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Social Media, Libraries, Librarians and Research Support

Editorial: ALISS summer conference Social Media, Libraries, Librarians and Research Support July 2011

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 is based on the ALISS summer conference Social Media, Libraries, Librarians and Research Support which took place at Coventry University in July 2011.

The programme included a number of presentations from practitioners which focused on how social media can be used by libraries to support researchers and other learners.

Slides now available at:
http://www.alissnet.org.uk/Display.aspx?id=10737418262
and http://www.slideshare.net/heatherdawson

The paper from Anna Drabble Head of Digital & Product Development, Emerald. (Who was unfortunately unable to attend in person.)

So what is the Real Impact of Web 2.0 on Researcher Workflow?
Presented the findings of new research conducted by Emerald, UCL and other partners. It posed the question 'Are Social Media impacting upon researcher workflows? If so, how should Librarians and Publishers respond?' The research was based on 2,414 researchers from 215 countries covering all subject areas from the arts, humanities and sciences. Researchers were from Emerald & UCL London with contributions from Charleston Conference Cambridge University Press, Taylor & Francis; Wolters Kluwer; Imperial College, London; Manchester University, Edinburgh University

Major findings included:

- Most researchers use social media as organisational tools; with the highest use being for collaborative authoring, conferencing and scheduling. The perceived benefits of Web 2.0 include international communication and faster dissemination of research. However, there is often a wide gap between knowledge of a tool and its actual use in the research process. In terms of Twitter over 60% are aware but less than 8% use it in research. Social tagging use is less than 8%, and more than 50% do not know what it is. In terms of social networking over 60% are aware but only 21 % use it for research.
- Interestingly they found there was no difference in use of social media by age group. Levels of use could perhaps be better explained by the character and experience of the individual
- One of the issues highlighted, which may explain the low levels of social media use for research, are attitudes towards appropriate tools for scholarly communication. Researchers continue to regard academic journals as the most important routes with Twitter ranked lowest.
- In terms of future demands. Those surveyed wanted publishers to ensure that content was readable on all platforms, to gain access to the data behind publications, and make greater use of multimedia. They also wanted libraries to be more like Google! 56% wanted greater access to full text holdings via

the catalogue, 14.2% wanted a social network interface added to the library catalogue, 11.7% the ability to tag the library catalogue, and 7.9% the library to preserve social web content for the future.

- From these findings Emerald concluded that the core research process is unchanged – but communication has evolved significantly. Researchers still follow the route of Identify opportunities, reviewing literature, carrying out research and communicating findings via a scholarly publication. However they have a broader number of channels, both print and online, to search for literature and to use for communication.

The paper concluded by arguing that the challenge for publishers and researchers is to

TRADITIONAL   **CURRENT**
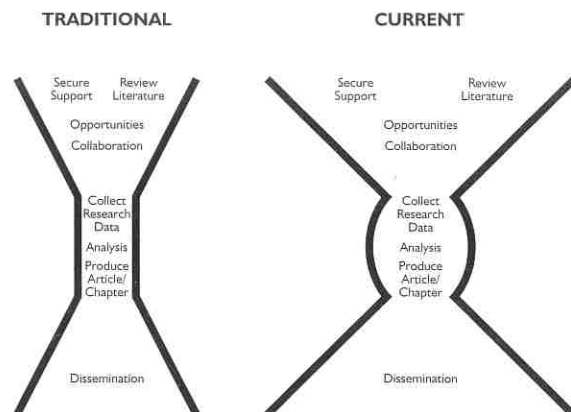
find new ways to respond to researcher's evolving needs

Following on from this a number of presenters offered some of their own experiences in using social media.

Paula Anne Beasley & Linda Norbury from the University of Birmingham presented their paper on *Advocating Professional Social Networking to Academics*. This described their experiences in closing the knowledge gap of web 2.0 amongst college lecturers in the College of Engineering and Physical Sciences by developing a basic training programme combining face-to-face seminars and WebCT support material on using RSS, Twitter, blogs etc. for learning and teaching. The paper is available in full in this issue

Miggie Pickton's paper *Guiding researchers to the web tools they need: the rationale behind a 'Web tools for researchers' guide*. Describes how, in her role as a Research Support Specialist, at the University of Northampton she developed a 'Web tools for researchers' guide to introduce researchers to a range of web-based tools and services which could support the research process. This was based on the knowledge that

"The services most likely to succeed are those where researchers are actively involved in uncovering, exploring and exploiting new capabilities, and adapting them to their own purposes, in accordance with the broader cultures and contexts in which they undertake

their work"

Research Information Network (2010) If you build it, will they come? How researchers perceive and use web 2.0., p.9. Available from: http://www.rin.ac.uk/web-20-researchers

A number of stages of the research process were identified

- Finding things (people, resources, policy... etc)
- Keeping in touch with other researchers
- Working collaboratively
- Disseminating work / research outputs
- Keeping up to date
- Planning and organising the research project

And alongside these appropriate social media tools which could be easily used were identified. These were then prepared with links on a web guide and associated training sessions arranged.

The Web tools for researchers guide is available at http://www.northampton.ac.uk/download/2311/web-tools-for-researchers It is centred on tools for communication, collaboration, dissemination and keeping up to date, inviting researchers to explore further and choose the tools that really meet their needs.

A further paper from Sarah Oxford, University of Worcester *Entitled Using web tools to collate and share information with your learners and researchers* shared experiences of how she used online tools to pull resources together and get information out to learners and researchers in her role as Academic Liaison Librarian for the Institute of Education at Worcester. After sharing a few lessons learned, she talked about the tools currently being used - including Mixxt, Netvibes, Pebblepad and flavors. me - their continuing development and impact on learning. The slides on the website give a comprehensive collection of links to these. Her website also has materials to download. http://ednetwork.mixxt.com/networks/files/folder.9929

Other papers from the day included.

#Lady GaGa's breakfast: Social Media as a Curator's Tool By Jeremy Jenkins, Curator, International Organisations & North American Official Publications, The British Library which focused on the use of social media by British library staff.

And a presentation from Alison Wootton (Accessibility and Inclusion Advisor) JISC RSC West Midlands on the role of her service on promoting accessibility and inclusion. It included discussion of Edu Apps a suite of Open Source Software http://www.rsc-ne-scotland.ac.uk/eduapps/index.php

An initiative developed by the JISC Regional Support Centre Scotland North & East and consisting of eight useful software collections that are free to download and use.

- AccessApps, provides a range of solutions to support writing, reading and

planning, as well as sensory, cognitive and physical difficulties.

- TeachApps, a collection of software specifically designed for teachers or lecturers.
- LearnApps, as its name implies, specifically designed for learners.
- MyStudyBar, the most popular program, providing a suite of apps to support literacy.
- MyVisBar, a high contrast floating toolbar, designed to support learners with visual difficulties.
- MyAccess, a portal providing inclusive e-learning options for all.
- Create&Convert, designed to help publish accessible information for all.
- Accessible Formatting WordBar, create accessible Word documents with ease using the innovative WordBar.

In addition to the papers this issue also includes articles on other innovative types of support for researchers. There are articles on the 23 Library Things Programme which has pioneered Library Staff training in the field of Web 2.0 technology. Staff from the University of Cambridge share their experiences and those involved in a new professional development programme offer an introduction to the new 25 Things initiative. There is also a section on open access which is working to use new technology to open up scholarly publication.

It begins with an introduction to the Digital Education Resource Archive (DERA) which is seeking to web archive UK Government publications in the field of education. There are also contributions from projects based at De Montfort University and Brunel University which have been concerned with broadening and developing open access repositories.

We hope you enjoy the issue! Remember you can keep up to date with our website at http://www.aliss.org.uk

We also have a new twitter channel where you can keep up to date with our latest activities. http://twitter.com/aliss_info we are using it to highlight weekly listings of new social science websites and new UK government publications online.

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23 Library Things Programme – Introduction.

What is 23 Things?

23 Things is an online learning programme designed to introduce library staff to web 2.0 technologies. The original 23 Things program ran at the Public Library of Charlotte & Mecklenburg County in the US in 2006 and is the root of all subsequent 23 Things programmes. It was designed by Helene Blowers, PLCMC Technology Director, with the support and assistance of several staff and is loosely based upon Stephen Abram's article, *43 Things I (or You) might want to do this year* (Information Outlook - Feb 2006) http://www.findarticles.com/p/articles/mi_m0FWE/is_2_10/ai_n16133338 and the website 43Things. http://43things.com/ . The aim was to encourage exploration of Web 2.0 and new technologies by library staff, to focus upon freely available tools and offer staff incentives for completing the programme. Originally staff received a USB MP3 player capable of holding at least 256mb worth of data, music and/or audio files. It is a self-discovery program which encourages staff to take control of their own learning and to utilize their lifelong learning skills through exploration and PLAY. Staff are encouraged to work together and share with each other their discoveries both in person and through their blogs.

The Original Content.

The blog of the original programme can still be viewed at http://plcmcl2-things.blogspot.com/

It can be adapted. Staff are advised to read the online programme files which contain a contact address.

Week 1: introduction

1. Read a blog posting which introduces the programme

2. Discover a few pointers from lifelong learners and learn how to nurture your own learning process. This comprised a podcast of useful tops on managing learning

Week 2: Blogging

3. Set up your own blog & add your first post.

4. Register your blog

5. Examples of services used include blogger http://www.blogger.com/

Week 3: Photos & Images

6. Explore Flickr http://www.flickr.com/ and learn about this popular image hosting site.

7. Discover some Flickr mashups & 3rd party sites. Examples of these are given at http://www.flickr.com/services/

8. Create a blog post about anything technology related

Week 4: RSS & Newsreaders

9. Learn about RSS feeds and setup your own Bloglines newsreader account. http://www.bloglines.com/

10. Locate a few useful library related blogs and/or news feeds.

Week 5: Play Week

11. Play around with an online image generator.

12. Take a look at LibraryThing http://www.librarything.com/ and catalogue some of your favorite books.

13. Roll your own search tool with Rollyo. http://www.rollyo.com/

Week 6: Tagging, Folksonomies & Technorati

14. Learn about tagging and discover Del.icio.us http://www.delicious.com/

15. Explore Technorati and learn how tags work with blog posts. http://technorati.com/

16. Read a few perspectives on Web 2.0, Library 2.0 and the future of libraries and blog your thoughts.

Week 7: Wikis

17. Learn about wikis and discover some innovative ways that libraries are using them.

18. Add an entry to the Learning 2.0 SandBox wiki.

Week 8: Online Applications & Tools

19. Take a look at some online productivity (word processing, spreadsheet) tools.

20. Explore any site from the Web 2.0 awards list, play with it and write a blog post about your findings. http://www.seomoz.org/web2.0

Week 9: Podcasts, Video & Downloadable audio

21. Discover YouTube http://www.youtube.com/ and a few sites that allow users to upload and share videos.

22. Discover some useful search tools for locating podcasts.

23. Take a look at the titles available on NetLibrary and learn how to download audiobooks.

24. Summarize your thoughts about this program on your blog.

Since 2006 a number of libraries have updated and reused this programme. Some interesting examples can be viewed on a list available via delicious http://www.delicious.com/hblowers/learning2.0libraries

Examples from the UK include;

23 things Warwick http://23thingswarwick.blogspot.com/

Public library project of four public library authorities in the UK: Aberdeen, Portsmouth, Suffolk and Surrey, which is endorsed by the Society of Chief Librarians (SCL). http://23things.wetpaint.com/

23 things Oxford http://23thingsoxford.blogspot.com/

Using 23 Things Programmes for Learning and Development
Annie Johnson, Library Graduate Trainee, Newnham College, University of Cambridge

For most of 2011 I have been involved in organising two '23 Things' programmes: Cam23 2.0 (http://cam23things.blogspot.com/), which is a social media training programme for librarians at the University of Cambridge, and 23 Things for Professional Development (http://cpd23.blogspot.com/), which is for information professionals anywhere in the world, at any stage in their career.

What is a '23 Things' programme?
23 Things is a free, online training programme. This format was first coined in 2006 by the Public Library of Charlotte and Mecklenburg County in the USA. Their "Learning 2.0" programme aimed to "encourage exploration of Web 2.0 and new technologies by PLCMC staff" by completing "23 self-discovery exercises".1 These exercises were delivered via a central blog. Participants tried out each Thing and reflected on it in their own blogs (which were created as one of the Things if they had not already got one). Since everyone would be doing the same Thing at roughly the same time, this created a support network, and participants were encouraged to work together both in person and by reading and commenting on each others' blogs.

Since 2006, many other libraries have run similar programmes for their own employees. In England, 23 Things programmes have been run at the University of Oxford, the University of Warwick and Devon Libraries, amongst many others.

Cam23 2.0
In the summer of 2010, a 23 Things programme was run in Cambridge for library staff of the University, which was very successful, with 61 people completing the programme. Participants described it as "a valuable and well constructed programme" and "one of the best informal courses I have ever taken part in".

Several people suggested that Cam23 be repeated this year, and there certainly seemed to be plenty of enthusiasm for the idea of a rerun. In January we held an open meeting for anyone with an interest in helping to organise "Cam23 2.0" to which around 20 people turned up. Having a good team of organisers and bloggers is fairly essential. It may be possible to run a programme like this with only a couple of organisers, but I certainly wouldn't want to try!

The organising team had a few face-to-face meetings, but most of our planning was done using the Web 2.0 tools that make up the 23 Things programme. We used Doodle to decide dates, and we used Google Docs extensively, both for planning and for registering and keeping track of our participants once we started.

We decided to go with a slightly different format this year, to have the 23 Things and then nine Extra Things spread throughout the programme. The 23 Things were largely the same Things as last year, although with some updates and alterations (for example we broadened the post on Delicious to include several bookmarking tools when it looked like Delicious might have a shaky future). Therefore if there were those who weren't in

Cambridge last year, or for other reasons did not take part but wanted to this year, they could do the 23 Things. For those who did take part in the original 23 Things Cambridge, they could refresh their memory on the 23 Things, and/or do the nine Extra Things as a top up. This format seems to be working well so far, as we have over 40 registered participants, with around half doing the full programme and half doing the Extra Things.

The Things we are covering range from setting up a Google account and starting to blog, to creating screencasts with Screencast-O-Matic, to using reference management tools such as Zotero. Each of the Things is explained with with no assumption of prior knowledge or experience, and the emphasis is on how these Things can be used to improve the service we are providing to our library users.

An interesting development that we didn't foresee was that several non-librarians (including academics, museum staff and a College Admissions Coordinator) have signed up for the programme, having heard good things about Cam23 last year from librarian friends, and in the absence of a similar training programme in their own departments they have joined us in Cam23 2.0 this year. This has been great because it means that our non-librarian colleagues can learn a bit more about what we do and we can learn more about them (many of whom are library users!)

23 Things for Professional Development
Meanwhile, Niamh Tumelty, Assistant Librarian at the English Faculty Library at the University of Cambridge, had the idea that the 23 Things format could work really well with a mixture of online and 'real life' Things, with a focus on continuing professional development. This idea germinated into 23 Things for Professional Development, which encourages information professionals to explore and discover social media Things, including Twitter, RSS feeds and file-sharing, as well as other more 'traditional' career development skills such as finding a mentor, developing presenting skills and getting published. As well as blog posts being written by the organising team, for the more specialist topics we drafted in the help of guest bloggers with particular expertise in these areas. We've been very lucky to get some of the stars of the library world including Bobbi Newman, Bethan Ruddock and Laura Woods on board to write guest blog posts.

Like Cam23 2.0, we mainly used social media to plan the programme. In this case several of the team organising it were elsewhere in the UK or even abroad, so tools such as Google Docs and Twitter were even more vital to getting things done. We also used social media to advertise the programme in addition to presenting papers and poster sessions at various library conferences (New Professionals Conference 20112 and Umbrella 2011 for example). We have groups on Facebook, LinkedIn and Google+, and a Twitter account. Two of our team, Niamh and Charlotte, appeared as guest speakers on an NCompass Live Webinar hosted by the Nebraska Library Commission to talk about the programme.3

The result? We now have over 700 people taking part from all over the world, at all career stages and from all kinds of library and information backgrounds. I have to keep checking that number to make sure I didn't misread it! 23 Things for Professional Development has been successful on a far greater scale far than I could ever have dreamed of when I became involved in it back at the start of the year.

Although both Cam23 2.0 and 23 Things for Professional Development will be coming to an end in September, we will leave the blogs up for anyone who want to follow along at their own pace later on. And If you like the sound of 23 Things programmes and are toying with the idea of running one at your own institution, it is a great experience and I would thoroughly encourage you to go for it!

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Cam23 2.0

Blog: http://cam23things.blogspot.com
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Twitter: @cam23things

23 Things for Professional Development

Blog: http://cpd23.blogspot.com
Email: profdev23@gmail.com
Twitter: @cpd23

References:

1 PLCMC Learning 2.0 Blog: http://plcmcl2-about.blogspot.com/
2 Helen Murphy's slides for the New Professionals Conference 2011: http://www.slideshare.net/lemurph/cpd23-8374110
3 NCompass Live: 23 Things for Professional Development webinar: http://www.youtube.com/watch?v=DsC5kZ_jU3k

25 Research Things @ Huddersfield: Engaging Researchers with Social Media

Graham Stone and Ellen Collins

A growing body of research from around the world has demonstrated that uptake of social media and web 2.0 tools and technologies is not yet embedded within the research community[1,2,3] One important reason for this is that researchers often feel bewildered by the array of technology available to them, and struggle to understand how it could support their professional activities. This article reports on a recent project, undertaken jointly by the University of Huddersfield and the Research Information Network (RIN), to enable a group of researchers to engage more effectively with social media tools. It will consider the efficacy of the '25 Research Things' model as a way of engaging researchers with social media, and will suggest how others could experiment with the project in their own institutions.

In 2010 the University of Huddersfield and the RIN collaborated in writing and delivering '25 Research Things', an innovative online learning programme which gives researchers a structured way to engage with selected web 2.0 tools.

The course took inspiration from RIN report, 'If you build it, will they come?', to give it a distinctive research flavour and is based upon a previous course run at Huddersfield for its library staff[4], which itself borrowed from 'Learning 2.0'[5], developed by Helene Blowers at the Public Library of Charlotte & Mecklenburg County, USA.

The course ran with two cohorts during 2010/11 via a WordPress blog[6]. The 'thingers', ranging from 1st year PhD students to professors, were given specific tasks which encouraged them to take control of their learning through exploration and play. All participants established and maintained a blog of their own to report on their experiences with each tool. This approach helps to build a supportive community, with participants commenting on each others' blogs. As a result, they not only receive peer support on the various tasks, but also begin to understand the benefits of being part of an active online social network.

A number of web 2.0 tools are introduced each week around the themes shown in table 1.

Themes	Tool
Blogs & RSS Feeds	Wordpress
	Technorati
	Google Reader
Organising your favourite content	Diigo
	LibraryThing
	Mendeley
	CiteULike
Social Networks	Twitter
	Lanyrd
	LinkedIn
Sharing content you've created	SlideShare and Prezi
	Google Documents
	Creative Commons
Images	Flickr
	Mashups
	Online Image Generators
Play week	MyExperiment or arts-humanities.net
	Wikipedia
Audio-Visual	You Tube
	Podcasts

Table 1. Themes covered in 25 Research Things

As Figure 1 shows, participants' familiarity with these tools varied, with some much more familiar than others. The named services such as SlideShare and Google Docs were less familiar than most of the generic tools such as blogging and photo sharing. The high level of inexperience with tagging is particularly interesting, as this is becoming an increasingly important way of organising information on the web.

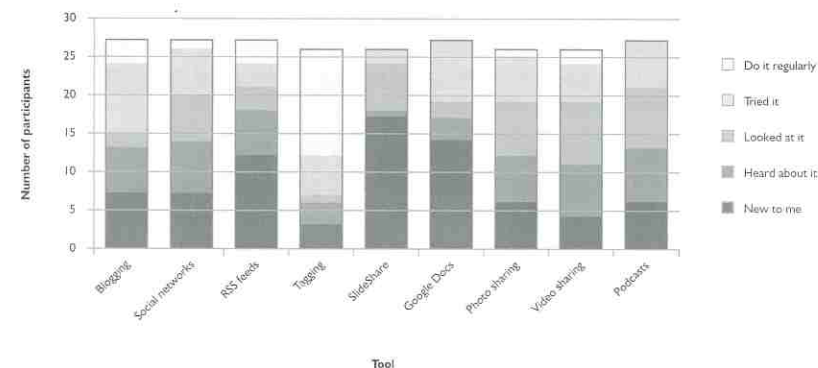Figure 1: Participants' familiarity with different web 2.0 tools

Figure 1: Participants' familiarity with different web 2.0 tools

All 'thingers' complete a survey before and after the course. The preliminary results of these surveys, along with analysis of the blogs, suggest that researchers have found the course to be useful. For many, it has increased their confidence in using web 2.0 tools, and every participant has found at least one new tool which they will continue to use after completion of the course. Many have also commented on the engaging and stimulating nature of the course, suggesting that the interactivity and structured learning are welcomed by researchers.

What motivated researchers to join?
Most researchers joined the course to learn something useful, but also to enjoy themselves in the process. Both these aspirations were taken into account when designing the course. While the primary focus of each 'thing' was the tool's potential research application, a light-hearted use was also shown. Comments in the weekly blogs suggest that these 'fun' elements were important in keeping participants motivated.

Researchers' experiences

Course structure and process
Unfortunately, many participants did not make it beyond the first few weeks; from their blogs, it seems that they struggled with the first few exercises and then gave up. More support at this stage from the 25 Research Things Team may have helped, including an initial face to face launch event.

However, most of those who completed the course enjoyed it and felt it was pitched at the right level for their needs. In particular, they enjoyed reading each other's blogs – both to get a different perspective on the tools they were trying, and also to get to know other researchers at Huddersfield.

Learning

Even those participants who already had some experience with web 2.0 tools found the course useful, either because it introduced them to services they had not previously encountered, or because it gave them dedicated time to explore and experiment with the full capacities of services that they already used.

Most researchers who finished the course found some tools that they would continue to use, some that they did not find useful now but may return to later, and some which they will not continue to use.

Many of the researchers said that being able to discriminate between the useful and less useful tools was very important. In this respect, the course has broken down the somewhat daunting concept of 'web 2.0' into different and more manageable techniques which can be adopted, or not, according to the researcher's individual needs.

Outcomes for teaching and research

Researchers identified several ways that web 2.0 tools will enhance their existing research processes. These included:

- finding resources
- managing references
- ways of communicating findings
- working with collaborators in other departments
- or institutions on articles and grant applications

Some researchers also mentioned the potential value of web 2.0 tools in building their professional networks, finding collaborators and possibly also new jobs.

Web 2.0 tools also added value to teaching and learning, as many participants used ideas from the course with their students. Some used the tools covered in the course – using CiteULike to compile reading lists or Prezi to deliver presentations. Others took their learning a step further, and used the 25 Research Things blog approach to help trainee teachers keep in touch with each other on a six-week work placement. The blog format, linking tasks with other bloggers that have undertaken these tasks, was felt to be really useful, and more flexible than the University of Huddersfield's Virtual Learning Environment (VLE) for this particular method of communication.

Conclusions

25 Research Things successfully helped researchers to understand and engage with web 2.0 tools and services. More support from the 25 Research Things team throughout the course, but particularly in the early stages, would have helped achieve a higher completion rate. Researchers valued the opportunity to explore a range of tools, and in particular the chance to identify the useful ones and reject those that were less useful. The course helped participants to incorporate web 2.0 tools into their research and their teaching and learning. It also reinforced the findings of the RIN report, and helped address some of the barriers identified

References

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#LadyGaGa'sBreakfast : Social Media as a Curator's Tool

Jeremy Jenkins, British Library

When I was confronted with the prospect of giving a paper on social media to the ALISS Conference earlier this year it provided me with a slight quandary. You see, I am not an expert on social media by any stretch of the imagination. Nevertheless, it struck me that this lack of expertise could be a useful perspective in approaching the subject. In essence what the following article will explore is social media from a lay-person's perspective. What have I learned by using social media as a curator's tool in the work place? In doing so, this article will examine some of the different types of social media and their uses from the perspective of a librarian. In addition it will illustrate some of the potential benefits and draw backs of utilizing these tools in a library environment. At this juncture, it is probably worth noting that I tend to restrict my use of social media primarily to work related activities. I have a minimal engagement with it in my personal life.

In the first instance the title of this article requires an explanation. It refers to post on the Bishop Blog (http://deevybee.blogspot.com), This offers a Gentle introduction to twitter for the apprehensive academic…[1] illustrating three possible reactions one might get when you say you are "on" Twitter. They are:

"a) Isn't it all about what Lady Gaga had for breakfast?
b) How do you find the time?
c) You?!!! (Implication: Twitter is for hip juveniles rather than fossilised academics)"

Although, much of the traffic on Twitter concerns itself with trivia and gossip about celebrities, there are also rich veins of information that can be exploited. This can be of use in two ways; allowing the user to passively monitor traffic from social networks related to your areas of interest. It can be a useful current awareness strategy keeping you abreast of real time developments in the field. This is justified by the growing number of libraries and educational institutions who have a presence on social networks[2]. Furthermore, the third premises can be laid to rest by the fact by the growing percentage of members who are over thirty years of age.

There are some key questions to be addressed by an organisation when looking into developing a social media presence. Firstly is there a social media policy within the organisation? How does it fit into an overall communication strategy? Whatever stage your organisation is at in the development of a social media strategy, it is helpful from the onset to consider the priorities and overall purpose of the social media tools you are using. Centrally social media can be a valuable tool in informing and disseminating information and material with the ultimate goal of raising awareness of the services, products you offer, or have available.

Engaging in social networking activities, disseminating information through Twitter, Facebook or blogs provides the potential to reach the current audience in a more effective manner or a new untapped audience. Currently in the UK there are around 42 million smart phones in use which are capable of accessing the internet; in addition, 77 per cent of households have internet access[3]. These figures illustrate how people engage with and obtain information in a constant flux. According to a research report by the data

company Flurry (http://www.flurry.com/) in June of 2011 usage of mobile apps overtook internet usage for the first time in the U.S. It noted that between June 2010 and June 2011 the average person's use of mobile apps doubled from forty-one to eighty-one minutes each day. In the same period usage of internet for the average person increased from sixty-four minutes to seventy-four minutes per day[4]. These figures indicate a clear change in the relationship between people's interaction with information over recent years. These statistics indicate that there is a requirement for information to be available remotely, away from the desk top or the enquiry point.

Over recent years the British Library has undertaken a number of activities in an attempt to engage with this progression in it's users information requirements. British Library staff have been writing blogs relating to a variety of library related subjects for over five years. Currently eighteen active blogs, (http://www.bl.uk/blogs/) are listed on the Library's web pages. These cover a range of subjects, from the musings from colleagues in Americas Studies (http://britishlibrary.typepad.co.uk/americas/), which is keeping us up to date on the Civil War Digitisation Project amongst other Americas collections topics, and the Management Research blog (http://britishlibrary.typepad.co.uk/managementresearch/), which raises awareness of the Management & Business Studies Portal. (http://www. mbsportal.bl.uk/#). Blogs provide a useful and informal way to keep interested parties updated in developments such as notable acquisitions and events . However, they can also be used to update and chart the progress of a specific project, highlighting notable finds or giving additional information on an exhibition as is the case of the "Out of this World" blog (http://britishlibrary.typepad.co.uk/sciencefiction/) which complemented the science fiction exhibition that ran in the Library over the summer of 2011. Ultimately a blog can be stimulating and rewarding to contribute to however, it is time consuming and requires dedication and inspiration to see it through for the long term.

Recent trends seem to indicate a decline in blogging[5] with people noting difficulty in getting people to engage with the blog. One possible exception might be the realm of political blogging. A look down the list of the BL blog shows that comments to posts are few and far between. In the effort to engage with a target audience the British Library went to where that audience goes, and started a Facebook fan page. (http://www. facebook.com/#!/britishlibrary?sk=wall) Facebook has around 500 million active users worldwide with 250 million of these users access it via mobile devices.

Now three-and-a-half years later the British Library has over 35,000 "likes." Creating a Facebook page for your organisation or department provides a simple online space for people to engage with you within the context of wider social networking activities. In addition, it provides a forum for you to publicize events, hours of business, new resources etc… It is even possible, using the photos application to curate online exhibitions. One of the practical outcomes of this was a rise in attendance to events.

The BL has had a presence on Twitter for two-and-a-half years now, (http://twitter. com/#!/britishlibrary), but in such a diverse organisation this can hardly represent the massive array of activities across disciplines the Library is involved with. Because a twitter feed is so quick and easy to set up many colleagues and departments within the Library use Twitter as a disseminating and alerting information service. Wherever, your

research interest might lie there is likely an twitter feed that will be of interest. Twitter as with social media more generally, changes the way we do things providing us with an opportunity to both consume and create. Select and follow organisations or individuals related to your research activities and engage with them, this then can be added to by your own contributions, creating a conversation. From my professional perspective it is useful to discover and disseminate information or publications in the realm of International Organisations who are utilizing electronic publication of their work to a greater degree in recent years. (http://twitter.com/#!/IntOrgsBL)

When it comes to drawbacks several issues become apparent. First would be the time cost of operating a range of social media tools. Undoubtedly the time to maintain and update such these networks is a central issue. My colleague, the BL web-editor Colin Wight, who I am indebted to for his advice in preparing this paper, suggests social media takes up in the region of 30 per cent of his time. It maybe argued that it is difficult to measure results from the investment of staff time. However, clearly as user habits migrate to social networks a current presence allows exploration of new ways to exchange information.

Every word recorded for posterity which in some cases may mark the end of the private conversation, this issue ultimately boils down to common sense and not making remarks on social networks which may later come back to haunt you.

Succession planning is another area where problems may become apparent when the person who has set up and co-ordinates the social networks within the organisation or department moves on what has been put in place to manage the transfer of responsibility?

Furthermore, can you answer the questions posed over the network? Are you in a position to pass on relevant information to an enquirer? Should that communication be a criticism, respond promptly and open a constructive discussion with the critic and the chances are you will find yourself in a win/win situation, either by taking their remarks on board and learning from them or by setting the record straight.

References

1   "Gentle introduction to twitter for the apprehensive academic" (http://deevybee.blogspot.com/2011/06/gentle-introduction-to-twitter-for.html) Accessed: 6 September 2011

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5   "Blogs Wane as the Young Drift to Sites Like Twitter" New York Times 20 February 2011 http://www.nytimes.com/2011/02/21/technology/internet/21blog.html Accessed: 6 September 2011

Advocating Professional Social Networking to Academics

Linda Norbury and Paula Anne Beasley, Subject Advisors for the College of Engineering and Physical Sciences, Library Services, University of Birmingham.

Background

The idea for this mini-project came from a successful library staff training programme, run, in August 2009, by one of the authors and our Law Subject Advisor, Lisa Anderson. The aim of this training was to equalise knowledge amongst Library staff by providing a basic introduction to Web 2.0 technologies. This would increase the general knowledge of these technologies and give people the opportunity to use them in their teaching and liaison work as appropriate.   We realised that the differences in knowledge of blogging, twitter and other technologies, between our Library colleagues, would probably be reflected in our academic colleagues in the College of Engineering and Physical Sciences (CoEPS).

As librarians it is our business to facilitate the finding and disseminating of information by academic colleagues, and we saw an opportunity to open new doors for them by providing a basic training in Web 2.0 technologies, along with some examples of how other academics had used these technologies to benefit their research and teaching.

Although the literature is sprinkled with case studies of the use of these technologies in teaching, there was less written about their use in research, with most information being anecdotal. We also felt that rather than cite external examples it would be better to find out what academics at Birmingham were already doing, as this would be of more immediate relevance to our audience. We therefore decided to start with a survey of CoEPS staff in spring 2010.

Survey of CoEPS academic staff using Web 2.0 technologies.

The survey was carried out by a free text email asking staff whether they used Web 2.0 technologies in their teaching and research, and what their experiences had been of these tools. The reasons for this approach, rather than a questionnaire were the short timescale and the fact that it would allow more free-form thinking with people more likely to express and explain their opinions. This may have led to a lower response, only 10 replies, but the quality of the responses was high and even led to email conversations between academics who had copied each other into their replies to us.

The replies provided a wide variety of opinions and services used, and raised some issues for discussion.

Some quotes from the survey results show the variety of responses:

> *Twitter is virtually useless, but I have made use of Tumblr as a simple form of blogging*
>
> *I've actually backed away from using such tools because I have found them counterproductive to enhancing student learning !*
>
> *For research, I use rss feeds*
>
> *The iGoogle homepage is rather handy as it allows Google reader and twitter feeds to be displayed on one page.*

Other issues raised were:

- The variable response of students e.g. blogging worked better with student groups who could not meet to socialize.
- Security of service. This was both from the point of view of being public and of the stability of the service. Some people preferred the institutional Virtual Learning Environment, WebCT, because of these concerns.
- Questions about University Policy – there is no official policy.
- Concerns about lack of knowledge – this being the issue our training aimed to address.
- Finding the right tool for the job. Different services worked well for different people and under different circumstances. This is a good illustration of the fact that Web 2.0 technologies are essentially tools, and it will vary between individuals and the context in which they are used as to whether they are the best tool for the job. Our aim was to ensure that people would be in a position to make an informed choice.

The Training Session

Planning

The Head of the College's Education Enhancement Subcommittee, Professor Colin Thomas, had responded to our survey by inviting us to give an Educational Enhancement Seminar to the College. In view of the benefits of working in partnership with the College we were pleased to accept his invitation to help organize the seminar. We decided to hold it in the Library training room as we felt the Library would be a more reassuring place for people to come if they were feeling a bit concerned at engaging with these new concepts.

Professor Thomas sent out an invitation to all CoEPS staff to attend an Educational Enhancement Seminar of one hour's duration. The invitation made it clear that it was an introduction and would start with the basics with step by step instructions to show how easy Web 2.0 technologies were to use for those who had not grown up with them.

We decided to concentrate on Blogger and Twitter for the practical part of the session. Armed with the survey results we had some idea of the context within which our training would be taking place and so we planned accordingly.

We planned to do an introduction and then demonstrations, followed by step by step exercises to look at finding, creating and posting blogs. Similarly we would demonstrate and provide exercises for Twitter. We split the session between us; Linda covering blogs and Paula Anne covering Twitter. A Blog was set up on Blogger to demonstrate the dashboard and editorial features, and a Twitter account also for demonstration purposes.

The aims of the session were to:

- Give people basic instructions to set up a Blog and a Twitter account.
- Show examples of how blogs and Twitter can be used to aid research and teaching.
- Give people the confidence to explore these technologies themselves.

Delivery

There was a problem on the day of the seminar in that Paula had to run it on her own due to Linda being stuck in Borneo because of the Icelandic volcano having closed Heathrow Airport.

There were 31 attendees, ranging in age from their 20s to 70s, and including Administrative and Emeritus staff as well as academics. Paula Anne demonstrated blogging, but the hands-on part of the session was a challenge for one person. This meant she had to drop the Twitter demonstration and concentrate on helping people to set up blogs, as the main aim of the session was to make people feel comfortable.

Apart from the reduction in presenter numbers, another barrier to our aim of using these technologies look simple, presented itself. This was the use of the authentication method used by services such as Google – the distorted letters on a coloured background. People had difficulty deciphering these which led to an undesirable increase in anxiety.

The slides and handouts were added to a WebCT course which was available to all CoEPS staff.

Feedback

The feedback Paula received on the day of the course was excellent, and one quote shows that, at least for one person, we had achieved our aims:

I thought the level was great and you took away the fear factor.

More encouraging still, subsequent to the course, we found out that some people had put into practice what they had learnt.

- A Blog was set up for the Education Enhancement Subcommittee.
- A Blog had been set up for one of the main Chemical Engineering teaching programmes.
- A lecturer in Electronic, Electrical & Computer Engineering had asked MSc students to set up a Blog to communicate with potential students about their studies. This was an exercise for the students.

The future

It was always intended that this first session would be followed by others, the content to be decided after the first session. It is intended to hold a follow-up session on Twitter. This will happen in December 2011, rather later than intended due to various unrelated reasons.

The exercises used will be updated and made available as open access learning objects.

The WebCT course to support this project will be updated and extended to enable us to support better those people who are unable to attend the seminars.

A Blog will be launched this autumn to be used as a two-way communication tool with the College, as well as a training tool. It will feature articles on topics of interest such as the book ordering process, information about products of interest to EPS, stock reviews etc

Lessons Learnt

Although there is much interest amongst academics in using new technologies, especially when given appropriate training, there are still some barriers. The principle barrier is that using new technologies is regarded implicitly as a personal development issue by the University, so it is difficult to find the time to engage with it as it cannot compete with the current workloads for research and teaching. This is an issue for librarians as well.

Conclusions

The staff in the College of Engineering and Physical Sciences were enthusiastic about learning about new technologies, even if they did not think they would use them. They were also good at putting their learning into practice, with even the most sceptical changing their minds and using this technology in their teaching. There was also support from the College centre through the Education Enhancement Subcommittee.

The main barrier to the use of these technologies is having the time to explore and develop them on top of existing research and teaching commitments.

It is worth us, as librarians, engaging with all staff in the College of EPS to raise the awareness and knowledge of Web 2.0 technologies, because of the interest shown, barriers notwithstanding. This is especially true in the context of a pertinent observation made by Jeremy Jenkins, Curator, International Organisations and North American Publications at the British Library, speaking at the ALISS Summer Conference Social Media, Libraries, Librarians and Research Support" July 2011: "Institutions' attitudes to new technologies tends to follow a trend; firstly to ban them, then to tolerate them, and finally to make them compulsory".

Preserving Access to Government and Official publications in education – the Digital Education Resource Archive (DERA)
Rozz Evans Institute of Education

The Institute of Education (IOE) library is a specialist research library in the area of education. One of our most important collections is our Official Publications collection - official reports, legislation and other publications on education in the United Kingdom. It also includes semi-official education organisations. The earliest publications in the collection date from the Government's first involvement in education in the 19th century.

What's the problem?

We continue to collect print publications but increasingly, of course, they are published only in electronic format. Documents regularly 'disappear' from the internet, official bodies are closed, merged or reconstituted and their electronic publications are often impossible to track down. This has been concerning us greatly for several years, and we have been printing and storing paper copies of electronic documents for several years. This was incredibly labour intensive but did at least mean that we were able to maintain the completeness of our collection.

What are other people doing?

In 2008, we started investigating what other people were doing. The British Library's work in digital preservation and the National Archives 'UK Government Web Archive' and 'Electronic Records Online' projects are most notable in this area, but neither were doing quite what we wanted to do with our collection. We decided to try and develop an inclusive fully searchable digital archive for official publications in the subject area of education by ourselves.

The use of repositories for collecting, managing and preserving academic research has become well established in the HE sector. Most institutions now have their own institutional repository mainly used for journal articles written by staff of the institution. The advantages are obvious - permanent preservation, easy access and a far wider audience thanks to their discoverability on search engines such as Google and Bing.

One of the most complex areas of repository management when dealing with external publications is copyright, but there are other issues too that make a relatively straightforward idea fairly daunting to undertake.

A lot of important work has been done around repositories and digital collection management. Some bodies are particular high profile in the field. The SHERPA partnership formed in 2002 has been extremely important (their work has included OpenDOAR (the Directory of Open Access Repositories). JISC have been essential in coordinating funding and advice in this area. Their influence has been due in no small part to their commitment to collaboration, sharing of experience and results.

The IOE has been using the e-prints software for its institutional repository since 2009, hosted by the University of London Computer Centre (ULCC). We thought the e-prints software might have the potential to become the basis of our digital archive so we

approached ULCC with our idea. They were extremely supportive and encouraging, as no-one else had previously attempted to adapt it to such a use.

Work begins

We started work on this project in March 2010. It was a collaborative effort involving myself, Emma Allison (Senior Library Assistant, Official Publications), Bernard Scaife (Technical Services Librarian) and Bryan Johnson (Catalogue and Metadata Librarian). This core team worked really well as it included expertise from all areas of the library.

We launched our newly christened Digital Education Resource Archive (DERA for short!) in February 2011. At the time of writing there are almost 3000 documents in the live archive, and approximately 5000 further documents ready to add which is material currently linked from our library catalogue and going back to the late 1990s.

Copyright Issues

One of the most important issues beside the choice and customisation of the software was that of copyright. It was crucial that we got this right as without it the project just couldn't work. We needed a critical mass of material that could be legitimately added to the repository. When we started the project a large amount of Crown Copyright material was covered by the Click-use PSI Licence, so the library signed up for that. During this time there was a change over to the Open Government Licence which clarified things further for Crown Copyright materials.

Outside the terms of the Open Government licence a wealth of information remained, mainly but not solely that being produced by the quangos and related bodies. We took advice from a colleague at the British Library who was generous with both her time and her experience and to whom we are most grateful. We then set up a robust procedure for seeking permission.

We developed a three step approach. First, we emailed all our selected organisations to request permission to use their documents. From this first contact approximately half of them either responded positively immediately, or gave us a named person to contact. We contacted those people and overwhelmingly had extremely constructive conversations and a huge amount of encouragement. They were extremely pleased that we were doing this work and very aware of its importance and potential value. We then emailed the non-respondents again and received a second wave of interest and permissions. Finally, after a period of about a month, we sent a follow up email to those few organisations that hadn't responded. We included a statement of 'notice and take-down' basically saying that unless we heard that they didn't want to be included we would add their documents. We did stress that we would immediately remove their documents if they had a problem with their inclusion for any reason.

Populating DERA

With the copyright situation clear, we agreed on the customised fields to be included in the repository. Bernard Scaife, our Technical Services Librarian, worked closely with ULCC to set up the repository for our needs (Scaife, 2011). We then started adding

documents. Initially we spread the work across the library's departments in order to quickly populate the resource, but we have since streamlined the workflow. Documents for inclusion are selected by our Official Publications librarian, and the DERA records are edited and uploaded by cataloguing and acquisitions staff.

BECTA was one of the first casualties of the new government and provided an opportunity to really start preserving the mass of information. We submitted a successful bid to take on their publication archive, offering them a safe, long-term and accessible archive for their research. We are currently adding publications from the Further Education Funding Council (FEFC) and Learning and Skills Council (LSC) archive. (They are previous incarnations of the current Skills Funding Agency & the Young People's Learning Agency (YPLA)). Our next batch will be the publications archive of the GTCE. The full list of organizations represented can be browsed on DERA.

Future Plans

We have had some very good feedback from both within and outside the HE sector. However, we would like to do much more with it.

Plans are afoot to see if we can get funding to allow organisations to self-deposit their content in batch in order to ensure we are including as much relevant material as possible, and to ensure that DERA is a sustainable resource if we scale it up - (we would like to include publications from charities, think tanks and pressure groups for example). In addition, we are looking at ways of using the IOE's in-house London Education Thesaurus (LET) to enrich the metadata that is supplied and enhance the search precision. As part of this we hope to make the content available as Linked Data which will allow it to be used as part of the emerging Semantic Web.

We think this is a model that could be applied to any subject area and in terms of quantity the sky (or the internet) is the limit.

LINKS

Institute of Education Official Publications Collection
http://www.ioe.ac.uk/services/545.html

British Library Digital Preservation
http://www.bl.uk/aboutus/stratpolprog/ccare/introduction/digital/

National Archives UK Government Web Archive
http://www.nationalarchives.gov.uk/webarchive/

National Archives Electronic Records Online
http://www.nationalarchives.gov.uk/ero/

SHERPA
www.sherpa.ac.uk

Directory of Open Access Repositories
www.opendoar.org

Jisc
http://www.jisc.ac.uk/whatwedo/topics/digitalrepositories.aspx

IOE Eprints
http://eprints.ioe.ac.uk/

University of London Computer Centre
http://www.ulcc.ac.uk/

Digital Education Resource Archive (DERA)
http://dera.ioe.ac.uk/

Open Government Licence - The National Archives
http://www.nationalarchives.gov.uk/doc/open-government-licence/

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Linked Data
http://linkeddata.org/

Semantic web
http://www.w3.org/2001/sw/

Open Access at Brunel University: From BURA to BRUCE
Lorna Mitchell, Assistant Director (Academic Support), Brunel University Library

In December 2006, Brunel University set up its institutional repository, known as the
Brunel University Research Archive or BURA (http://bura.brunel.ac.uk/). The aim of this
article is to summarise how the support for open access (OA) publishing has developed at
Brunel over the last 5 years since the creation of BURA.

Figure 1 Timeline for OA at Brunel

Background
Brunel is a research-intensive university based in Uxbridge, West London. The university
has just over 15,000 students, including approximately 1,000 PhD students. Teaching
and research is based in 8 academic schools, 8 Specialist Research Institutes (SRIs) and 55
research and interdisciplinary research centres.

In 2004 a departmental repository was set up by an academic School (the School of
Information Systems, Computing and Mathematics) that included Masters dissertations.
Building on this and with strong support from Professor Geoff Rodgers, the Pro Vice
Chancellor for Research, BURA was launched at the end of 2006.

E-Theses
E-theses have always been an important element of BURA and in October 2007 the
University senate approved an E-Theses mandate that required PhD students to submit
their thesis in an electronic format. The mandate came into force one year later and in
2009, new procedures were introduced in order to enforce compliance.

	Theses Awarded	Added to BURA	% Deposit
2007/08	140	9	6%
2008/09	133	83	62%
2009/10	133	127	95%

Figure 2 PhD Theses Deposited on BURA

BRAD & BURA
In 2008 Brunel launched BRAD (Brunel Research Database), a Symplectic Elements
database that supported the university's preparation for the 2008 Research Assessment
Exercise. BRAD will be used to prepare the publications element of the Brunel
submission for REF 2014 and is also being used to generate the publications lists for the
Academic Schools and individual researchers on the Brunel website.

BRAD is intended to be a comprehensive database of Brunel research publications (excluding PhD theses). There is therefore a high level of duplication in the bibliographic data that is held in BRAD and BURA and this raised a number of issues:

- Academic staff were being asked to add the details of their publications to both databases which was both inefficient and unpopular;
- It became increasingly clear that there was confusion among researchers over the function of the two databases - many staff thought they were the same thing which made advocacy activities more difficult;
- BRAD is set up to automatically harvest metadata from ArXiv, Scopus and the Web of Knowledge for articles written by Brunel researchers but Library staff had to add the same metadata to BURA manually which was very inefficient.

There is a considerable incentive for Brunel researchers to ensure that their publications are included on BRAD and by 2010 there were more than 10,000 items on BRAD in comparison to just 4,000 on BURA. This was in spite of the introduction of an OA mandate, which specified deposit in BURA on publication (where permitted), by the university in September 2009. It was therefore suggested that linking the two databases might help to increase the number of items deposited in BURA.

At the end of 2010 the decision was taken to link BRAD and BURA via the implementation of the Repository Tools module from Symplectic Ltd. The tool links the two databases enabling metadata and full-text documents to be pushed into BURA from BRAD which means that researchers now just have to update the information on their publications in one place.

Repository Tools uses the SHERPA Romeo (http://www.sherpa.ac.uk/romeo/) API to provide authors with guidance on publishers' copyright policies in relation to deposit in institutional repositories. This feature has made it much easier to identify items on BRAD that can be added to BURA and the BURA team are now contacting the authors of a large number of items to ask them to upload the relevant version to BURA (via BRAD).

Linking the two databases has made it very easy to identify items that appear in one database (usually BRAD) that are not in the other. In this way it has also become much easier to monitor and, if necessary in the future, to enforce compliance with the university's OA mandate.

Advocacy sessions with researchers now cover both BRAD and BURA and focus on the different but linked roles of the two databases; BRAD is an internal tool to support the REF and research information management within Brunel while BURA provides an external shop window to that research, improving dissemination and impact. BRAD's role in the preparation for REF 2014 helps to ensure that the attendance at such sessions is generally good and, as a result, has provided an opportunity to promote OA publishing to an audience that would not necessarily have attended a session that was purely on OA.

The Brunel OA Publishing Fund

In 2009 an OA Publishing Fund, managed by the Library on behalf of the Pro Vice Chancellor (Research), was set up to support the institutional OA mandate. The fund is

open to all Brunel researchers and is used to pay for article processing charges for both OA and hybrid journals. It has also enabled Brunel to become an institutional member of BioMed Central, the Public Library of Science and Hindawi Publishing enabling Brunel authors to publish in journals from these publishers at a reduced rate. By the end of the 2010/11 academic year the fund had received 91 applications and 59 OA articles had been published via the Gold OA route.

The BRUCE Project

In November 2010, Brunel was awarded JISC funding for the Brunel Research Under a CERIF Environment (BRUCE) project. Working with our project partners, St George's, University of London, Symplectic Ltd and Richard Jones of Cottage Labs, the 6-month project aimed to develop a prototype tool, based on CERIF, to facilitate the analysis and reporting of research information from existing data sources, e.g. BRAD and BURA.

The project outputs, including SolrEyes, the prototype tool based on Apache Solr, and a CERIF data model and test dataset will be made available to the UK HEI community.

Further information on the project can be found on the blog (http://bruceatbrunel.wordpress.com/).

Conclusions

The project to link BRAD and BURA was completed in May 2011 and the impact in the longer term has still to be seen. However, the initial feedback from researchers has been very positive and it has greatly improved the workflow of the team that manages both databases.

In August 2011, the 5,000th item was added to BURA and there are now (as of the 31st August) 5,016 full-text items on the database. In the July 2011 Ranking Web of World Repositories (http://repositories.webometrics.info/) BURA was ranked 45th in the UK. While this represented a considerable improvement in our previous ranking (we moved up from 805th to 644th in the world) it does still suggest that there is scope for further development and we are confident that linking BRAD and BURA will help us to do this.

EXPLORER project – De Montfort University - Embedding eXisting & Proprietary Learning in an Open-source Repository to Evolve new Resources

Dr. Elizabeth Lunt, Projects and Development Officer
Research Development Office, De Montfort University

Introduction

Development of repositories is intrinsic to many University's research strategy and future management systems. They have an important role to play in the promotion of research and the availability of research outputs. Funds have been invested in a large number of projects to develop repositories and the corresponding software by the Joint Information Systems Committee (JISC) and other bodies over a number of years. The EXPLORER project has been funded in this way, looking at using software tools, protocols and experience from these previous projects to enhance and embed DMU's repository – DORA.

Development of the Repository:

DORA is a DSpace based repository, running since 2008 with to date around 4500 records of research produced by DMU research staff and students. Until recently, DORA has been very much a stand alone repository with little integration into other DMU systems. The EXPLORER project aims to begin to change this, enhancing DORA to reach all staff in an improved way and to provide links to other DMU systems and processes. As part of this work, it was envisaged that software tools developed by other projects would be incorporated into DORA to provide new functionality and to improve the way outputs, particularly non-text outputs, are displayed.

Eprints, DSpace and Fedora are the three main software packages used for repositories in the UK. A tool call Kultur has been developed for EPrints which displays non-text outputs in an enhanced way – for full details visit kultur.eprints.org. An aim of EXPLORER was to use the Kultur plug-in within DORA. However, it soon became apparent that two software packages were not compatible in the way it was hoped they would be. However, DSpace has a large and diverse international community and there is a large amount of code available to provide functionality. From this, we are working to reflect Kultur within DORA using as much already available resource as possible. We are now able to display a number of media types, notably video, within the repository window. This is a vast improvement on the previous need to download the file and open in a separate programme. Work is continuing to expand this capability to other non-text media types.

Details on how this work has been carried out can be found on the EXPLORER blog – www.explorer.our.dmu.ac.uk. This work is successful, but has been more time intensive than would have been necessary if the software packages were compatible, or if tools such as Kultur were developed for all software packages from the beginning. This last may be something to discuss further with the funding bodies.

User interaction and advocacy:

Another part of the project was to look at the needs of the repository internal users – i.e. DMU staff, to gain an insight into how it is viewed, gain feedback and ideas for further improvements. A Staff survey was carried out at the start of the project, gaining responses from 81 staff from across DMU. A number of face to face discussions were also had particularly with staff who submit non-text outputs. This has provided a wealth of information for the project and for the future.

Following this the submission process is being reviewed and a new advocacy plan developed. Gaining buy-in from all DMU research staff is a goal of the project, in the long term. We plan to re launch the enhanced repository towards the end of the project showing the changes that have been made and any that are planned and providing training on the purpose and use of DORA. It is hoped that this will increase the number of records significantly, increasing the exposure of DMU research and the availability of our research outputs.

Embedding within research systems:

It is important for the future sustainability of DORA that it is able to integrate with other DMU systems and within the EXPLORER project it is hoped to achieve links with the University website and the future Research Excellence Framework (REF) submission system. Another JISC funded project, R4R, has developed plug-ins for all repository software packages to link them with the REF submission system which is being developed by the Higher Education Funding Council for England (HEFCE). The plug-in, CERIF4REF, is available and has been tested with DORA. Some minor development is required to pull out the correct information in the correct format but this it is clear that the use of DORA for the collation of research outputs for the REF and integration with the submission will be possible. For more information on R4R go to their website - http://r4r.cerch.kcl.ac.uk/

Integration with the University website will provide automatically updating outputs lists on staff research profiles which will improve visibility and remove the need to input the same information in several places several times. Two other JISC funded projects are being looked at to provide the functionality for this – IRRA and MePrints. Again MePrints is an EPrints only tool which brings with it compatibility issues and there are aspects of both tools which are not relevant. Work is on-going to look at these and just include the desired features to enable integration with the website.

Beyond EXPLORER:

The project is due to finish at the end of 2011. However, the legacy of the work being carried out will, it is intended, provide DORA with long term sustainability. The amount the team has learnt from this project will also provide information for the repository and DSpace communities as well as ourselves. The enhancement and embedding of DORA will not stop at the end of this project and thanks to the User survey we have many ideas for the future, beyond REF 2014!