming display area on the ground floor which we are encouraging people to drop in and browse – previously if someone rang the doorbell without a prior appointment there was nothing there for them to stay and have a look at.

Until late 2010 a project librarian and archivist are making great progress on cataloguing our immensely rich collections of pamphlets, and papers from trade unions, pressure groups and activists. They are also ensuring that what they are cataloguing gets better known. Our Web site has been developed with the Lottery money, and now has sections aimed at family historians offering information on long-lost occupations (brushmakers, gasworkers) and social and working conditions. We have an 'Object of the Month' displayed in the hall, and also highlighted on the Web. We have also used our developing links with the local paper to good effect in getting the 'Object of the Month' featured there.

The grant is also paying for a community learning post, which has meant we've been able to work with schools for the first time. In the main our learning work is Web-based – we have produced a downloadable Key Stage 2 resource pack on 'Victorian Children at Work' - because one of the crucial challenges is to ensure the Lottery-funded work's sustainability after the project ends. http://www.wcml. org.uk/learning/free-teaching-material/

The resource pack was developed in consultation with a local primary school teacher and her class, thanks to an MLA Learning Links grant. The pack consists of original material, scanned from the library's collection, so that teachers and children can see the original documents in the format in which they were produced. In essence, they are edited 'highlights' of subject areas - key pictures, cartoons, poetry and descriptive writing from many sources including governmental reports, newspapers and journals of the time. The pack fits together like a kind of jigsaw, with each piece helping the children to learn something new about the subject.

One of the pack's aims is to encourage the children to be mini-historians, almost archaeologists, digging into lots of sources to find out more, considering how we know that history actually happened, and how we can find things out by enquiring into different places. Pictures, for example, can be a fruitful source of enquiry when accompanied by stimulating prompting questions.

The other aim is to encourage the development of literacy, so the children learn about a historic subject and at the same time use it as a stimulus to develop their literacy skills.

Alongside the original material we have produced documents to help teachers interpret the material with their class. These were put in to help the teacher answer commonly-asked questions from children. The question 'how much was a pound was worth back then?' can easily be answered by a quick Web search, but having the information right there saves the teacher time and effort.

Working with a teacher who specialised in literacy was an enormous help. She helped us understand how using current teaching practice and theory can have an impact on the relevance and longevity of our work. 'DIAL' ('Deductive', 'Inference', 'Authorial' and 'Literal') questioning for pictures was a useful interpretative tool. So rather than just asking 'what can we see happening in the picture?', we have asked more motivating questions such as 'who might the person in the picture be?, what are they thinking and how might they feel?'. From such questions we can gain the sorts of outcomes from children that are a stimulus to the development of creative writing.

The 'Victorian Children at Work' resource pack has had a brilliant response from primary school teachers, and we are now starting working with secondary history teachers to implement similar resources for them and find suitable material that can enhance learning in their classrooms too.

These projects have helped us see an instant result to this first attempt at outreach project work - which has in turn given us new energy to explore partnership working opportunities.

For schools are not the only important new audience we're aiming to reach. Getting local people coming in is another specific target. Our new ground floor displays help, as we've been able to put a sign outside the library encouraging passers-by to drop in to see them. The best way of getting new people to visit, however, is to involve them.

People may struggle to see that there might be something of interest and use to them in the library. Experience tells us that once here, though, people get enthused by the

possibilities on offer - so it is important for us to find different ways of getting them across the threshold in the first place.

It's also important for the library to demonstrate that the history we're telling is a history that has been shaped by ordinary people. And so we're keen to have a place for other people to share their voices too.

One project we're just getting underway, 'Salford – Relocating Lost Histories', involves working with a local artist to bring nearby residents in to examine items of our collection that are particularly locally-focused. People love the opportunity to root around and to find new information about where they have grown up. This group are working towards an exhibition in the library which will display what they find, alongside their personal response. It's hoped that they will tell their friends and bring their family, and develop the sort of personal relationship with the library that our current supporters have.

Another project is starting soon in partnership with a local community arts association. 'Green Bananas' will involve adult learners in developing a piece of theatre, using library resources, which will tell stories of working life on Salford Docks - once the main focus of employment in the local area. The short drama which is devised will be performed at an annual community celebration at the docks to an estimated audience of 1,500 local people. It will be filmed, with the footage then made available via our Web site.

We'll also use the learning group's experience of using our resources to develop a guide to enable other groups and individuals to produce creative works using local stories held at the library. Evaluative comments from participants will be documented and used to produce a short written guide. As well as this being a learning tool for ourselves we hope it will encourage return visits from participants, and help others to see the potential for using our collection for informal learning.

In this, then, as in all our new projects, we are aiming to get people to experience the library as being relevant and active today. Our hope is that staff and volunteers' enthusiasm for our collections will rub off on new visitors – whether they're actual or virtual - whose enthusiasm in turn will help us market the appeal of this extraordinary library to an ever-wider public.

The evolving information professional – challenges in a digital world A personal view.

Jo Parker. Information Literacy Unit Manager The Open University

Curriculum Vitae: I am a librarian (and proud to be one). I trained at Sheffield; I did my Masters there a while ago, now. I've been working at the same institution, in a variety of challenging and interesting roles, since I graduated. I have had two extended periods out of the workplace in the last four years, and I work in a middle-management role. I don't have time to do very much about my own career development any more and I like to think I am fairly typical in terms of most working women in the profession. And to be honest, at the moment, I am a little bit apprehensive, given what is happening in the wider world and particularly in the face of seemingly daily news of cuts across the sector.

My assumption is that the 'new' librarians, currently being trained, will emerge from university flexible, adaptable and geared up to working in a changing environment; portfolio workers all. But what of those of us, like me, already in the workplace, a while out of library school? With budgets being squeezed, how can we adapt and survive in an increasingly competitive workplace, not just for jobs but where it seems that our very existence is under threat?

A lot of it is down to marketing. Try this, as recommended by my colleague:

> "Do we really know how to market ourselves and our not inconsiderable skills? As a small experiment, try and write an advertisement for yourself and one for your service. How exciting does it all sound? Would you be convinced? If you gave it someone else, would they be convinced?" (Needham, 2009).

I work for **The Open University (OU)**, one of the largest distance learning institutions in the world, which is geared up for people just like me, who want to study and invest in their own development on a part-time basis. A new course *The evolving information professional – challenges in a digital world*, from the OU's Centre for Professional Learning and Development, is written by experienced and well-respected library professionals from both within and outside the University, and is geared up to help support information service workers in a time of change.

About the course
The key feature of this course is that it is presented online, and so flexibly that it can be slotted in to the working week fairly easily. There are about 30 hours of study spread over the 10 main themes of the course, each section taking between 1 and 3 hours to complete, with about 5 hours allocated for the assessment.

The main themes of the course are change and its impact on information services, whether in terms of the changing landscape, changing learners or changing technologies. A lot of the course is also about people, our users, and how the new models of learning being adopted, and the tools people are using, like mobile devices, are changing their expectations of services. The first section sets the scene, by focusing on the changing landscape and in particular roles, perceptions and identities. It begins: "Some of this

section is going to be challenging. You may find it difficult but we believe these are the key issues facing the profession". Not easy reading – but necessary to provoke reflection on the challenges facing today's information services.

There is a rich mix of media in the course; activities are interactive (such as polls and animation) but as with all OU materials accessibility is taken into account. Audio and video are also used to get the messages across. For instance, there is a set of audio interviews with people in different information services roles (for example, special, public and HE, archives) and how the challenges of the new information environment are affecting them.

Given the current climate it is not surprising that the course has a strong emphasis on technology, but this is not 'just for the sake of it'. The emphasis always comes back to how these things are impacting on you, your users and your service. A tour of the new information environment includes what's happening in personalisation, web 2.0, user generated content, gaming, virtual communities, the semantic web and search, along with new kinds of publishing. In short, everything that's the 'in thing', but examples of those information services which are blazing a trail experimenting with and harnessing these new tools are also provided.

Of particular interest to this issue is an entire section on selling the service and selling yourself. This is particularly pertinent at the moment, given the current economic climate. There are tools and techniques for costing your service, providing evidence of its value and then marketing it. The section on improving your personal brand ('Shedding the stereotype straitjacket') suggests taking text from your CV and pasting it into Wordle (wordle.net/create) or TagCrowd (www.tagCrowd.com) to help show where the emphasis on your own skills lies.

Support

The 'roll-on, roll-off' nature of the course means that not all students will be at the same point in the course at the same time, so out of necessity there are lots of options for seeking support. These range from the wiki and forum discussion areas, to a small team of learning advisors, who provide personal support by email. Newly arriving students are encouraged to introduce themselves in the forum and give their reasons for enrolling on the course, which helps to build the study community. The course is supported by a full and comprehensive reading list featuring key authors in the field such as Tara Brabazon, Phil Bradley, and Stephen Abram.

Assessment

Assessment is in the form of a work-based activity which encourages reflection on the most significant course theme for the student. It is an extremely practical assessment, in the form of a short report making recommendations directly applicable to the work context, rather than the usual essay. There are opportunities throughout to record reflections in an eportfolio, to make it easier to pull ideas through to the workplace and to put the assessment together.

On successful completion, students get a certificate which can be used as evidence of professional development, either in a CV, or for employers or professional bodies. In keeping with the rest of the course, the assessment is submitted electronically, and you even collect the certificate online!

A big plus is that you have a whole year from the time of registration to submit the assignment. Whilst at the moment the course doesn't carry any HE credit, it does have CILIP's seal of recognition (http://www.cilip.org.uk/qualificationschartership/seal), and there is a discount for CILIP members.

And finally....

This course packs a lot in. It's short, snappy, and mostly common sense but thought-provoking at the same time. The onus is very much on the practical, and there is plenty to pick and choose from here in terms of things to think about, but most of it is up to you to apply it to your career and your service. I have actually just signed up to do it. Hope to meet some of you online.

Links

Details of flexible online courses from the Open University can be seen at http://www.open.ac.uk/cpd/?q=flexibleonline and for more information on the course with a discount for CILIP members go to: http://www3.open.ac.uk/courses/bin/p12.dll?C01GGT067

If colleagues outside CILIP are interested in the course, they can register for the version at: http://www3.open.ac.uk/courses/bin/p12.dll?C01GT067

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Using Articulate to market careers in law librarianship
Emily Allbon Law Librarian, City University
James Mullan Information Officer at CMS Cameron McKenna LLP

Earlier this year Emily Allbon and James Mullan produced an online presentation[1], which asked the question "Are you thinking of a future in legal information" The presentation which uses an online tool called Articulate[2] combines slides an audio presentation and notes to provide an introduction to the legal sector for anyone who is considering a career as a Law Librarian.

Why we did it
Emily and I both spoke at the Career Development Group (CDG) National Student Conference in 2008 about our roles and careers to-date. What was interesting was the difference in style between Emily's presentation and mine. My presentation was very formal whilst Emily's was very 'fun' and visual. Both were informative but after speaking we felt that Emily's format had more impact and that we'd like to do something together that could be used by the British & Irish Association of Law Librarians (BIALL) to show what it was like working in the legal sector. This would support the career information that was already available on the BIALL website[3]. We also wanted to show other librarians how easy it could be to 'sell' what you did in a fun and informative manner.

There were of course already some very good examples of other Law Librarians presenting to Library students but nothing quite like what we hoped to achieve that could be viewed by anyone and that provided both a visual and audio experience.

The only thing we then needed to make a decision about was what was tool we were going to use and how we were going to prepare a 'joint' presentation. This is where Emily's experience using Articulate really helped.

Lawbore & more...
Back in summer 2007 I launched a new area of Lawbore, the student law portal from City University London[4] For a while I'd wanted somewhere I could offer students something different to just flat, boring guides to various library resources. Up until this point Lawbore was made up of **Topic Guides** where students could find recommended web resources for their subjects, **Forum** (chatroom) and **City Hub**, the community bit where students got access to their e-library, course notices and news. I wanted somewhere where all the resources for essential skills for law students could be kept; mooting, study skills, using legal resources and referencing. Not only this, but that these guides could be a bit different, quirky even to communicate better with students. I'd been using PowerPoint presentations in my training, which were a lot more image-driven, tailoring them to be bang up to date with their references to things in the media, or popular culture that students would be interested in. A colleague from another university showed me Articulate and I was hooked.

This product converts PowerPoint slides into a stand-alone Flash presentation, to which you can add themes, branding, presenter bio, attachments and, crucially, audio. It's extremely easy to sync what you're saying with the animations in the presentation. The new area of Lawbore turned into a how-to wiki called **Learnmore**, and was populated by lots of resources, including the very popular talking slide shows (made using Articulate). Law is a very heavy subject with most student learning taking place in a very traditional way, focused around a lot of reading. The talking slide shows offer them respite from this and they love them. Each year I get my undergraduates giving me a presentation on their use of Lawbore and many students point out how much they value being able to learn in this very different way.

Once downloaded Articulate works by appearing as an extra menu on your PowerPoint menu, you choose to record your narration (using a headset with integrated microphone is easiest), and then simply edit the presentation settings – choose a theme, add a logo, add a picture and bio of yourself and add any attachments you think would be useful as supplementary information. Then it's just a matter of clicking publish. The output can be sent in an email or saved as a file for uploading online.

It's a simple product to use but there can be a lot of fiddly tinkering you need to do if you're a perfectionist. You do need to be in a very quiet environment to ensure the sound quality is right and it's definitely more difficult doing in with someone else – James and I took far longer than we thought putting our slideshow together, mainly due to getting tongue-tied and then having to repeat it countless times.

How it has been used
We both hope that the presentation will encourage other Librarians not just from the legal sector to look at how they use these types of technologies could be used to provide information to future professionals and how librarians could use these technologies to support the training and education of staff. The presentation has had a lot of publicity including a mention in the CILIP Update, the BIALL newsletter and on the BIALL website.

We both hope that the presentation will encourage other Librarians from all sectors, to look at how these types of technologies could be used to provide information to future professionals and how librarians could use these technologies to support the training and education of staff

Conclusion
Selling ourselves and the work we do is an extremely important aspect of any librarian's role. It's even more important in a private company where libraries don't usually generate income so are considered an overhead. So Emily and I looked at this as an opportunity to not only promote the legal sector but also the skills that we had and how important librarians roles are within the organisations they work for.

This type of resource will remain to be popular for some time yet, with more development on the interactive side of the products. Using products like Articulate and

Adobe Presenter (a similar product used at City University) with integrated quizzes to check user knowledge as they progress through the slide show has huge benefits. Using these technologies must be done in tandem with looking at your materials afresh though; as so much depends on what you see and what you hear you'll need to place more emphasis on this.

As a vehicle for getting a message out there, whether it be to educate people in using a library or to promote the profession, this type of technology will gain you and your organisation many new fans

Biographies

Emily Allbon has been Law Librarian at City University London since 2000, combining this role with that of Head of Information Literacy latterly. She is a BIALL Council Member and creator of www.lawbore.net

James Mullan is an Information Officer at CMS Cameron McKenna LLP an international law firm with 12 offices worldwide. He has been a member of BIALL for the last 8 years and is currently a BIALL Council Member. Prior to joining CMS Cameron McKenna, James worked in the further education sector in a number of different roles.

References
1   http://learnmore.lawbore.net/index.php/Thinking_Of_A_Future_In_Legal_Information
2   http://www.articulate.com/
3   http://www.biall.org.uk/
4   www.lawbore.net

EvidenceNet: a Higher Education Academy initiative.
Heather Fotheringham, Adviser, Higher Education Academy

We know that many colleagues engaged in higher education, whether practitioners or policymakers, value evidence to inform their professional practice and thereby to improve students' learning experiences. We believe it is essential that changes that are made to practice and policy draw upon the best available evidence. Teaching and policy interventions should have demonstrable benefits before they are implemented, and practitioners and policymakers may wish to reflect on the implications of evidence emerging from research and practice in order to apply this evidence in a way most likely to benefit students.

The Higher Education Academy believes that in order to do this, colleagues need to have access to the evidence base and to have the space and opportunity to discuss and explore how outcomes arising from research and practice might usefully impact on their practice and thereby students' learning experiences. EvidenceNet aims to provide these things. It consists partly of a website but is not solely a virtual service; workshops, seminars, network meetings and support for communities of practice will also be part of EvidenceNet activity as we try to bridge the gap that so often exists between the outcomes of research and its application.

Through EvidenceNet activity we aim to raise awareness of findings and to enhance understanding of the nature of evidence and its implications for student learning. Raising the profile of this use of evidence will also encourage people in turn to contribute to the evidence base ensuring that any gaps in research are filled and that teaching and policy is constantly informed by up to date evidence.

What do we mean by 'evidence'?

We know that 'evidence' is a contested notion in different contexts and we interpret the term in its broadest sense; as data and conclusions drawn from that data. This can range from case studies emerging from particular practices in particular settings to the outputs arising from large scale research projects, such as journal articles, which draw on a substantial amount of qualitative and quantitative data. Evidence in relation to learning and teaching in higher education covers such outputs as reports of research into the first year experience, case studies describing how podcasts have been used in particular teaching contexts and literature reviews of published research into e-portfolios. Although there will be (and arguably ought to be) different attitudes towards different sources of evidence in terms of their robustness and reliability, including a broad range of evidence means that EvidenceNet will supply a more accurate and comprehensive picture of the work currently taking place in Higher Education learning and teaching than would be supplied by taking a narrower view.

Providing access to evidence

The EvidenceNet website gives users access to the range of resources mentioned above as well as to syntheses of evidence, summaries of key research outputs and literature

reviews. This means that busy users are able to access short, quick and easily digestible summaries whilst those who have the time to explore more deeply can access full reports and original texts. In Phase 1 of the website, these resources include Academy-generated and Academy-commissioned material, including outputs from some of our 24 Subject Centres, as well as a wealth of resources that have been identified in the initial key areas of widening participation, employee learning, enhancing learning through technology and HE in FE (Higher Education in Further Education). As we enter Phase 2, we aim to signpost users to a broader range of content by linking up with third party databases such as the HEER (Higher Education Empirical Research) database, and the repository of HE in FE research outputs housed at City College Norwich's Research Centre, as well as continuing to add Academy outputs.

Users are able to browse the resources by key learning and teaching themes such as 'assessment and feedback', and 'personal development planning' and also by disciplinary area. We envisage that one of the main benefits of EvidenceNet will be to open up access to evidence that arises outside of its usual disciplinary context. Often, work that takes place within a particular discipline or context has implications that can be applied in another discipline or setting, but frequently that work will not be read by anyone outside of the discipline community in which it was produced. Providing a service that cuts across the discipline divide will help to remove some of the obstacles to the evidence base. Moreover, we are aware that many practitioners, including those working in library and information services, do not work within a particular disciplinary setting and wish to keep up to date with evidence whatever its disciplinary provenance.

A key aspect of EvidenceNet is the ability for users to rate resources according to their usefulness. This allows for genuine peer review of material; the EvidenceNet community decides what is useful to them and ratings can provide guidance to other users. Soon it will be possible to review resources, too.

Enabling exploration of the evidence

Access to the evidence is only one part of EvidenceNet; we are aware that evidence is more useful if its implications are properly understood and applicable to practical situations. EvidenceNet also provides users with the opportunity to get together virtually or in person and discuss and explore how evidence can and should be used. One way that we do this is by directing users to events both within the UK and abroad. On the website an events section shows what workshops, conferences and seminars in your area of interest are coming up. Although events are an important aspect, networks or communities of practice offer more sustained support and opportunities for debate and discussion. As well as allowing users to browse and join existing groups of people in the 'networks' section of the website, we are expanding the virtual EvidenceNet community through our Ning and wiki pilot sites. These are places where people can discuss and comment on particular issues, or just link up with other users with similar interests. In Phase 2 we aim to integrate some of this functionality into the main EvidenceNet website.

EvidenceNet in context

We are aware that EvidenceNet sits alongside a number of existing services aimed at those working in higher education and have defined the remit for the service carefully in order to complement rather than duplicate work going on elsewhere in the sector. EvidenceNet is about evidence for good teaching and learning practice and policy, rather than about learning objects. Whilst there will inevitably be some overlap, by focusing on resources about learning and teaching rather than *for* learning and teaching, we do not aim to compete with established services such as Jorum and Intute.

An evolving service

EvidenceNet is a new service that will develop with time, and in response to the needs of the user community. Phase 1 of the website went live at the Academy's conference on 30th June 2009. Phase 2 is currently underway and focuses on the addition of more interactive functionality such as: the ability for users to leave a written review as well as to rate a resource; login features such as bookmarking and saved searches; and the facility for users to submit their resources and events to EvidenceNet. We hope that these new features enable EvidenceNet to become a genuine community of practice; a place for collective learning and sharing of experience and expertise and a space which is owned by the community.

EvidenceNet can be accessed at: www.heacademy.ac.uk/evidencenet