



# Chartered Institute of Library and Information Professionals

## Yorkshire + Humberside

Supplement to  
Library + Information

# update

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### Editorial

Welcome once again, this time to our Autumn Issue, and my first ‘anniversary’ as your editor.

The broad theme running through this issue is information literacy in some of its guises. A simple question I have been asking myself is: Do we as librarians consider ourselves information literate, and do we in our efforts to inform them, presume that our students, customers etc. are not? A simple or even contentious question maybe, but perhaps no easy answers. If you have any thoughts on the subject just send them to me—details on the back page as usual.

So, to illustrate this theme, featured are an information literacy workshop report, an introduction to the world of blogs and wikis, an information skills group at work, and some thoughts on the ‘information journey’.

Also, we have two prominent Yorkshire authors—different genres and all the more special for that—whilst two more Branch Committee members have kindly submitted their profiles. I hope you find these and all the previous profiles interesting.

Look out for our **Members’ Day** training and networking event at the National Science Learning Centre in York on **Friday 23rd November 2007**. This is a great event planned by our Committee members Andrew Walsh (Honorary Treasurer) and Andrew Jones (who has been instrumental in securing the NSLC as the venue). Speakers include Ian Snowley (new CILIP President) who will give a keynote address, Margaret Chapman on reflective writing, and Dave Pattern from the University of Huddersfield, who will divulge the mysteries of Web 2.0. It promises to be a very interesting and worthwhile event. Please sign up and support it. See page 6 for full details and how to apply.

The word ‘professional’ has been given a vigorous airing in various parts of the press, particularly as regards Public Library authorities. Many librarians now feel they are not regarded as ‘professional’ any more and their posts reflect this. What does this mean for you? For our next issue there will be a focus on CPD (Continuing Professional Development) - what’s happening in Yorkshire.

**Alison Harling, Editor**

### **Embedding information literacy in the Curriculum'**

A workshop organised jointly by the Yorkshire Universities Information Skills Group (YUISG) and the CILIP Information Literacy Group (ILG) on 22nd May 2007 at the CILASS Laboratory, University of Sheffield.

This workshop was held at the CILASS laboratory and led by Lyn Parker and Grace Hudson. CILASS is the Centre for Inquiry-based Learning in the Arts and Social Sciences at Sheffield University. What this meant in simple terms (I discovered during Lyn's introduction) is that it is a centre trying to make inquiry the basis of students learning experience. CILASS chose to show off a little and put us in a recently renovated room. The tables were arranged for group work and so to remedy the problem of not being able to see the screen at the front of the class, there were smaller screens dotted around the walls. This was great for me as someone who had their back to the presenter and large screen, I could still see what was going on and without getting a crick in my neck. However I couldn't help but feel 1. rude for not looking at the presenter 2. that I was missing out on visual clues etc when the presenter was inviting questions 3. that I still needed to look at the large screen to be able to read the writing! I also felt that if I was to be teaching in a room like this I'd find it difficult to tell if I had everyone's attention. How could I tell if the group were mesmerised by my excellent library instruction or if they were staring out the window wishing they were sat in the sunshine?

One of the highlights was hearing from Aidan While, an academic at Sheffield, talking about the benefits of IL being embedded in the curriculum. You could say he was preaching to the converted, but it was refreshing and encouraging to hear his enthusiasm. I suspect plenty of us in the room were wishing that everyone (or even someone) in our departments had the same enthusiasm.

I also enjoyed the session, 'Does the subject make a difference?' where there were three different speakers, each approached the question in a different way. Vic Grant gave us the background of a subject librarian and how she approaches her job in health, Sarah Taylor spoke about how she has embedded IL into Maths and has taken on the role of marking

essays, and Ellie Clement gave us tips onto how to make the most of a "session" even if you've only got 5 minutes sandwiched between other speakers.

The group work that was done between sessions was really useful as it gave us all a chance to talk about our roles, who did what well, what went badly, how we dealt with, and for me, made me feel better that there were plenty of people out there who had similar issues that I did and felt equally frustrated. Of course as always one of the great advantages of attending these events is meetings new people, catching up with old ones, finding out who's moved where and what jobs are coming up soon (important to anyone like me on a temporary contract).

One of the main things I took away from the day that certainly wasn't on the agenda was to think more about information sharing within my institution. Two of my colleagues spoke at the day and I felt I learnt something from both of them. But surely this shouldn't be the case? Surely I should know all about what everyone does? Unfortunately this is not the case. How many of us make an effort to attend sessions such as these yet might not now exactly what the person sat next to us in the office is doing new this year? We have been making steps at Leeds University recently to share our knowledge a little more, introducing informal lunchtime sessions where we can discuss issues such as using new technology, sharing feedback from events we have been to, talk about problem areas in teaching. However I suspect that we still have a long way to go.

**Hayley Atkinson**

### **Blogging with SINTO**

*Carl Clayton runs SINTO - the information partnership, based in Sheffield. In February 2007 he set up a blog and a wiki using free software to see how it worked but decided to continue to see if they would be of value to SINTO members.*

The Sintoblog [<http://sintoblog.blogspot.com/>], was set up with Blogger.com. A blog is simply an on-line diary. You can post entries to this diary and anyone can read these entries with the latest one first, and then post comments.

## Blogs, wikis....

My intention was to provide a source of information about what SINTO was doing, to give an opportunity for feedback and to comment on matters of general professional interest.

A wiki is a web site which can be written and edited by a community of people. Unlike open wikis such as Wikipedia, the SINTO wiki [<http://sinto.wetpaint.com/>] which uses Wetpaint.com is restricted to SINTO members. I began by setting up a page for each course that we ran. After the event participants were invited to post comments or add information relevant to that topic. For example, following a course on library services for looked-after children attendees (and others interested in the subject) were invited to send in information about activities in their own library or discuss matters of interest. The web page is "owned" by everyone taking part and they can add new paragraphs or edit the existing text.

So how useful has this been? SINTO already has web site [[www.sinto.org.uk](http://www.sinto.org.uk)] and uses direct e-mailings to inform our members of events, so have these new services added anything different? Writing a blog is easy and alluring for the author. I want people to know about the events that SINTO offers and the blog is one way of putting this information into the public domain. I don't claim to have more insight into professional issues than the next person but I feel that my job gives me a broad view and it is a useful CPD and current awareness tool for anyone who wants it. Similarly, the wiki provides an opportunity for people to network with colleagues in other libraries and to share information and experience. But although I can write it is anyone reading it? So far, response to the blog and wiki has been disappointing. Many librarians simply don't have access at work to their own PC so would find it difficult to log on to my sites. Librarians are not yet use to using blogs and wikis as a source of information and may prefer to get their information via other sources. The blog in particular may be self-indulgent. I am interested in writing about everything that I am doing but my customers probably only want information relating to their own needs.

Most librarians are overworked and suffering from information overload as it is. I feel that there is potential in these new services so I will keep them running for now.

## Books....

The wiki could form the basis for a Yorkshire and Humberside on-line community of interest and perhaps other groups could colonize it and set up their own pages. The opportunities are endless!

**Carl Clayton, SINTO**

### *Book Corner..*

Allan, Barbara (2007) *Blended Learning: Tools for teaching and training* Facet (ISBN: 9781856046145)

Information professionals currently face the challenge of providing end-user education and staff training to very large and diverse groups, whilst integrating the use of ICT into their teaching. But there seems to be a tendency within the LIS literature to focus solely on the methodologies of face-to-face learning or of e-learning, and this is a lost opportunity.

This book offers a holistic blended learning approach, combining the best of traditional and new approaches to learning and teaching to make best use of the advantages of each while minimizing the disadvantages. It provides information professionals with a practical guide to the design and delivery of such training programmes, illustrated with a broad range of library-based examples, checklists and case studies. It will be of great value to any information professionals, whatever their previous level of experience, involved in establishing and delivering training and learning programmes and end-user education.

Secker, J, Boden, D, Price, G (eds.) (2007) *The Information Literacy Cookbook* Chandos (ISBN: 9781843342250, pbk).

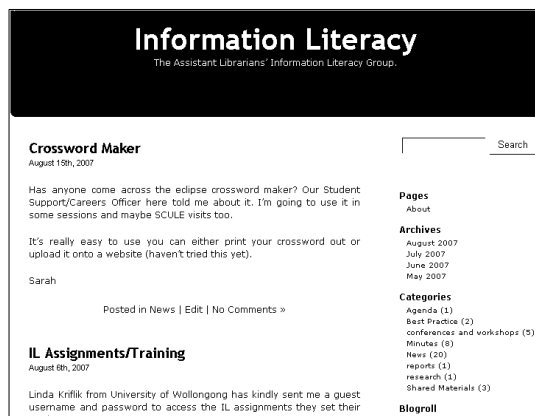
This book provides an overview of information literacy (in further and higher education, schools, public libraries, health service and commercial sector) —what it is and why it has become so important in the library profession. It uses the 'cookbook' theme to provide an informal approach using 'recipes', tips for success, regional variations and possible substitutions if the 'ingredients' are not available. It also includes contributions from international authors.

### University of Huddersfield Information Skills Group

Life within the University library at Huddersfield is run along subject lines, with "subject teams" based on different floors of the library, dealing largely with their own subject staff, students and materials in their own ways. Along with many other tasks, the teaching of information skills has developed along slightly different lines within each of the teams. We all produce our own materials and tend to present in styles and using content largely influenced by the academic librarian in charge of each subject team.

As part of an effort to increase the amount of co-operation between teams; to share our experiences within the subject teams; reduce duplication of effort and generally improve the service we can offer, we recently set up an information skills teaching group. All the Senior Assistant Librarians across all the subject teams are represented and we have been set the following **aims** for the group:

- To give a practical forum to share best practice in the delivery of information skills training
- To improve the delivery of inductions and information skills teaching to library users
- To facilitate cross team working



This was broken down into specific objectives, which are quite extensive. We didn't want to try and tackle everything at once and we also wanted to be very much an "action" group, rather than one with frequent meetings and little action!

We decided, therefore, to hold roughly two meetings a term, so around six a year, conducting most of our business by email, a group blog (<http://library.hud.ac.uk/blogs/il/>) and impromptu meetings between the people carrying out individual tasks. We've also picked a few objectives to concentrate on first:

1. **"To produce and share generic, re-usable information literacy materials between teams"** – some have been developed already and we intend to primarily share them via our information literacy site - [www.hud.ac.uk/cls/infolit](http://www.hud.ac.uk/cls/infolit)
2. **"To develop ways of evaluating the success of inductions and information skills training"**– we decided to look at inductions first and are running some research on different induction methods with some groups of students at the moment with some results expected early in 2008. We decided to look at evaluation the success of information skills training at a later date, which will be the main focus of our next meeting in September.
3. **"To increase awareness of 'best practice' in other libraries"** - Lots of entries on our blog about this, both journal articles people have come across recently and more informal contacts between members of our group and other libraries.

We focus each of our meetings on one or two specific objectives, but also use them as an opportunity to share practice and materials. The next couple of meetings are likely to concentrate on "different methods of delivery" (we'll be sharing ways of introducing active learning techniques into more of our sessions) and "assessing the effectiveness of information skills sessions" (quite a scary topic!).

We'll be sharing the results of our research into inductions as widely as possible, along with anything else we feel the wider library community would find useful.

In the meantime, if anyone would like to share their experiences with us, particularly on assessing the effectiveness of information skills teaching, please get in touch!

**Andrew Walsh Senior Assistant Librarian  
University of Huddersfield  
[a.p.walsh@hud.ac.uk](mailto:a.p.walsh@hud.ac.uk)**

## **Branch Committee**

**Chair—Daniel Park**

**Secretary—Sue Cook**

**Treasurer—Andrew Walsh**

**Branch Councillor—Ronan O’Beirne**

**Website Manager—John Allred**

**CILIP Liaison Officer—Alan Cooper**

**YLN Editor—Alison Harling**

**Members—Clare Pike, Andrew Jones, Laura Bell, David Pennie, Gill Wigglesworth, Liz Charton.**

**Student Representatives from University of Sheffield —Liz Chapman, Tim Davies, Sarah Dodeen.**

**Health Libraries Group Representative—Alison Ray.**

**Career Development Group—attendance rotated between Committee Members (e.g. Helen Hogan, Anna Wilkinson, Helen Dineen).**

## **Committee profiles...**

### **David Pennie - Committee member**

David Pennie has been in academic libraries throughout his career - initially at Southampton University Library for five years, and since then at the University of Hull Libraries in various roles. Always interested in what was known as reader instruction or user education, he is Information Skills Training Co-ordinator at Hull. He has been Chair of the Yorkshire Universities Information Skills Group since it was established in 2001.

He has been involved in the LA/CILIP Yorkshire and Humberside Branch for many years (he was Chair in 1996/1997) and was also active in the UCR Group both in this region and nationally.

He is passionately interested in Spain and all things Spanish (the result of a degree in Spanish and a year in Barcelona as a student), and is President of the Hull Spanish and Latin American Society. Another particular interest is rail transport. The ideal holiday is one which combines both of these.

### **Ronan O’Beirne—Branch Councillor**

As a member of the Y+H Branch Rónán O’Beirne has been active in the profession for 15 years taking on various roles such as branch chair, newsletter editor and branch website manager. A keen supporter of the Framework of Qualifications he has taken this forward on a number of fronts, particularly for those parts of the framework that have an impact on those new to library and information work. He first became engaged in the profession as an affiliate member and now as Branch Councillor, sits on the Policy Development Committee.

Assistant Director at Bradford College, he has responsibility for learning resource centres, libraries, e-learning and research. In his previous post as Principal Libraries Officer for Information and Learning at City of Bradford Public Libraries he set up a learning zone and, in collaboration with Imperial College London, developed and delivered an innovative Information Literacy programme. He has pioneered the development of community networking, user generated content and online learning initiatives and has acted as a consultant to the University for Industry and the European Union.

Rónán is editor of the Journal of Information Literacy, an international refereed online journal. He is a 'registered European expert' on metadata and has worked in Luxembourg for the EU e-content programme. Rónán was responsible for developing the West Yorkshire Training Access Points website which in 2005 won the 'best information website in Yorkshire and The Humber' at the Digital Yorkshire Internet Awards.

In response to various changes within public libraries Rónán is writing his thoughts on how learning is set to return as a central focus of the public library. His book *From Lending to Learning: The Development and Extension of Public Libraries* - will be published by Chandos (Oxford) in Spring 2008.

### CILIP Y & H Members day - 23rd November 2007

National Science Learning Centre, York

CILIP Yorkshire and Humberside branch has organised a free full day of training in our region suitable for information workers from all sectors.

The day will include:

- Keynote speech from CILIP President Ian Snowley.
- Launch of new training group in Yorkshire & Humberside
- Reflective writing workshop
- Professional development session (run by YH CDG)
- Web 2.0 - It's okay to play
- Web 2.0 workshops
- Suppliers / Publishers stands
- Dinner and refreshments!

Speakers include Ian Snowley (keynote address), Margaret Chapman (reflective writing) and Dave Pattern (Web 2.0).

Your local branch is heavily subsidising the event - making it free for all CILIP YH branch members.

**Date:** 23rd November 2007 - all day event from 09:30

**Venue:** National Science Learning Centre, York

[www.sciencelearningcentres.org.uk/york](http://www.sciencelearningcentres.org.uk/york)

**Cost:** Free for CILIP YH members  
£50 (+vat) for non-members

**Bookings:**

[www.slcs.ac.uk/national/cilip07](http://www.slcs.ac.uk/national/cilip07)

All bookings must be made through the web portal.

Further information:

Andrew Jones: [a.jones@slcs.ac.uk](mailto:a.jones@slcs.ac.uk)

Andrew Walsh: [a.p.walsh@hud.ac.uk](mailto:a.p.walsh@hud.ac.uk)

Or look on the branch website:

[www.cilip.org.uk/branches/byregion/yorkshireandhumberside](http://www.cilip.org.uk/branches/byregion/yorkshireandhumberside)

### Morley produces another successful author

Remember Helen Fielding (*Bridget Jones' Diary*)? The town of Morley in West Yorkshire has another famous author in Hazel Mary Martell.



Long-time (CILIP) Branch member and author, Hazel Mary Martell chose the library in her hometown of Morley for the launch of her latest novel, 'The Dreamchasers' (ISBN 978-0-9554920-0-6). Described on the cover as "A Yorkshire Romance",

the story takes place mainly in the old West Riding between 1828 and 1832 and has earned a couple of good reviews on Amazon, including one which compares it to the novels of the late Catherine Cookson. For more details, visit [www.hazelmartell.co.uk](http://www.hazelmartell.co.uk) and [www.thornetreepublishing.co.uk](http://www.thornetreepublishing.co.uk)

### Bradford Librarian wins two awards

Bob Duckett who retired as Bradford Central Library's Reference Librarian in 2003, was honoured in August 2007 with two awards made by Bradford publisher, Emerald, formerly MCB University Press, which publishes some 200 journals in the management and professional fields.

Bob has been reviewing books for their journal *Reference Reviews* since 1991. The number of reviews that he has had published for it now stands at 558, with more in the pipeline.

The '2007 Award for the Best Review' was presented to Bob for his review of *Longman Exams Dictionary*, and '2007 Best Reviewer Award' was presented for his contribution to *Reference Reviews* in general. *Reference Reviews* is read across the world by librarians as an aid to book, CD-ROM, and subscription website selection.

In 2003, Bob, with Central Library colleagues Pete Walker and Christinea Donnelly, won an award for their book *Know It All Find It Fast: an A-Z Source Guide for the Enquiry Desk 2nd ed* (Facet, 2004 ISBN: 978-1856045346). A 3rd edition is planned for 2008.

In addition to his reviewing work, Bob is the UK Editor of *Bronte Studies*, Editor of the annual

## **Curious for information?**

*Bradford Antiquary*, and co-author of *Bradford History and Guide (Images of England)* (Tempus Publishing, 2005 ISBN: 978-0752437026). His new book, *Bradford Chapters* (Propagator Press) is due out soon.

### **The Information Journey**

Many universities and colleges now carry on their library websites details of new information sources such as blogs, wikis and RSS feeds which might be of use to students. For many who manage a reference library, or who are charged with collections development within a learning resource centre, there is the growing realisation that such information sources need to be considered within the overall strategy of the service provision. The key question that presents itself is; how far should our attention move from traditional search and retrieve activities towards the emerging trend of pushing content to the user?

Over ten years ago, when the web was young, the journey was the most common metaphor used to explain the phenomenon. We were introduced to a new information landscape through which the information superhighway blazed a trail. There was a sense that a new frontier had been crossed and that we had discovered the land that lay beyond with its rich fertile soil waiting for the plantation. In this landscape there was the opportunity to build, shape and fashion a new order. Depending on which metaphor you subscribed to that landscape could dissolve into a seascape where surfers caught waves of hypermedia, yet the result was the same, information was now free. Released from the confines of print on paper, it was now possible to publish, at the touch of a button, material for the whole wide world to see. This information was not just for reading; one could store, edit, copy, distribute, archive and ultimately delete huge amounts of data..

During these times as librarians we were concerned about structure and form – some of us were concerned about access and retrievability others' concern was grounded more in the view that the web was a threat that sounded the death knoll for the library profession. Yet while few realised the enormity of the change even fewer saw the many benefits. The technology in those early days was all pull. We sought out information using the 'scarcity model'. We assumed that because information was a rare commodity in the analogue print

world, the same approach would suffice in the digital world. We were wrong. So now we have moved to push technology and are adhering to the 'abundancy model' where we no longer seek out information but instead it finds us and haunts us.

A large part of the effort made today in terms of managing information in a digital environment is not based on the premise that there are information users seeking information. Rather it centres on the individual and, at a superficial level their information needs, more emphasis is placed on the individual's profile – their perceived needs or on their potential wants. This we are calling personalisation and when we build information portals we are merging or blending the push with the pull technology. Is there anything wrong with personalisation? Well no not really. I love it when the national supermarket chain rewards me for shopping online. I'm quite impressed when the Liverpool Philharmonic mails me its Autumn programme because I bought tickets to a show there two years ago, how do they remember? All of these 'services' are easy to escape from if their approach encroaches on my personal information space. One of the obvious dangers is that we have not yet developed a consensus on how far personalisation can go before it becomes intrusive.

As librarians, seeking out the appropriate piece of information, are we, in this world of instant gratification, being too honest if we tell the user that it will take a journey to get to that point. We must believe that the journey is worthwhile we cannot simply arrive at the destination; some experience of the journey is necessary. Receiving information via an RSS feed can be useful, the push technology, in this instance being a consequence of an original information request.

A less obvious, and perhaps more general danger of personalisation, lies in its threat to our right to that journey. The right to roam, to stray off the superhighway so that the sound of the digital traffic fades in the distance. The right to surf the web anonymously, to overturn our own stones, to stride off on a whim in the wrong direction and discover something, anything. In a word our right to serendipity.

**Ronan O'Beirne**

*This article first appeared in Emerald Insight's Reference Reviews journal 2006.*

**Branch Event**

**Y & H Members' Day**

Friday 23rd November 2007 9.30am (start)  
at the National Science Learning Centre, York.

**Training Events from SINTO:**

24th October 2007 10.00am-12 noon  
**'Mission critical—critical success factors for Libraries'**

Cost £10/£16

6th November 2007 9.30am-4.30pm  
**'Social computing 2: tagging, social bookmarking and social networks'**

£106/£150

20th November 2007 2.00pm-5.00pm  
**'Mental health awareness raising'**

£52/£62

27th November 2007 9.30am-4.00pm  
**'Promoting reading to young people in libraries'**

£100/£150

All day events include lunch. For further information go to [www.sinto.org.uk](http://www.sinto.org.uk) or contact Carl Clayton or Gilly Pearce on 0114 225 5739/40 or email to: [g.pearce@shu.ac.uk](mailto:g.pearce@shu.ac.uk) or [c.j.clayton@shu.ac.uk](mailto:c.j.clayton@shu.ac.uk)

**Forthcoming Meetings.....**

**CILIP Y & H Branch**

**Friday  
14th December 2007  
University of Huddersfield**

**All meetings start at 2pm  
Refreshments provided  
For further details please contact:**

**Sue Cook  
Hon. Branch Secretary at  
[sue.cook@sheffield.gov.uk](mailto:sue.cook@sheffield.gov.uk)**

**[www.cilip.org.uk/yh](http://www.cilip.org.uk/yh)**

- Features, opinions, letters—please send them to the address below.
- Focus on CPD in Yorkshire
- News from around the region and beyond.
- Professional Updates.

**CILIP in Yorkshire & Humberside**

The official journal of the Yorkshire & Humberside Branch of CILIP.

Published 4 times a year.

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