

YDdolen

Information
Wales

Rhif/Issue 51

Gwanwyn/Haf • Spring/Summer 2010





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Mynegwch eich hun!

Roedd y gystadleuaeth gelf genedlaethol hon i lyfrgelloedd – y gyntaf erioed o'i bath – yn rhoi cyfle i blant ysgol, unigolion o bob oed, cymdeithasau gwirfoddol a chymunedol, a myfyrwyr yng Nghymru, i arddangos eu sgiliau creadigol a chreu gwaith dan y thema 'Llyfrgelloedd'. Derbyniwyd mwy na 1600 o geisiadau, ac roedd y safon yn uchel iawn. Cyflwynwyd y gwobrau gan Ruth Jones.

Lun clawr: Stuart Boydell, yr Enillydd Unigol Agored yn y gystadleuaeth Mynegwch eich Hun, gyda'i greadigaeth arbennig.

Cover

Express Yourself!!

The first ever national libraries arts competition offered school pupils, individuals of all ages, voluntary and community organizations, and students in Wales, an opportunity to show off their creative skills and create work under the theme 'Libraries'. More than 1600 entries were received, and the standard was very high. The awards were presented by Ruth Jones.

Cover photo: The Open Individual Winner of the Express Yourself Competition Stuart Boydell with his fully working Library Book Ukulele.

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Y Ddolen

Cylchgrawn Sefydliad Siartredig Llyfrgellwyr a Gweithwyr Gwybodaeth Cymru yn cynnwys **Gwybodaeth Cymru**

Golygydd: Mandy Powell, Swyddog Datblygu CILIP Cymru

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Anfoner erthyglau a newyddion at y Golygydd.

Y Ddolen

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Croeso i rifyn diweddaraf *Y Ddolen*

Lloyd Ellis, Cadeirydd, CILIP Cymru

Fel Cadeirydd CILIP Cymru, yr agenda un-pwynt ar gyfer fy nghyfnod o ddwy flynedd fel Cadeirydd yw cynyddu a chynnal aelodaeth. O'r gosodiad syml hwnnw mae nifer o bethau'n dilyn, a'r cyntaf o'r rheiny fydd ymateb i anghenion yr aelodau. Ym mhob arolwg a drefnwyd gan CILIP, y flaenoriaeth a nodwyd yn gyson gan aelodau yw eiriolaeth. Ar adeg pan ydym yn wynebu sialensau ariannol na welwyd erioed mo'u tebyg, mae'n holl bwysig ein bod yn gallu codi proffil llyfrgelloedd ar lefel wleidyddol. Felly, ar 2 Chwefror eleni – am y tro cyntaf yn ei hanes – aeth cynrychiolwyr CILIP Cymru i gwrdd â chynrychiolwyr y bedair prif blaid wleidyddol yn y Cynlluniad. Roedd y cyfarfod yn un hynod bositif, ac o ganlyniad mae Llywodraeth Cynulliad Cymru wedi cytuno i gynnal cyfarfodydd rheolaidd gyda ni, gan ddechrau yn ystod yr haf eleni. Bydd hyn yn rhoi cyfle i CILIP Cymru gynrychioli diddordebau llyfrgelloedd cyhoeddus, academiaidd ac arbennig yng Nghymru yn uniongyrchol gyda'r Llywodraeth.

Yr ail elfen strategol yw cefnogi aelodau yn eu bywyd proffesiynol. Rwy'n credu'n gryf bod gweithgareddau grŵp yn ddull hynod werthfawr o alluogi staff proffesiynol i ddatblygu eu gyrfaoedd mewn ffordd nad yw bob amser yn bosibl yn y gweithle. Eleni, gwahoddir pob un o'r grwpiau llyfrgell sydd â phresenoldeb yng Nghymru i gwrdd â swyddogion i weld sut y gall CILIP Cymru gynnig cefnogaeth a chymorth o ran datblygiad.

Yn olaf, rwy'n ymwybodol o'r ffaith bod ar aelodau angen cefnogaeth broffesiynol unigol o bryd i'w gilydd. Yn aml mae hyn yn golygu cyngor ar yrfa a datblygiad. Gall aelodau o bwyllgor gwaith CILIP Cymru gynnig ystod eang o sgiliau proffesiynol a phrofiad gwaith sylweddol, ac mae'r rhain i gyd ar gael i unrhyw aelod sy'n cysylltu â ni i holi am wybodaeth.

Edrychaf ymlaen, felly, at weithio gyda phob un ohonoch dros y ddwy flynedd nesaf fel y gallwn sicrhau bod y gwasanaethau holl bwysig yr ydym yn eu darparu yn cael eu cynnal a'u datblygu i'r dyfodol.

Yn gywir
Lloyd

Diffinio ein dyfodol proffesiynol

Bwriad y rhaglen hon yw diffinio dyfodol y proffesiwn gwybodaeth a sicrhau dyfodol cynaliadwy i CILIP. Mae'r rhaglen yn cynnwys pedwar prosiect: y rhaglen, y drafodaeth, y weledigaeth, y map, a pherchnogi a gweithredu'r canlyniadau.

I gael yr wybodaeth ddiweddaraf am raglen CILIP, 'Diffinio ein dyfodol proffesiynol', ewch i'r wefan: www.cilip.org.uk

Welcome to the latest edition of *Y Ddolen*

Lloyd Ellis, Chair, CILIP Cymru

My one point agenda for my two-year period as Chair of CILIP Cymru is to increase and sustain membership. From that simple premise a number of things follow, and the first is to respond to members' needs. In all the surveys conducted by CILIP, the consistent priority for members has been advocacy. It is vitally important that, at a time when we are facing unprecedented financial challenges, we are able to raise the profile of libraries at a political level. Accordingly, on 2 February this year, CILIP Cymru – for the first time in its history – met with representatives of the four major political parties at the Welsh Assembly.

The meeting was very positive and, as a result, the Welsh Assembly Government has agreed to hold regular meetings with us, commencing in the summer of this year. This will provide CILIP Cymru with the opportunity of representing the interests of public, academic and special libraries in Wales directly to Government.

The second strategic strand is to support members in their professional lives. I have always felt that group activities represent an invaluable forum for professional staff to develop their careers in a way that is not always possible in the workplace. This year, all library groups that have a presence in Wales will be

invited to meet with officers to see how CILIP Cymru can support and help development.

Finally, I am aware that members sometimes need individual professional support. This often means career advice and development. The executive committee members of CILIP Cymru have, between them, a wide range of professional skills to offer, and considerable working experience. This is freely available to any member who contacts us for information.

I am therefore looking forward to working with you all over the next two years to ensure that the vital services we provide are maintained and developed for the future.

Regards
Lloyd

Defining our professional future

This programme aims to define the future of the knowledge and information profession and ensure a sustainable future for CILIP. Four projects make up the programme: the conversation, the vision, the roadmap, and ownership and implementation of the outcomes.

Keep up to date with CILIP's Defining our professional future by visiting the website www.cilip.org.uk

Staff CILIP Cymru

Mae gan CILIP Cymru ddwy aelod o staff, sef Mandy Powell, Swyddog Datblygu, a Jessica Spring, Swyddog Datblygu Cynorthwyol. Mae Jessica'n gweithio yn swyddfa CILIP Cymru yn yr Adran Astudiaethau Gwybodaeth, Prifysgol Aberystwyth, a Mandy'n gweithio o'i chartref yn Sir Fynwy a'r swyddfa yn Aberystwyth, ac yn ymweld â llyfrgelloedd drwy Gymru benbaladr.

Grŵp o wirfoddolwyr ymroddedig yw Pwyllgor Gwaith CILIP Cymru, sy'n gweithio gyda'r staff i ddarparu gwasanaethau ar gyfer aelodau CILIP yng Nghymru.

Am ragor o wybodaeth, ewch i wefan newydd CILIP Cymru:

<http://www.cilip.org.uk/branches/byregion/wales/>

CILIP Cymru yn cwrdd ag Aelodau Cynulliad i drafod llyfrgelloedd

Ar 2 Chwefror 2010, aeth Lloyd Ellis, Rebecca Davies a Mandy Powell – ar ran CILIP Cymru – i'r Senedd yng Nghaerdydd i gwrrdd ag Aelodau Cynulliad yn cynrychioli'r pedair brif blaid wleidyddol yng Nghymru, gyda'r bwriad o sefydlu **Grŵp Rhyngbleidiol ar llyfrgelloedd**.

Yn ystod y cyfarfod cafwyd trafodaethau ar ystod eang o faterion, yn cynnwys rôl llyfrgelloedd yn economi ehangach Cymru; cydweithio rhwng llyfrgelloedd, amgueddfeydd ac archifau, a'r ehangder gwybodaeth a gynnigir gan staff mewn llyfrgelloedd ym mhob rhan o Gymru. Roedd yr Aelodau Cynulliad yn llawn edmygedd o nifer ac ystod y gweithwyr proffesiynol mewn llyfrgelloedd a gynrychiolir gan CILIP Cymru, a braf oedd gweld yr ACau a CILIP Cymru yn cytuno y byddai'n ddefnyddiol iawn i barhau'r trafodaethau yn y dyfodol.

Roedd y cyfarfod yn un positif, a nodwyd nifer o bwyntiau gweithredu. Ar ddiwedd y sesiwn, dywedodd Lloyd Ellis, Cadeirydd CILIP Cymru:

"Mae hwn yn gam cyntaf pwysig tuag at sefydlu fforwm rhwng CILIP Cymru a Llywodraeth Cynulliad Cymru, gyda'r bwriad o gefnogi llyfrgelloedd yng Nghymru a'r staff sy'n gweithio ynddynt."

Cynehlir y cyfarfod nesaf ar ddiwedd yr haf, sef yr adeg orau i ni fod mewn sefyllfa i ddyllanwadu ar gyllidebau a maniffestos.

Grwpiau Diddordebau Arbennig

Mae gan CILIP 27 o grwpiau diddordebau arbennig a dau gategori aelodaeth. Mae Aelodaeth Grŵp yn cynnig cyfle i rannu newyddion a syniadau yng nghyd-destun meysydd mwy penodol o'r byd gwybodaeth. Gall aelodau fanteisio ar aelodaeth ddi-dâl o ddau Grŵp fel rhan o'u haelodaeth, a gallant ymuno â grwpiau ychwanegol am bris o £10. Mae aelodau Grwpiau'n derbyn y cylchlythyron a/neu gyfnodolion yn awtomatig, ynghyd â gwybodaeth am gyhoeddiadau eraill a digwyddiadau a drefnir gan y Grwpiau. Am ragor o wybodaeth ewch i wefan CILIP:

<http://www.cilip.org.uk/get-involved/special-interest-groups/Pages/default.aspx>

Staff at CILIP Cymru

CILIP Cymru has two members of staff, namely Mandy Powell, Development Officer and Jessica Spring, Assistant Development Officer. Jessica is based in the CILIP office at the Department of Information Studies, Aberystwyth University, whilst Mandy divides her time between working from home in Monmouthshire, the office in Aberystwyth and visiting libraries across Wales.

The CILIP Cymru Executive Committee is made up of a group of dedicated volunteers who work with staff to provide services for CILIP members in Wales.

More information can be found on the new

CILIP Cymru website:

<http://www.cilip.org.uk/branches/byregion/wales/>

CILIP Cymru meets Assembly Members for libraries discussion

On 2 February 2010, Lloyd Ellis, Rebecca Davies and Mandy Powell – representatives of CILIP Cymru – met with Assembly Members representing the main political parties in Wales at the Senedd in Cardiff to set up a **Cross-Party Group on libraries**.

During the meeting, discussions took place over a range of issues, including the role of libraries in the wider Welsh economy; cross-domain working between libraries, museums and archives, and the breadth of knowledge possessed by library staff across Wales. The Welsh Assembly Members were impressed by the number and range of library professionals represented by CILIP Cymru. Crucially, there was agreement between the AMs and CILIP Cymru of the desirability to continue the dialogue.

The mood of the meeting was positive and a number of action points were identified. In summing up the session, Lloyd Ellis, Chair, commented:

"This is an important first step in setting up a forum between CILIP Cymru and the Welsh Assembly Government, designed to support all libraries in Wales and the staff who work in them."

The next meeting will take place in late summer, as this will be the best time for CILIP Cymru to be in a position to influence budgets and manifestos.

Special Interest Groups

CILIP has 27 special interest groups, together with two membership groupings. Group Membership provides the opportunity to share news and views relating to more specific areas of the information world. All members of CILIP benefit from free membership of two Groups as part of their membership, and are welcome to join additional groups for a charge of £10. Group members automatically receive the newsletters and/or journals, as well as information on other publications and Group events. Visit the CILIP website to find out more:

<http://www.cilip.org.uk/get-involved/special-interest-groups/Pages/default.aspx>

Edwina Smart, Ymddiriedolwr CILIP

Ar 31 Rhagfyr 2009 daeth fy nghyfnod fel Cadeirydd ac aelod o'r Grŵp Datblygu Gyrfa, Cymru i ben, oherwydd fy mod bellach yn un o Ymddiriedolwyr CILIP UK. Mae'r pwyllgor wedi rhoi i mi gyfleoedd di-ben-draw i rwydweithio ac i ennill sgiliau mewn nifer o wahanol feysydd sydd bellach yn cyfoethogi fy ngwaith o ddydd i ddydd. Mae'r Grŵp bob amser yn chwilio am bobl i ymuno â hwy, ac yn cynnig hyfforddiant ar sut i ysgrifennu cylchlythyron, cadeirio cyfarfodydd, gwaith rhyngwladol, trefnu ymweliadau, a gweithgareddau cymdeithasol.

Ar ddechrau 2009, fel aelod o'r Bwrdd Siarteriaeth, penderfynais y byddwn yn gweithio tuag at ennill Cymrodoriaeth. Dechreuais trwy ddarllen llawlyfr CILIP ar Gymrodoriaeth, a chyfrol Margaret Watson, *Building Your Portfolio*. Dewisais ddau berson na fyddai'n caniatáu i mi gollu dyddiadau holl bwysig, ac a fyddai'n sicrhau fy mod yn gweithio'n galed, felly llawer o ddiolch i Margaret a Kath am eu cefnogaeth, eu hanogaeth a'u gallu i wneud i mi ganolbwyntio. Gyda chymorth ariannol o Gronfa Kathleen Cooks mynychais Umbrella i gwrdd â'm mentor, Margaret Watson, i asesu'r modd yr oedd fy ngwaith yn datblygu. Mae'r dystiolaeth yn canolbwyntio ar y canlynol:

- Tystiolaeth o gyrhaeddiad sylweddol mewn ymarfer proffesiynol
- Tystiolaeth o gyfraniad sylweddol i'r proffesiwn cyfan, neu i ran ohono
- Tystiolaeth o ymrwymiad gweithredol i ddatblygiad proffesiynol parhaus.

Bu'n rhaid i mi fynd ati i wagio'r holl fagiâu plastig a'r bocseidiau o stffw rwy'n ei gadw yn yr ystafell sbâr, yn yr atig ac yn electronaidd, a rhoi trefn arno. Lliffai'r atgofion yn ôl wrth i mi weithio fy ffordd drwyddo.

Y cam nesaf oedd dewis pump o bobl a fyddai'n fodlon ysgrifennu tystlythyrau'n cefnogi'r dystiolaeth; roedd yn rhaid i un o'r pump fod yn Gymrodor. Y tro nesaf y byddwn yn cwrdd, byddaf yn dangos fy ngwerthfawrogiad o'ch caredigrwydd.

Yr elfen fwyaf anodd oedd cyfansoddi'r datganiad personol, a gorfod cywasgu gyrfa amrywiol i ddim ond 500 o eiriau. Yn y CV roedd cyfle i mi roi mwy o fanylion mewn meysydd penodol. Treuliais gryn amser hefyd yn ychwanegu'r cyfeiriadau cywir at y portffolio – wedi'r cwbl, rhaid i lyfrgellydd allu cyfeirnoddi'n gywir! Anfonais fy mhortffolio i ffwrdd ym mis Awst 2009, ac ym mis Tachwedd dyfarnwyd i mi Gymrodoriaeth CILIP.

Hoffwn ddiolch yn fawr i Gill Evans, Pennaeth Gwasanaeth, a Lindsay Morris, Rheolwr Ardal, Llyfrgelloedd Rhondda Cynon Taf, am eu cefnogaeth gyson yn caniatáu amser i mi wneud fy ngwaith proffesiynol, ac am ddarparu lleoliadau ar gyfer y gwahanol weithgareddau y bŵm yn eu trefnu.

Edwina Smart

Cysylltwch ag Edwina trwy e-bostio: Edwina.smart@cilip.org.uk
Darllenwch broffil bywgraffyddol Edwina:
http://www.cilip.org.uk/about-us/people/council/Pages/bio_smart.aspx
Darllenwch ragor am Gronfa Kathleen Cooks:
<http://www.cilip.org.uk/get-involved/regional-branches/wales-cymru/about/pages/kathleen-cooks-fund.aspx>

Edwina Smart, CILIP Trustee

On 31 December 2009 I stood down as Chair and member of the Career Development Group Wales as I have become a Trustee for CILIP UK. The committee has provided me with endless opportunities for networking and gaining skills in many different areas that now enhance my daily work. The CDG are always looking for people to join them, and offer training on writing newsletters, chairing meetings, international work, organising visits, supporting those undergoing qualifications, and social activities. You can keep up-to-date with CDG Wales by visiting their website:

<http://www.cdgwales.org.uk/>

At the beginning of 2009, as a member of the Chartership Board, I decided to become a Fellow. I started by reading the CILIP Fellowship handbook and Margaret Watson's book *Building Your Portfolio*.

I selected two people who would not allow me to miss deadlines, and who would make me knuckle down, so many thanks to Margaret and Kath for their support, encouragement and ability to make me focus. The Kathleen Cooks Fund allowed me to attend Umbrella to meet my mentor, Margaret Watson, to assess my progress so far. The evidence focuses on the following:

- Evidence of substantial achievement in professional practice
- Evidence of significant contribution to all or part of the profession
- Evidence of active commitment to continuing professional development.

This involved emptying all those carrier bags and boxes of stuff I keep in the spare room, in the attic and electronically. I was surprised to find how much stuff I had acquired and kept over the years and how many memories it all evoked.

I then selected 5 people who would write letters of support to back up my evidence, including one who had to be a Fellow. Next time we meet, I shall repay your generosity.

The most difficult part was writing the personal statement, condensing a varied career into 500 words. The CV allowed me to expand areas I felt needed more information. Ensuring that the portfolio was referenced correctly also took a great deal of time, but you can't have a librarian who is unable to reference correctly! I sent off my portfolio in August 2009, and in November 2009 I was awarded Fellowship of CILIP.

I would like to thank Gill Evans, Head of Service, and Lindsay Morris, Area Manager, of Rhondda Cynon Taf Libraries for their unwavering support in allowing me time for my extra professional work and for providing venues for various activities that I organised.

Edwina Smart

You can contact Edwina by e-mailing:

Edwina.smart@cilip.org.uk

Read Edwina's Biography profile at:

http://www.cilip.org.uk/about-us/people/council/Pages/bio_smart.aspx

Read more about the Kathleen Cooks Fund:

<http://www.cilip.org.uk/get-involved/regional-branches/wales-cymru/about/pages/kathleen-cooks-fund.aspx>

Dr Judith Broady-Preston

Dr Judith Broady-Preston, Uwch-Ddarlithydd yn yr Adran Astudiaethau Gwybodaeth, Prifysgol Aberystwyth, a Thrysorydd Mygedol CILIP

Mae Dr Judith Broady-Preston wedi ennill Gwobr Addysgu Cenedlaethol yr Academi Addysg Uwch (HEA), 2009/10, am Ddysgu'r Gwyddorau Gwybodaeth a Chyfrifiadurol (ICS) mewn Addysg Uwch yng Nghymru – y tro cyntaf i'r wobwr gael ei chyflwyno i academydd o Aberystwyth. Mae'r enillydd yn derbyn £5,000, i'w ddefnyddio at bwrpas addysgol, e.e. i brynu llyfrau neu offer, neu i dalu costau teithio ac ati'n gysylltiedig ag addysgu, ymchwil a gweithgareddau proffesiynol.

Bwriad y wobwr yw cydnabod a gwobrwyo ymarferwyr yn y maes yng Nghymru sydd wedi gwneud cyfraniad nodedig i dwf, datblygiad a llwyddiant y dasg o ddysgu'r disgyblaethau trwy eu gwaith, ac i dynnu sylw'r gymuned ICS yn gyffredinol at yr hyn a gyflawnwyd ganddynt.

Mae'r gwobrau'n agored i bob ymarferydd ICS amser-llawn neu ran-amser ym maes Addysg Uwch sy'n dysgu ar hyn o bryd mewn Sefydliadau Addysg Uwch, neu golegau addysg bellach ac addysg uwch yng Nghymru.

Darllenwch broffil bywgraffiadol Judy ar:

http://www.cilip.org.uk/about-us/people/council/Pages/bio_broadypreston.aspx

Dysgwch ragor am Gyngor CILIP ar:

<http://www.cilip.org.uk/about-us/governance/council/pages/default.aspx>

Cymorth yng Nghymru

Gall Cronfa Kathleen Cooks gynnig cefnogaeth ariannol ar gyfer cynigion sy'n cwrdd ag o leiaf un o'r meini prawf canlynol: (1) Arwain at wasanaeth newydd neu well i rai sy'n defnyddio gwasanaethau llyfrgell a gwybodaeth yng Nghymru (2) Ychwanegu at wybodaeth mewn gwasanaethau llyfrgell a gwybodaeth yng Nghymru (3) Gwella gwybodaeth broffesiynol ymysg aelodau o CILIP Cymru (4) Cynorthwyo i gynhyrchu neu brynu eitem benodol neu gasgliadau o werth parhaol i Gymru.

Gweinyddir y Gronfa gan bwyllgor rheoli sy'n cynnwys Swyddogion CILIP Cymru ynghyd â dau aelod etholedig yn cynrychioli llyfrgelloedd cyhoeddus a llyfrgelloedd academiaidd/arbennig yng Nghymru. Dyfernir yr arian yn ôl doethineb y pwyllgor rheoli, a bydd y dyfarniadau'n adlewyrchu ansawdd y cynnig a'r swm o arian sydd ar gael yn y gronfa. Gall y canlynol gyflwyno ceisiadau ar unrhyw adeg: awdurdodau llyfrgell yng Nghymru, canghennau a grwpiau CILIP Cymru, neu aelodau unigol CILIP Cymru. Dylai'r cynigion gynnwys disgrifiad byr o'r gwaith i'w gyflawni, y swm y gofynnir amdano, a disgrifiad o'r modd y bwriedir gwario unrhyw arian a ddyfernir. Ni ddylai cynigion fod yn hwy na 1,000 o eiriau, a gellir eu cyflwyno ar bapur neu yn electronaidd gan ddefnyddio'r ffurflen gais y gellir ei lawrlwytho o wefan CILIP: <http://www.cilip.org.uk/get-involved/regional-branches/wales-cymru/about/pages/kathleen-cooks-fund>

Dr Judith Broady-Preston

Dr Judith Broady-Preston, Senior Lecturer in the Department of Information Studies, Aberystwyth University, and CILIP Honorary Treasurer

Dr Judith Broady-Preston has been awarded the 2009/10 Higher Education Academy (HEA) National Teaching Award for the Teaching of ICS (Information and Computing Sciences) in HE in Wales – the first time that the award has been presented to an academic at Aberystwyth. The prize associated with the award is £5,000, to be used by the recipient for education purposes – e.g. the purchase of books and equipment, or travel and other costs associated with teaching, research and professional activities.

The aim of the award is to recognise and reward HE ICS practitioners in Wales who have made an outstanding contribution to the growth, development and enhancement of the teaching of the disciplines through their work and to draw their achievements to the attention of the ICS community as a whole.

The awards are open to all full- or part-time ICS HE practitioners currently teaching in HEIs or colleges of further and higher education in Wales.

Read Judy's biography profile at:

http://www.cilip.org.uk/about-us/people/council/Pages/bio_broadypreston.aspx

Find out more about CILIP Council at:

<http://www.cilip.org.uk/about-us/governance/council/pages/default.aspx>

Support in Wales

The Kathleen Cooks Fund is able to award money for proposals which meet at least one of the following criteria: (1) Result in a new or improved service to users of library and information services in Wales (2) Add to knowledge in Welsh libraries and information services (3) Improve professional knowledge among members of CILIP Cymru/Wales (4) Assist in the production or purchase of specific items or collections of permanent value to Wales.

The Fund is administered by a management committee consisting of the Officers of CILIP Cymru together with two elected members representing public and academic/special libraries in Wales. Awards are made at the discretion of the management committee and will reflect the quality of the proposal and the money available in the fund. Proposals may be submitted at any time by Welsh library authorities, by branches and groups of CILIP Cymru, or by individual members of CILIP Cymru. Proposals should consist of a brief description of the work to be undertaken, the amount of financial support sought, and the use to which any money awarded will be put. Proposals should not exceed 1000 words and may be submitted on paper or electronically, using the form which can be downloaded from the CILIP website:

<http://www.cilip.org.uk/get-involved/regional-branches/wales-cymru/about/pages/kathleen-cooks-fund>

Cyfnod Anodd, cynnal gwasanaethau trwy ddatblygiadau arloesol Hard Times, service survival through innovation

Roedd Cynhadledd 2010 yn cynnwys cyfraniadau gan y rhai a restrir isod. Os hoffech weld unrhyw rai o'r cyfraniadau hyn, mae modd darllen y cyfan ar wefan CILIP Cymru: <http://www.cilip.org.uk/branches/byregion/wales/>

SIARADWYR / SPEAKERS

Gary Amos

Manager, Orkney Library and Archive

Nigel Blackmore

Senior Curator, Brecknock Museum & Art Gallery

Dr Judith Broady-Preston

Senior Lecturer, Department of Information Studies, Aberystwyth University

Julie Bush

Volunteering Co-ordinator, Wales Council for Voluntary Action

Deian Creunant

Head of Communications, Mid and West Wales, Welsh Assembly Government

Susan Dalloe

Museums Development Officer, Denbighshire Heritage Service

Rebecca Davies

Director of Information Services, Aberystwyth University

Lloyd Ellis

Chair, CILIP Cymru/Wales

Biddy Fisher

President, CILIP

Andrew Green

Librarian, National Library of Wales / Llyfrgellydd, Llyfrgell Genedlaethol Cymru

Dr Hazel Hall

Executive Secretary, Library and Information Science Research Coalition and Director of the Centre for Social Informatics, Edinburgh Napier University

The 2010 Conference featured contributions from the following people. If you missed any sessions, please visit the CILIP Cymru Wales website to catch up: <http://www.cilip.org.uk/branches/byregion/wales/>

Stephen Jeacock

Manager, Killay Library, City and County of Swansea

Jack Latimer

Creative Director, Community Sites

Professor Bob McKee

Chief Executive, CILIP

Ann Mansell

Education and Training Officer, Pontypool and Usk Rural Life Museums

Jonathan Mitchener

Futurologist

Brendan Pearce

Business Development Manager, smartsm

Tom Pert

Royal Commission on the Ancient and Historical Monuments of Wales

Chris Powis

Deputy Director (Academic Services), University of Northampton

Kerena Pugh

Outreach and Volunteer Coordinator, Rhayader Museum and Gallery

Richard Spear

Director, NIACE Dysgu Cymru

Phil Sykes

University Librarian, University of Liverpool

Jo Webb

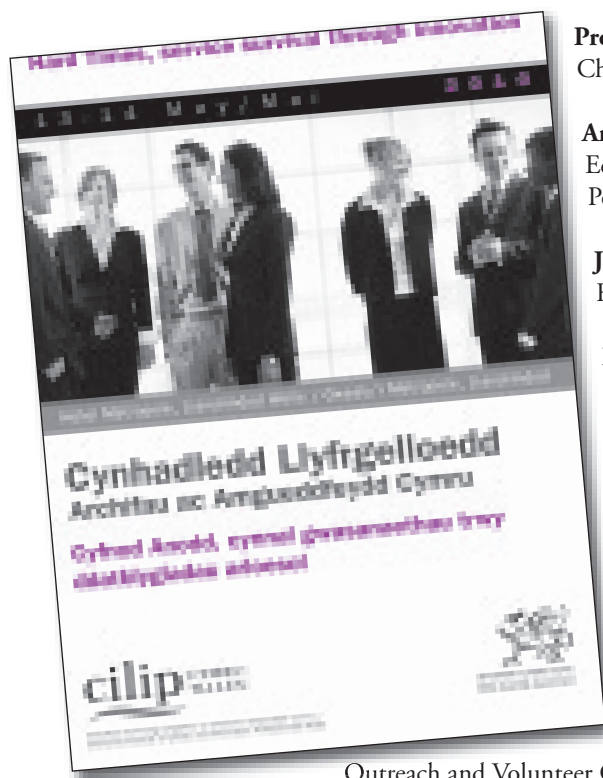
Head of Academic Services, De Montfort University, Leicester

Chris West

Director, Library and Information Services, Swansea University

Carrie Wiltshire

Curator, Rhayader Museum and Gallery



Llyfrgell Pobl Ifanc yn denu ymwelwyr i Lyfrgell Treorchi

Ros Williams,

Llyfrgellydd Ardal (Gogledd), Rhondda Cynon Taf

Bellach, mae gan bobl ifanc eu hystafell arbennig eu hunain yn Llyfrgell Treorchi, lle gallant gwrdd â ffrindiau, syrffio'r we, gwranddo ar gerddoriaeth, gwyllo ffilmiau, defnyddio'r Wii, a hyd yn oed fenthyca llyfr neu ddau! Doedd neb wedi defnyddio'r ystafell ers blynnyddoedd, hyd nes i grant o £100,000 gan CyMAL:

Amgueddfeydd, Archifau a Llyfrgelloedd Cymru – adran o Lywodraeth Cynulliad Cymru – ei gwneud yn bosibl i Lyfrgelloedd Rhondda Cynon Taf adnewyddu'r lle yn gyfan gwbl.

Trefnodd staff y llyfrgell arolwg 'estyn allan' a chydweithio gyda disgyblion o Ysgol Gyfun Treorchi i gynllunio'r ystafell newydd ar gyfer pobl ifanc, ac i benderfynu pa gyfleusterau y gellid eu cynnig yno. Gofynnwyd am waliau glas, llawr pren, a chelfi lliwgar, modern, a dyna'n union a gafwyd – yn cynnwys cadeiriau melyn, oren a gwyrdd llachar, a sofa goch drawiadol! Yn ogystal, darparwyd mynedfa newydd a lifft yn benodol ar gyfer y rhan yma o'r adeilad.

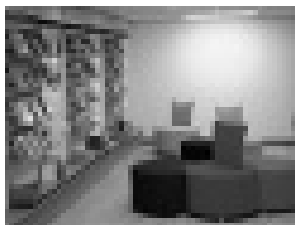
Agorodd y llyfrgell newydd ar 14 Gorffennaf 2009, a bu'n llwyddiant mawr o'r cychwyn cyntaf gyda'r defnyddwyr ifanc. Oddi ar yr agoriad, mae dros 850 o ymwelwyr wedi galw heibio – cyfartaledd o 21 o bobl ifanc y dydd, o'i gymharu â chyfartaledd o 2 y dydd cyn hynny. Yn ogystal â denu pobl newydd i mewn i'r llyfrgell, mae pobl ifanc nad oeddynt wedi defnyddio'r llyfrgell ers dyddiau'r ysgol gynradd hefyd wedi cael eu temtio'n ôl yno. Heblaw am fwynhau'r cyfrifiaduron a'r Wii a ddarperir, mae ein hymwelwyr ifanc hefyd wedi gwirioni gyda'r 'gadair sain', lle gallant eistedd yn ôl, ymlacio'n llwyr, a gwranddo ar gerddoriaeth o'u dewis eu hunain!

Cynlluniwyd y gofod i'w ddefnyddio gan bobl ifanc yn ystod yr awr ginio, ar ôl yr ysgol ac ar foreau Sadwrn, fel lle i ymlacio ar gyfer Rhaglen 'E3+' Rhondda Cynon Taf. Yn ogystal, datblygwyd cysylltiadau pellach â rhaglenni 'Yn Awyddus i Weithio' a 'Pont i Waith' (yn targedu'r grwpiau oedran 14+ a 16+).

Yn y dyfodol, bwriedir defnyddio'r gofod i sefydlu grŵp darllen mewn cydweithrediad â disgyblion Blwyddyn 10, ac i drefnu digwyddiadau megis Noson Meic Agored a gweithgareddau megis clybiau ffilmiau a gweithdai ar greu ffilmiau byr. Cynhaliwyd y digwyddiad cyntaf i'w gomisiynu'n arbennig ym mis Gorffennaf, pan gymerodd disgyblion o Ysgol Gyfun Treorchi ran yn 'Collective Nouns', sef prosiect ysgrifennu creadigol a chelf a drefnwyd gan Gydlynnydd Llenyddiaeth Cymoedd De Cymru. Bydd y baneri lliwgar a grewyd yn y gweithdai hyn yn cael eu harddangos yn barhaol yng nghyntedd y llyfrgell newydd i bobl ifanc.

Am ragor o wybodaeth, ewch i:

<http://www.rhondda-cynon-taf.gov.uk>



Teenage Library boosts visitor numbers for Treorchi Library

Ros Williams,

Area Librarian (North), Rhondda Cynon Taf

Teenagers now have their very own room at Treorchi Library, where they can meet up with friends, surf the internet, play music, watch films, use the Wii or even borrow a book or two! The room upstairs had been unused for a number of years, until a grant of £100,000 from CyMAL: Museums Archives and Libraries Wales, a division of the Welsh Assembly Government, allowed Rhondda Cynon Taf Libraries to completely renovate the area.

Library staff conducted an 'outreach' survey and worked with pupils from Treorchi Comprehensive to plan the look of the new teenage area and to decide what facilities it would provide. Blue walls, a wood laminate floor and bright colourful furniture were requested, and that's exactly what was provided – including zingy yellow, orange and lime green chairs, and a bright red settee! A new entrance and lift were also installed specifically to serve this part of the building.

The library opened on 14 July 2009 and it has been a great hit with its intended audience. Since opening it has welcomed over 850 visitors – an average of 21 young people per day compared with the previous average of 2 per day. As well as attracting new people into the library, teenagers who had not used the library since their primary school days have also been tempted back. Apart from the computers and Wii, our new visitors have also raved about the 'sound chair', in which you can sit back, relax and listen to the music of your choice!

The space has been planned for use by the young people in the school lunch hour, after school and on Saturday mornings as a 'chill-out area' for the RCT 'E3+' Programme. Further links with Want2Work and Bridges into Work (targeting the 14+ and 16+ age groups) have been developed.

Future plans for this space include working with Year 10 pupils to establish a reading group, and organising events such as an Open Mike Evening and activities such as film clubs and short film-making workshops. The first specially commissioned event took place in July when pupils from Treorchi Comprehensive took part in the 'Collective Nouns' creative writing and art project organised by the South Wales Valleys Literary Coordinator. Colourful banners created in these workshops are to be placed on permanent exhibition in the new teenage library foyer.

Find out more by visiting:

<http://www.rhondda-cynon-taf.gov.uk>



Mind the GAP – avoiding pitfalls with Good Academic Practice

An attempt to take information skills out of the library

Background

Information literacy is more important than ever. There are so many threads coming together that it should not be ignored: Google Generation students who are not critical of the online sources they use¹; differing international student cultures; the issue of plagiarism and academic standards in education; and concerns about the information skillsets of students moving from school to college to university. Towards the end of 2009 the Wales Higher Education Libraries Forum (WHELP) organised a two day cross-sector event funded by CyMAL, which laid the groundwork for an Information Literacy Framework for Wales, showing the national importance of this subject.²

The Information Services Department at Aberystwyth University offers a range of courses, including teaching information literacy skills within the curriculum – teaching students how to find, manage and use information effectively. Many of these take place within the libraries, but we also take the teaching out to departments where possible (both proactively and by invitation), since we need to look for ways to make it an inseparable part of good academic practice rather than a message to a few. This outreach is an important part of our service which we want to develop, maximising the benefit of the help, advice and teaching we provide.

Outreach is, therefore, one of the drivers for our service. Instead of expecting users to always come to us it makes sense to also take the teaching to where the users are, even if that sometimes means allowing learning to take place in less formal environments. Many libraries already do teaching in open and flexible spaces in the library; others are looking into it. We have plans in this area, but for this initiative we wanted to go further and trial something new. We therefore took the teaching to a new location (for us) in order to reach new audiences – the Guild of Students.

The plan

Working with partners, we put together a programme to take place on Wednesday 25 November 2009, covering various aspects of good academic practice – plagiarism, bibliographic referencing, critical use of reference sources, citation advice, and information about further support. We invited all parties with a vested interest to take part; this was our first collaborative event involving librarians, Guild of Students staff, the E-learning Team, academics, Student Support Services, Royal Literary Fund staff, Media and Printing Services staff, and Language & Learning Centre staff. Some liaised with speakers, some helped with organising or marketing the event, others delivered teaching, but all contributed their skills and time.

The name of the event was the title of this article, ‘Mind the

GAP – avoiding pitfalls with Good Academic Practice’. The central messages were that good study skills can lead to better marks and make students more organised (and therefore less stressed!); good referencing and reading widely helps to avoid plagiarism; using high-quality sources of information improves the quality of academic work.

A great deal of preparation went into co-ordinating the event and ensuring that it ran smoothly, but also into promoting it as widely and effectively as possible. We used every avenue of publicity at our disposal – e-mails; displays on our information monitors; entries on blogs³; Twitter; RSS feeds; posters in the library and in the Guild of Students; flyers; informing departments of the event during liaison meetings etc. This was the first time that we had used all those outlets for a single message. On the day itself we also tried to get the immediacy effect. Library staff spoke to students about the event in computer rooms, cafés, bars – even to groups of practicing dancers and to queues at cash points, i.e. anywhere with a captive audience! An important point about the publicity is that as well as publicising the event, it should be remembered that the event *itself* was a way of raising the profile of the library and the support services available.

We had decided to incorporate the idea of an ‘Information Station’ (‘Gorsaf Gwybodaeth’) which would be outside the venue where talks were taking place, stocked with various leaflets. Enthusiastic volunteers ran it, with a laptop for demonstrating useful sources of information. This station was there to promote the events and explain what was going on but, just as importantly, to offer informal help with aspects of good academic practice.

Where possible, we kept the marketing and event as informal as possible – this is obvious in the choice of location (the Guild ballroom with a bar used for bands, music and dancing), but also in aspects such as emphasising that people could drop in and leave as they wished; they would neither be trapped into staying nor lambasted for dropping in part way through a session. Also, as an extension of this, we did not implement a booking system of any kind for the event.

The talks were to be recorded so that the content could possibly be made available in other ways, thereby extending the availability of the messages.

So, how did the event go?

The good

There were a number of successes. This was a first attempt at something innovative, and we learned valuable lessons for future events of this type.



Un o sesiynau'r diwrnod GAP/One of the GAP day talks

We raised the profile of good academic practice, information literacy, library services and other support services, and also developed effective partnerships between the groups, uniting us in a common purpose. These collaborative partnerships will be valuable in the future.

The Information Station proved to be very popular, with the staff running it speaking to a large number of students and answering their queries. It no doubt raised the profile of a number of services available to students that can help them with their academic work. We are considering re-using the Information Station idea on its own, with lots of leaflets listing specific advice and services. We will investigate placing it inside campus bars/café's at certain times as an outreach service, so that it is visible to people who are relaxing.

We were all in it together: the professional and helpful attitudes of all those who were involved (including staff the Guild of Students staff) made the collaboration a pleasure.

The bad

The main problem with the event was that attendance was lower than we had hoped. As anyone organising an event knows, even when you do all the right things this is a factor that we can influence but not control fully. However, although fewer people attended than we had planned, the feedback from attendees was all positive.

The lessons

The lessons learnt were valuable in themselves. Organising this event led to many ideas that we will use again.

Point of need: Despite organisational imperatives, it is difficult to reach out to students unless what you offer is *exactly* at their point and time of need. Institutions are obviously concerned about academic standards, but for some students it only becomes a concern when they run into problems – many of them assume they

already adopt good academic practice! For those students, proactive events won't have an impact and they rely instead on our safety net services. If we repeated this event we would try to work more closely with academic departments so that they perhaps timetable in the sessions for the students, or possibly make it a mandatory part of the course.

Flexibility: By not enforcing booking we were flexible and open, but it made managing attendance more difficult. If we used a booking system in future it would give advance notice of attendance, and allow us to possibly move a session to a more appropriate location depending on the number of attendees, as well as allowing us to plan for the number of PCs/laptops needed for the hands-on sessions. Also, there is the 'scarcity factor' – sometimes people don't value something just because it is free – whereas limited places mean users will be more likely to consider whether or not will be missing out if they don't take advantage of the session.

Location, location, location: Despite having visited the location for this event a few times during the planning stages, it became clear during the day – when the building was in live use – that it was unsuitable. The room was extremely cold that day; noise was a big issue (it was a large echoing room, conversations took place, people were playing pool etc). It turned out the room was regularly used as a throughway to get to the back of the building and it had a hard floor that echoed every step. The room would have worked well with large audiences, but because they were smaller than expected it would have been better to have been in a smaller environment more conducive to group work than a large echoing space. However, part of the problem of distraction is probably inevitable if you take your teaching out to open plan spaces. One interesting distraction was when a group of dancing girls turned up to practice their routines in the other half of the room. They attracted the attention of quite a

few students, so maybe librarians should consider performing a 'Good Academic Practice' dance, like Village People's 'YMCA' but shorter and more useful? On second thoughts, no, that would be a very bad idea. The image it conjures is not pleasant.

Timing: One has to identify as optimum a date as possible. Considerations such as whether it is essay time or reading week; whether it suits the departments and their timetables; and even weather forecasts for wind, rain and storms are vital. A Wednesday was chosen because students have the fewest lectures on that day, and are therefore potentially free to attend an event. However, we later discovered that, although the reasoning was sound, students apparently don't visit the Guild of Students so much on those days, and the building would have perhaps been busier on a normal weekday.

As a way of playing it safe it might make sense to avoid cramming everything into one day where unforeseen factors (such as a day of very cold weather) could have a greater effect. A better option may have been to spread the talks over a week, one a day – then each talk could be in an appropriate place (a PC room for hands-on workshops, an informal setting for group discussion, a lecture theatre for formal talks) rather than trying to find a 'one size fits all' solution. The Information Station could be run all week as an outreach point which could also help visitors to identify sessions that would be most relevant to them, or even to just put them in touch with the most relevant support: if they need help with referencing, we could send them to an Endnote course; for help with academic style, we would send them to the Royal Literary Fund Writers In Residence; for help with finding resources, we would send them to their subject librarian.

Freebies? Sponsorship provided free pens and pads, but perhaps free coffee would have pulled more people in and helped to create a relaxed atmosphere. Or even free beer? (For the attendees, not the presenters.) We did have limited free coffees, courtesy of the Guild.

Conclusion

The lessons learnt from this event are currently being used to plan our second semester information literacy sessions, and will be used in our information literacy strategy. Following on from the deliberations about attendance and location, it has led us to consider methods to encourage bookings for scheduled skills courses. This includes a plan to make use of passing trade and a captive audience on the ground floor of the library by offering a regular presentation or demonstration on an aspect of information skills. This would be accompanied by a display with a list of courses and a computer to book online. The bookings help us to identify the sessions with most appeal to students and to deploy resources more effectively. The regular ground floor sessions would raise the profile of the library as a place to come to learn information skills. This could also be an opportunity for academic staff to see at first hand that the library is



Poster 'Mind the GAP'/Mind the GAP poster

engaged with sharing information skills with students, which may have further outcomes. The collaborative nature of this event was essential and we will be taking forward good academic practice with partners within the University and beyond.

Karl Drinkwater is the Resource Discovery Officer at Aberystwyth University, and also works as an E-learning Adviser specialising in learning resources at JISC RSC Wales. In his spare time, Karl enjoys writing fiction, keeping fit and watching zombie films.

Lillian Stevenson is the Academic Services Manager and Law Librarian at Aberystwyth University.

Joy Cadwallader works at Aberystwyth University, both as a Subject Support Librarian with an extended remit for information literacy, and as service manager in Computing Advisory. She loves listening to Radiohead.

Good Academic Practice (GAP) Day went on to win the Higher Education Libraries strand of the annual Marketing Innovation Awards 2009/10.

The annual Marketing Innovation Awards recognize and reward marketing innovation in libraries and information services in Wales.

Find out more about The Marketing Innovation Awards:
<http://library.wales.org/innovation-awards/>

¹ <http://www.bl.uk/news/pdf/googlegen.pdf>, Page 12

² <http://whelf.wordpress.com/2009/12/02/an-information-literacy-framework-for-wales-2/>

³ For example <http://aberssel.blogspot.com/2009/11/mind-gap.html> and <http://cpelaber.blogspot.com/2009/11/mabwysiadwch-arferion-academaidd-da.html>, but also on the main Information Services blog.



Prosiect Llythrennedd Gwybodaeth Cymru: Gweithio mewn partneriaeth i ddatblygu fframwaith llythrennedd gwybodaeth i Gymru

Amcan y prosiect newydd hwn yw codi proffil llythrennedd gwybodaeth yng Nghymru a gweithio tuag at fframwaith cenedlaethol. Cynlluniwn i hyrwyddo dealltwriaeth a datblygiad llythrennedd gwybodaeth yn yr holl sectorau addysg, ym myd gwaith, y cartref a'r gymuned ehangach.

Swyddog Datblygu Llythrennedd Gwybodaeth

Cyflorig Swyddog Datblygu Llythrennedd Gwybodaeth i weithio o fis Gorffennaf 2010 hyd at ddiwedd Mawrth 2011; lleolir y swydd ym Mhrifysgol Caerdydd. Rheolir y prosiect gan Cathie Jackson, Uwch-Ymgynghorydd mewn Llythrennedd Gwybodaeth yng Nghaerdydd.

Grŵp Llywio

Aelodau'r Grŵp Llywio yw: Christine Clark, Swyddog Datblygu Rhanbarthol, De-ddwyrain Cymru; Karl Drinkwater, RSC Cymru; Christine George, Torfaen; Alison Harding, Coleg Prifysgol y Drindod; Carolyn Howe, Coleg Glan Hafren; Meinir Howells, Ysgol Uwchradd Cwmtawe; Cathie Jackson, Prifysgol Caerdydd; Sue Mace, WHELP; Mandy Powell, CILIP Cymru; Liz Smith, Ysgol Uwchradd Penfro; Lisa Thomas, Caerffili; Alyson Tyler, CyMAL; Nicola Watkinson, Prifysgol Glyndŵr. Cadeirydd y Grŵp Llywio yw Hywel James, Gwynedd (yn cynrychioli SCL Cymru).

Amcanion y prosiect yw cyflwyno:

- Datganiad cynhwysfawr o lythrennedd gwybodaeth yng Nghymru.
- Adroddiad ar ddarpariaeth llythrennedd gwybodaeth ym mhob sector llyfrgell yng Nghymru, gan adnabod astudiaethau achos o ymarfer da a bylchau sydd angen sylw pellach.
- Presenoldeb we i'r prosiect trwy llyfrgell.cymru.org.
- Fframwaith drafft ar gyfer llythrennedd gwybodaeth yng Nghymru i gyflwyno lefelau amcanol o sgiliau a chymwysterau llythrennedd gwybodaeth i bob lefel o ddysgwyr (gan adeiladu ar fframwaith yr Alban mewn cyd-destun Cymreig).

Rhagwelir datblygu gwaith partneriaeth rhwng llyfrgelloedd ar draws yr holl sectorau yng Nghymru gan gydgyfrannu arbenigedd a phrofiad parthed ymarfer da ym maes llythrennedd gwybodaeth.

Croesawir eich cyngor, eich cymorth a'ch cefnogaeth – cysylltwch â rheolwr y prosiect, Cathie Jackson, (JacksonCM@caerdydd.ac.uk) neu unrhyw aelod o'r Grŵp Llywio am ragor o wybodaeth.

The Welsh Information Literacy Project: Working in partnership to develop an information literacy framework for Wales

The aim of this new project is to raise the profile of information literacy in Wales and work towards a national framework. We plan to promote the understanding and development of information literacy in all education sectors, in the workplace, the home and the wider community.

Information Literacy Development Officer

An Information Literacy Development Officer is being recruited to work from July 2010 to March 2011 and will be based at Cardiff University. The Project will be managed by Cathie Jackson, Senior Consultant in Information Literacy at Cardiff.

Project Steering Group

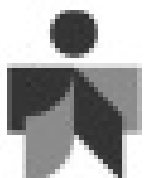
Members of the steering group: Christine Clark, Regional Development Officer, South East Wales; Karl Drinkwater, RSC Wales; Christine George, Torfaen; Alison Harding, Trinity University College; Carolyn Howe, Coleg Glan Hafren; Meinir Howells, Cwmtawe Comprehensive School; Cathie Jackson, Cardiff University; Sue Mace, WHELP; Mandy Powell, CILIP Wales; Liz Smith, Pembroke School; Lisa Thomas, Caerphilly; Alyson Tyler, CyMAL; Nicola Watkinson, Glyndŵr University. The Steering Group is chaired by Hywel James, Gwynedd (representing SCL Wales).

The project aims to deliver:

- An overarching statement on information literacy in Wales.
- A report on information literacy provision in each library sector in Wales, identifying case studies of good practice and gaps requiring further enhancement.
- A web presence for the project via library.wales.org.
- A draft framework for information literacy in Wales that will provide notional levels of information literacy skills and competences for all levels of learners (building on the Scottish framework for the Welsh context).

It is anticipated that partnership working will be developed further between libraries across all sectors in Wales to pool expertise and experience regarding best practice in information literacy.

Your advice, help and support is always welcome – please contact Cathie Jackson, Project Manager (JacksonCM@cardiff.ac.uk) or any member of the Steering Group for more information.



Developing Web 2.0 Library Services at Coleg Llandrillo

CONTEXT

Since April 2008, Coleg Llandrillo has been engaged in a CyMAL funded Inspiring Learning project examining the development of Library 2.0 and Web 2.0 technologies in Further Education library services. However, before talking about the Web 2.0 initiatives Coleg Llandrillo LRC has been involved in, we need to take a moment to think about the context of these developments. The implementation of the Inspiring Learning Project has led to wider ranging discussions than those of Generic Learning Outcomes. Three main issues have been hotly debated:

1. The role of the library in incorporating these technologies into service provision and to facilitate open access to information.
2. The issue of current levels of staff and student IT literacy and the related need for training.
3. Using Web 2.0 to influence teaching pedagogy and to encourage creative teaching practices.

As has been discussed in many library forums, the skills of the information professional are ideally suited to take advantage of the changing online world. An understanding of how information is structured, an insight into the increasing importance of strategic searching and an awareness of the type of information needed by our users enable us to take advantage of Web 2.0 developments.

Libraries have always provided a gateway to information and have taken a lead as guides and instructors to our service users. FE libraries have also had the further responsibility of tailoring their services to a diverse student base. The initial use of Web 2.0 as current awareness through the library blog has been a valuable learning experience and encouraged all library staff, not just those directly involved, to update their own skills.

Under the auspices of the Inspiring Learning project, the need for staff and student training was quickly identified as a priority and was incorporated into our 'Have You Twigged?' staff development sessions. These are provided by library staff and cover HE partner resources, referencing and bibliography skills and training for the Library's online subscription packages. This helps the student audience see the Web 2.0 sessions as an important part of their information skill needs. The staff training sessions are advertised through the college-wide staff development STEPS programme, which has opened up the training to a wider audience, including business, administration, management and teaching staff. These sessions are further supported by making all the training materials freely available through Moodle and the creation of an online self-paced Web 2.0 tutorial, the WebQuest, but more of that later!

We have also tried to work closely with staff involved in the IT department with an interest in supporting creative teaching practices and developing pedagogies. A shared goal of wanting to influence a college-wide acceptance of new technologies and incorporate them into teaching practice has been a challenging but rewarding experience. Being creative in our own approach to using Web 2.0 and Moodle and providing practical solutions to tutors has proved to be a positive experience for all involved. The introduction in the

coming academic year of a new student email system – which will incorporate extra social features and a more personalised working space – will provide further opportunities for collaborative working and creative developments.

PRACTICAL SOLUTIONS

So what have we been up to? Well, the blog was our first foray into the Web 2.0 world and is still thriving two years later. The enthusiasm of the staff involved and their dedication to providing up-to-date, wide ranging and relevant content has been a major factor in its longevity. The content and the 'look' of the site, including the way information is arranged and tagged, are regularly assessed. The number of hits per month has steadily increased, with the comments posted by non-college readers also increasing. We have added open access Pageflakes RSS feed links to replace a traditional blogroll and have linked the blog to the WebQuest through weekly subject posts. Our Twitter and Delicious accounts both update to the homepage, and further pages will be added to represent the other Llandrillo campus libraries.

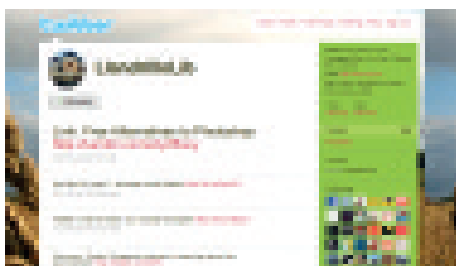


The decision to create an online self-paced tutorial on Web 2.0 was inspired by the 'Learning 2.0: 23 Things' developed by Helen Bowers, a US librarian. Through a Creative Commons agreement, this learning programme has been adapted by institutions the world over. We decided to develop this for our own college staff and went one step further by using Web 2.0 tools to write and host the material where appropriate. Our WebQuest was originally designed to be completed in an hour a week (over 8 weeks) but the content is presented in such a way that it can be completed in whatever time frame suits the learner. There is no official course administrator, but the initial library staff training was supported by weekly blog posts to point the intrepid adventurers in the right direction. The quest itself is hosted and updated on a wiki, and users keep records of their weekly achievements on their own personal blog (which they set up as part of an assignment in Week 2). We link to a mixture of resources such as videos, screencasts, interviews, blog posts and in-house training manuals to enrich the learning experience and change learner perceptions of what Web 2.0 means. Feedback was encouraged and users posted comments to the original blog posts with their opinions, questions or criticisms. This has proven to be a very successful learning tool for staff and will be rolled out on a trial basis to students in the new academic year. It has also been accessed by staff from other learning institutions – why not take a look and



see if you are up for the challenge at www.librarywebquest.pbworks.com!

We are also experimenting with Delicious and Twitter accounts to see if they can be a valuable asset to the information service, and not just as a knee jerk reaction to all the recent press coverage. They are also valuable training tools in the Twigg sessions, as we can show how these accounts can be used in practical, relevant ways. The Delicious accounts have been used with great effect in the Rhyl campus library, where 'reading lists' of useful resource materials have been created for specific Access to HE course groups. They are a valuable research tool, as well as a useful current awareness information service for students. They can be updated and shared easily and are maintained regularly. They have to some extent replaced the traditional reading lists provided to students, who unfortunately were not always up to date. The Rhos site Delicious account, linked to the blog, acts as a memory store of the librarian's knowledge and interests. The content is a reflection of useful information recorded by librarians in response to user queries, staff requests or helpful sites that they have investigated. It is an important library 'group mind' of resources that would otherwise be lost and encourages sharing and collaboration amongst staff.



The library Twitter account has proved to be a popular resource, with over 150 followers already. In the new term, it will be used to advertise library stock, competitions and useful resources throughout the college and beyond. The list of other Tweepers that the library follows are chosen carefully to reflect the library stock itself and the courses available in the college. Even if you decide not to post to Twitter, it can be used as an excellent current awareness service, a research starting point for assignments and also a networking aid. The number of professional organisations using Twitter has increased dramatically and, believe it or not, it can be an excellent source of interesting material for Art and Design, Catering, Hospitality, IT and Tourism students.

FURTHER TRAINING and CREATIVE TEACHING

Tutorials covering specific topics have been the most successful, especially the Facebook Groups and Privacy Settings session. Informal feedback reveals that the majority of staff who already had an online profile had taken no time to change their security setting options, or were unaware of them. Raising awareness of these options can become an important part of any Web 2.0 training programme and can increase levels of acceptance of their use. As a natural follow-on from this, a planned extension to the 'Twigg' Sessions will include a Safer Social Networking tutorial. This has been developed due to staff demand, for their own information and also as a response to a perceived lack of student awareness. In many situations in FE, Web 2.0 tools will be unsuitable for student use in

class, but teaching staff have recommended that Safer Social Networking become an important part of communication lessons in the future. We have already been asked to provide sessions for several class groups in the new term. The library staff also provide sessions on using Youtube and Flickr on request. Student groups, especially those in Art and Design, are already actively using them to promote their work and to invite critique from others. Indeed, the college itself has its own YouTube channel. This feedback provides a valuable learning experience for students, but some staff are reluctant to use these tools as they are not confident in their own skills. Through the library training, we aim to help staff make informed choices about the teaching tools they use and the suitability of Web 2.0 for their students.

LEARNING OUTCOMES

The need to assess the impact of Web 2.0 training on learner experience and qualification attainment is an important part of the Inspiring Learning Project. As a result of the staff training sessions, some tutors have contacted the library with a view to testing Web 2.0 tools in a class setting. Some of the initiatives that have been inspired by the training sessions include:

- Delicious being trialled as a way of networking/sharing Welsh-language resources among translators in Wales
- Twitter being used as an information and peer support service for the Student Support office
- Twitter used as a basis for freedom of speech discussion in class
- Private Facebook groups for student discussion seminars, resource sharing, critique, gallery space and peer support. Student class rep and tutors as administrators
- Private Facebook groups for ILS student IT skills training. This will provide the opportunity for them to use Web 2.0 in a safe environment
- Twitter to network with, and be included in training for, Emergency Service staff in North Wales.

OVER TO YOU ...

We began experimenting with Web 2.0 services out of curiosity, then used Web 2.0 to give us a vital online presence that we could control. This led to the Inspiring Learning funding, which has helped us to share our knowledge and experience with the wider college community. It has felt like a natural progression but, with managerial support and enthusiastic staff giving generously of their time, any library service can make an impact within their institution and the wider Web 2.0 world.

Siona Murray LRA – siona.murray@llandrillo.ac.uk

LINKS

Inspiring Learning Project – <http://www.inspiringlearningforall.gov.uk/learning>
23 Things – <http://sjlibrary23.blogspot.com/>
Library Blog – <http://liberace.wordpress.com/>
Pageflakes – <http://www.pageflakes.com/LibeRaCe/22327529>
Library WebQuest – <http://librarywebquest.pbworks.com/>
Twitter – http://twitter.com/liberace_blog
Delicious – http://delicious.com/llandrillo_library

Developing a Visually Impaired Service

'I'm really enjoying it. It's great I have a new book almost by the next day. It has widened my horizons and takes me to new worlds.'

Mrs L, Abertillery

'I really enjoyed the author visit. It was lovely to be with other people and it was nice to see the outside world.'

Miss G, Cwm

Isn't it wonderful to receive comments like these? It certainly makes my job much more rewarding and satisfying, and definitely makes me want to make a difference to the people of Blaenau Gwent – but what exactly is the service and how does it work?

Background

The **Blaenau Gwent Libraries Visually Impaired Service** was developed following discussion between Blaenau Gwent's Principal Librarian and the Authority's Social Services department. Previously, talking book services had been delivered to visually impaired residents via Gwent Association for the Blind. However, as a result of these discussions, it was decided to develop the services 'in-house', using the resources and expertise of the library service. A service level agreement (SLA) was written which outlined the services that libraries would provide, or services we would organise and manage with external agencies. Included in this agreement were yearly budgets and monitoring mechanisms to ensure the SLA was being met.

Service Delivery

Sensory Team Workers for Social Services conduct an assessment of every new visually impaired customer within the borough. During this assessment it is ascertained whether or not the person has an interest in receiving the library talking book service. Should they express an interest, their details are sent to the librarian responsible for the service delivery.

A follow-up visit is arranged by the librarian to discuss the various options available – RNIB, BWBF, Blaenau Gwent Libraries Home Delivery, CALIBRE and TNAUK – and the machines and

services each of these provide. The visit is very informal and often during this time the librarian will gather information from the visually impaired customer. This will enable the librarian to advise the customer on the service that would best suit his or her individual needs and circumstances.

Implications for Blaenau Gwent Library Service

Many of the visually impaired customers have chosen to receive a BWBF machine and our Home Delivery service. Since the start of the service there has been a large increase in the usage of our own talking book stock and this has become the major source of materials used by these customers. One outcome has been that more visually impaired customers are using our library service than previously. In light of this we have reviewed our existing services and stock. Additional talking book stock has been purchased as well as music on CD. We are also considering purchasing a limited amount of MP3/CD stock and trialling this collection with some of our VI customers.

A reading group has also been established as a result of the original project. This meets every month at Ebbw Vale Library and there is a regular core of VI customers who attend. There has been excellent feedback from the group who value the opportunity to discuss books in a friendly and welcoming environment. They have commented on how much they look forward to the sessions and are grateful to the library service for the opportunity to meet other visually impaired people who have a shared interest.

'I am very grateful for this service – it allows me to socialise safely and helps me to continue my enjoyment of literature.'

'It is my opinion that the current funding has been very well spent, and has brought enjoyment to a very vulnerable section of the community.'

'Long may it continue!!'



Author Visits

During the past year, the Library Service has held 7 author visits for visually impaired customers. On average, 14 or 15 people (and even one guide dog) have attended every time. Each session has been unique but very entertaining, and everyone who has attended has enjoyed them immensely. The sessions have followed a traditional format of a talk and readings followed by the opportunity for customers to ask questions or contribute from their own personal experiences. In fact, the latter has been a big hit with all the VI people who have attended. They have been able to reminisce about their war experiences and have often provided the authors with information about local towns that could feature in books in the future.

Terry Victor held a very unusual session. He encouraged everyone to look at the English language and common euphemisms (including swearing) in a totally different light. Wherever possible, talking books written by these authors have been available at each session. These have been heavily borrowed by the VI customers and exchanged amongst themselves over the following weeks. Comments have been collected from a number of customers and authors. All have been very positive to the extent that we are hoping to organise a similar author programme for the forthcoming year.

The Future

The service has been running for 18 months and at present we have 150 VI customers registered. Twenty-five percent of these receive the Libraries Home Delivery service, and issues to these customers have reached 2,500 during this period. Referrals from the Social Services Sensory Team are continuing to be received on a regular basis, averaging 1 or 2 people each week. During this period we have seen our services to visually impaired residents develop and go from strength to strength, and there has been close partnership working between the library service and social services. In order to capitalise upon this and to develop the service further, we would like to promote our VI services to other visually impaired people and their families/carers. We aim to produce a presentation using some of our success stories that can be used as a marketing tool with other organisations, councillors and local authority departments.

Another need that has been identified is the provision of the local weekly newspaper in CD format. A fact-finding and cost analysis survey needs to be carried out on the establishment of such a service, as well as its sustainability. Following this, recommendations need to be provided to Social Services in order to secure funding and support for such a venture. This is, however, an ideal opportunity to market libraries and a new service to all sectors of the community as well as encouraging Blaenau Gwent residents to volunteer and become more actively involved in their community.

FINALLY – One of our success stories

Mrs P is a 98 year old who has little vision. She lives on her own in a remote village in the borough and is fairly immobile. Until recently her family had been unable to interest her in anything. In fact, I was told that this new service was a last resort. During my initial visit, Mrs P was very negative about the DAISY machine and the talking books, but it was decided to leave a machine with her for a short period as a trial run. Three weeks later I contacted her daughter, who informed me that her mother was progressing well with the machine. Now, 12 months later, Mrs P cannot praise the service enough. She regularly has 10 or 11 talking books on a 3-week basis, and on a recent visit I was able to see how much enjoyment she has from the service. I believe she now has a new lease of life – however, don't just take my word for it:

'I thoroughly enjoyed doing it. It had a lovely warm feeling and demonstrated that the past of these customers was important both to them and the outside world.'

There were some wonderful comments from those that attended. One lady told me it would have been a lonely afternoon without this event and that it had brought colour to her life.'

She said it would give her something to think about that evening. A real "feel-good" time.'

J. Goodbind, author

'Marvellous service. Mam used to be lost before she had it. I've got no complaints (neither has Mam) – it's a good service with the van coming regularly.'

Daughter of VI customer

Reflections on blogging

This piece is a reflection on 12 months as a blogger. I started a blog in June 2008, partly as a reflective account on some Web 2.0 training I was undertaking, and partly to share the results of an Inspiring Learning project on the use of Web 2.0 in FE libraries. This piece is not about the project (which is covered by a colleague in a separate article) but rather about my experience as a blogger.

Firstly, you need to choose some blogging software – to a certain extent the choice was made for me in that we were using WordPress for the project but in fact, on reflection, this would most certainly have been my software of choice. WordPress features a wide range of style options which you can use to design your blog. It was not, however, the stylistic features of WordPress which stood out for me but rather the practical features it incorporates. There are a wide range of ‘widgets’ that you can incorporate which enable your blog to link with other Web 2.0 tools such as Flickr, YouTube, Twitter and Delicious. You can also add ‘widgets’ which improve the functionality of your blog such as an Archives and Categories links to old posts and even a search box.

The most useful features of the software are the Spam filter, which is very effective – the only spams which seem to get through are those where the comment looks plausible (usually a bland favourable comment) but contain links to inappropriate or commercial websites (entered by the respondent as their home page). There is also a very impressive statistics package which gives details of ‘hits’ including where and how your blog was found, who is linking to your blog and which posts are the most viewed. These features come as standard with the free software (when your blog is hosted by WordPress). You can also buy the software and install it yourself, or just pay to have a customised URL.

When starting out, I looked at other librarian blogs for inspiration. In particular I looked at a couple of well-known blogs by American librarians for ideas about content and style and for tips on the structure of blogs. These were *Information wants to be free* by Meredith Farkas, an academic librarian who has published widely on the use of Web 2.0 technologies:

<http://meredith.wolfwater.com/wordpress/index.php> and David Lee King’s blog (David is a technical manager in a public library service; he also has published widely on the use of Web 2.0 in libraries): <http://www.davidleeking.com/>.

These blogs are very professional-looking and written by librarians with a high level of technical skills, but you can create professional look sites quite easily on WordPress, with limited technical ability (if you can word process you can create a blog) although it is certainly an advantage to have some knowledge of HTML.

So, after twelve months of blogging, here are my top tips for creating a successful blog:

- Choose a good name for your blog (particularly if you wish to remain anonymous); alternatively you can just name your blog after yourself.
- Librarians like to know the ‘authority’ of a blog, in the same way as you would with a website. Therefore you need an ‘about’ page. This will be one of the most viewed ‘articles’ on your blog so do not underestimate this content. You can add further credibility to your blog by adding pages for publications, CV, presentations, professional activity etc.
- Is this a personal blog or a professional one? Most people keep the two separate – this is a good idea because most other librarians will not be interested in your pets or which football team you follow!
- Even if it is a professional blog you will want to add a disclaimer disassociating it from your employer (unless they are hosting it and you are writing it in work time).
- You will want to moderate comments, mainly to avoid the spam issues highlighted above. WordPress allows automatic approval of subsequent comments by the same author, if you do not want to have to moderate everything by authors you trust.
- Blog on topical issues – from my experience, posts with the tag ‘Information Literacy’ attract a lot of interest; this probably reflects the greater use of blogs by academic librarians.
- WordPress’s stats will tell you which are your most popular posts and which search terms on Google have been used to find your blog posts, so tailor your blog posts accordingly.
- You can check how many subscribers you have on certain RSS aggregators such as Google Reader and Bloglines. By comparison you can also see how many subscribers other blogs attract, thereby giving you a good gauge as to the quality of your blog.
- Blog regularly – particularly at the start – but after a while most of your readers will only follow you via RSS newsfeeds and in that respect making a lot of posts can mean they are less likely to be read. I aim to write two posts a week but average less than that. You need to be posting regularly (i.e. averaging once a week) to show that your blog is still active.
- Link to, and comment on, other people’s blogs – they might then comment on yours and link on to them.
- Link to your blog from as many different routes as possible, e.g. Facebook, Twitter, RSS feeds etc.
- Do not worry too much about ‘hits’ (or the lack of them); the ‘checking your blog stats every five minutes’ phase of blogging quickly ends!



So, having created a successful blog, what are the benefits?

Blogs do seem to be particularly useful for new professionals as a reflective tool and for getting yourself 'known'. A particularly good example of this is Jo Alcock's blog *Joeyanne Libraryanne*. <http://www.joeyanne.co.uk/>.

The use of blogs by new professionals for reflective practice raises the issue of CILIP considering the submission of reflective blogs as electronic portfolios (an excellent idea in my opinion) for MCLIP or ACLIP.

Blogs are a very useful way of getting feedback, in a similar way to a discussion list but with the added advantage of gaining input from different viewpoints outside the closed nature of most discussion lists/forums. For example, I suggested in a blog post that institutions could share information literacy screencasts so as to pool resources and reduce the time/cost of having to produce every possible screencast yourself. A distance learning librarian from Canada posted a comment on my blog pointing me to just such a cooperative scheme amongst academic institutions in North America, which I would otherwise have been unaware of.

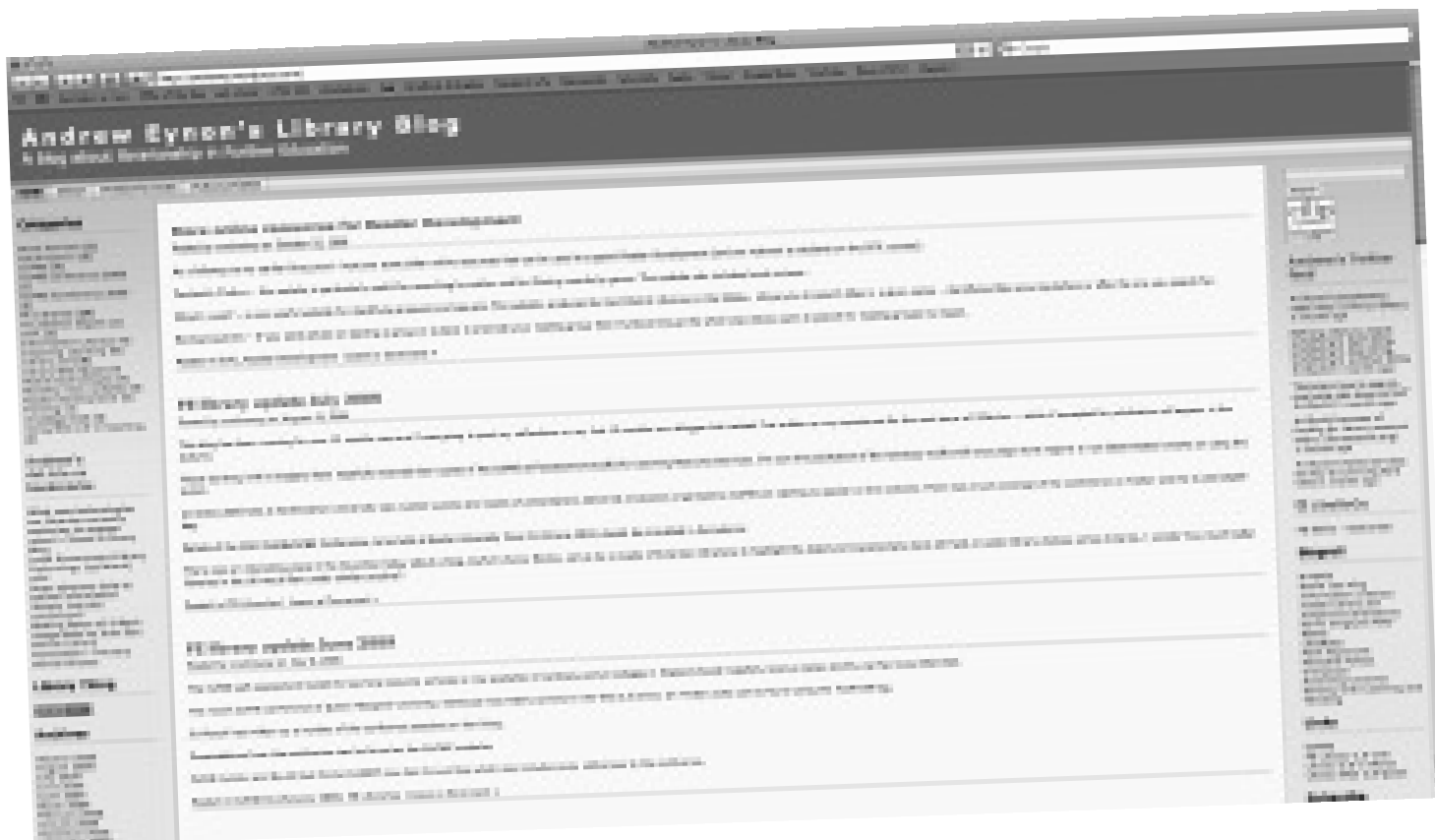
This leads on to the next benefit of blogs, which is the ability of blogs to share and highlight best practice beyond normal regional and national boundaries. Again from my own experience, my blog posts have been commented on or linked to by bloggers (and other websites) in USA, Canada, India, New Zealand and Belgium. In many instances the issues facing librarians are surprisingly similar across the globe and therefore the solutions to those problems also have wide applicability.

A blog is a very good place to store information you might otherwise forget or lose, particularly if you tag and categorise your posts correctly or add a search facility. The mere act of reflective writing aids memory, but if you want to refer someone to a particular piece of information, or recall that useful website you found out about at such-and-such a conference, blogs are invaluable. The improvements in mobile technology and the advent of netbooks means you no longer have to record and keep your conference notes on scraps of paper, but can store them electronically and share them instantly around the world via your blog or Twitter.

Blogs are excellent tools for teaching – I have been using mine to support students on the 'Applications of ICT in Libraries' course that Coleg Llandrillo runs. The blog is far more dynamic in terms of interaction, feedback and up-to-datedness than traditional teaching resources. It is also gratifying to see students at other institutions, doing the same course, using this resource.

Finally, if you do not blog anonymously, and you are a CILIP member, then your blog may also be included in the CILIP communities 'members' blog landscape' and receive the coveted 'CILIP Blogger' button for your website!

Dr Andrew Eynon
Library Resource Manager, Coleg Llandrillo
Blog: <http://andrewey.wordpress.com>
Twitter: <http://twitter.com/andrewey>



Gwobrau Arloesi mewn Marchnata 2009/10

Mae'r Gwobrau Arloesi mewn Marchnata blynyddol yn cydnabod ac yn gwobrwyo arloesedd mewn llyfrgelloedd a gwasanaethau gwybodaeth yng Nghymru.



*Prifysgol Aberystwyth, enillwyr yr adran Addysg Uwch/
Aberystwyth University, winners of the HE sector*

Marketing Innovation Awards 2009/10

The annual Marketing Innovation Awards recognise and reward marketing innovation in libraries and information services in Wales.



*Stephen Jeacock o Lyfrgell Cilâ, Abertawe, enillydd yr adran
Llyfrgelloedd Cyhoeddus/Stephen Jeacock of Killay Library in
Swansea, winner of the Public Libraries sector*



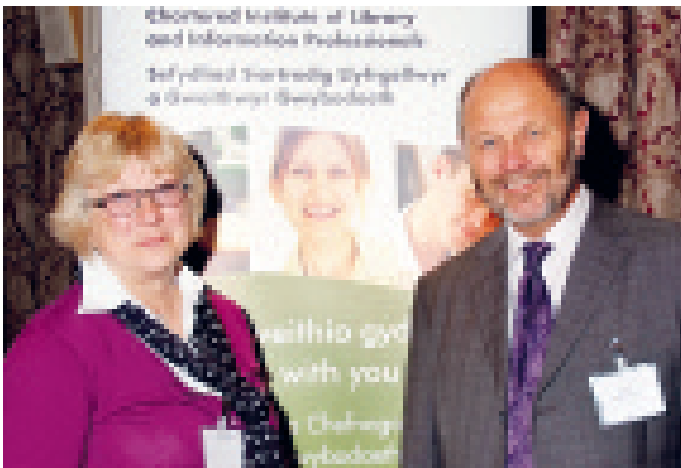
Coleg Glan Hafren, enillwyr yr adran Addysg Bellach/Coleg Glan Hafren, winners of the FE sector

Oriel Luniau

Photo Gallery



Biddy Fisher, Llywydd CILIP, yn agor Cynhadledd Llyfrgelloedd, Archifau ac Amgueddfeydd Cymru 2010 yn Llandrindod/ CILIP President Biddy Fisher opens the 2010 Welsh Libraries, Archives and Museums Conference in Llandrindod Wells



Biddy Fisher, Llywydd CILIP, gyda Lloyd Ellis, Cadeirydd CILIP Cymru, yng Nghynhadledd Cymru 2010/ Biddy Fisher, CILIP President with Lloyd Ellis, Chair of CILIP Cymru Wales, pictured at the 2010 Welsh Conference



Llyfrgell Pobl Ifanc yn Nhreforci, gweler tud 8/Teenage Library at Treorchy, see page 8



Staff yn un o ddiwyddiadau'r Wythnos Trosedd, Rhondda Cynon Taf/ Who dunmit At Your Library? Staff at one of Rhondda Cynon Taf's Crime Week events



Llyfrgell Pobl Ifanc yn Nhreforci, gweler tud 8/Teenage Library at Treorchy, see page 8