

Contents

Click on the page icon (top left) to navigate between pages. Full screen display will produce the best results for PC users. Mac users who use full page display may be unable to close the file without switching off.

Flanagan's cartoon is on p 14

News p 2

The World in 45 Seconds: Science Photo Library Motion Collection 2
New Release of io-port 2
OU Course for Information Workers 3
Social Networking Security Threats 3
e-Safety for Schools 3
Google Book Search Bibliography 3
Rainforest Images 4
e-Learning Survey 4
Social Networking Sites for Libraries 4
Mac OS X Snow Leopard 5
Safari 4 New Release 5

Features

Seb Schmoller Technology in Teaching and Learning 6
HE in a Digital World - JISC 6
A Quizzical Look at LibraryThing Olwen Terris 9
Mobile Learning - Catherine Dhanjal Interviews Key Players 12

Reviews p 7

The Tower and the Cloud 7
Managing Electronic resources 8
Transformative Learning Support Models 8
Narrative-Based Practice 7

Product Review Ken Cheetham p 10

Magix Movie Pro Update 10

Technology Roundup Kevin Curran p 11

University of Utah Investigates Screen Reader Software 11
Copyright Video From the Copyright Clearance Center 11
iPhone and iPod touch for Duke University's Digital Collections 12

The World in 45 Seconds From Science Photo Library

The world's leading provider of specialist imagery Science Photo Library (SPL) is launching a new stock footage collection in response to the global media trend of increasing use of motion.

For more than 25 years, the UK based and independently owned Science Photo Library has built a reputation as the leading source of stock images specialising in science, medicine, technology and the natural world. The new Motion collection will cover all the subjects SPL is known for in still photography, and represent the best science footage from around the world.

Head of SPL Motion Ben Jones said about the new footage collection:

"The video clips range from the ocean floor to the edge of space, from nanorobots to aerial cityscapes. We reveal the world in ultra high speed, show the beauty of time-lapse sequences and display events beyond the reach of the human eye."

Managing Director of SPL Giancarlo Zuccotto added:

"This is a good time to launch a Motion collection, as the increasing diversity of digital products expands the market. It has been estimated that by 2012 the global footage market will exceed the traditional stills market. We are delighted to be able to work with so many exclusive specialist footage contributors, and trust that the unique nature of our collection will appeal to a broad range of clients."

Science Photo Library (SPL) is the world's leading provider of science photos, covering all aspects of science, health & medicine, space exploration & astronomy, technology & industry, earth science, satellite imagery, and nature & wildlife. The breadth and range of the topics covered, and the quality of the images in the collection, make Science Photo Library an unrivalled resource for all aspects of science.

Potential users can search online by registering on the website at <http://www.sciencephoto.com>. This enables access to over 100,000 images, lightboxes and online ordering. High-resolution files can be downloaded directly.

Clients can also take advantage of an in-house research service. This is available during office hours, and is provided by experienced image researchers. The telephone and fax numbers below will reach them.

The service also permits clients to preview results of in-house searches online before deciding on purchases. Images can be provided as digital files or transparencies. Clients outside the UK should contact the International Sales Department, which can organise searches.

Contact The Science Photo Library at: 327-329 Harrow Road, London W9 3RB.

pirjo@sciencephoto.com

Tel: 020 7432 1100 Fax: 020 7286 8668

More Changes for TechXtra

A number of improvements have been made to TechXtra, the free service provided by Heriot-Watt University. TechXtra can be used to find articles, books, the best websites, the latest industry news, job announcements, technical reports, technical data, full text eprints, the latest research, thesis & dissertations, teaching and learning resources and more, in engineering, mathematics and computing.

Full text indicators have been added to search results pages, in order to show the likely availability of full text.

Establishing exactly whether the full text of digital resources is available to users, who may be accessing the resources from various locations and in different ways, is not always a straightforward task. The approach varies from database to database, and it can also be influenced by institutional or personal subscriptions. However, TechXtra search results now include indicators incorporating a key, which uses a traffic light metaphor, to provide an indication of the likely availability of full text.

The speed of some database searches has also been improved. Searching the ARROW Discovery Service, covering Australian research outputs, including theses, preprints, post-prints, journal articles, book chapters, music recordings and pictures, is now much faster and more up-to-date. Full text of items is available.



Searching the CISTI database, from the Canada Institute for Scientific and Technical Information, should now also be much faster, thanks to a migration from Z39.50 to SRU. Full text availability of results in CISTI is dependent on subscription or purchase.

The RAM (Recent Advances in Manufacturing) database is again being updated. RAM is a database of bibliographic information for manufacturing and related areas, incorporating cross-search of RAM from the TechXtra home page.

OneStep Jobs and OneStep Industry News services have been expanded, and include several new sources giving details of latest job announcements. Some of the existing feeds have also been improved. OneStep Jobs now contains details of thousands of the latest job vacancies in engineering, maths and computing. All job vacancies are searchable from the OneStep Jobs home page, including the new sources.

OneStep Industry News also includes some new sources, and has been made easier to use. This resource now contains thousands of the latest news items from over 100 different sources.

Publicity has also been improved. TechXtra has been featured via a post of Ten science search engines, on spineless? the Heriot-Watt University Library blog. This has produced a good response.

There is also a new TechXtra SRU service, which should be good for developers who want to embed or reuse techXtra search results.

As usual, there are some new free magazine subscriptions available via TechXtra. These include HRW, which provides comprehensive coverage of the Hydroelectric Industry Worldwide, and Diesel Progress.

TechXtra plans to add some more sources to the TechXtra cross-search. This searches over 4 million items from 31 collections, and there are some interesting and useful new collections lined up. Roddy McLeod's blog at <http://techxtranews.wordpress.com/> is the best place to look for information on current developments in TechXtra.

New Release of Computer Science Portal io-port.net

FIZ Karlsruhe now offers its computer science portal io-port.net, which was launched for the first time three years ago, (www.io-port.net), free of charge with a new database interface and numerous new search functions.

FIZ Karlsruhe produces the database with its partners Gesellschaft für Informatik (GI) e.V., University of Trier, Springer-Verlag GmbH and the IEEE Computer Society.

io-port.net is a free database covering more than one million computer science publications.

Documents from different sources are offered, in a standardised format, through one common search interface (duplicates have been removed):

- CompuScience produced by FIZ Karlsruhe
- DBLP (Digital Bibliography & Library Project) offered by the University of Trier
- LNI (Lecture Notes in Informatics) and other publications by Gesellschaft für Informatik (GI) e.V.
- IEEE Computer Society Digital Library
- LNCS (Lecture Notes in Computer Science) by Springer-Verlag GmbH
- Publications from other publishers (e.g. Elsevier GmbH, Wiley-VCH Verlag GmbH & Co. KGaA, Blackwell Verlag GmbH, Oxford University Press, Cambridge University Press, IOS Verlag, World Scientific Publishing Co., Taylor and Francis Group)

The database covers the time range from 1931 to the present. This makes it the most comprehensive source of data on the historical development of computer science.

The database also contains bibliographical meta data, links to electronic full-texts and, for most of the references, article summaries or abstracts written by leading scientists.

The new search interface enables both intuitive access and more refined searches using search fields. A specific search language is available for any complex searches. The data are thoroughly edited so that Open URL functions can be integrated.

More information is available from: FIZ Karlsruhe Hermann-von-Helmholtz-Platz 1, 76344 Eggenstein-Leopoldshafen, Germany Phone: +49-7247-808-555, Fax +49-7247-808-259.

For more than 30 years, FIZ Karlsruhe (www.fiz-karlsruhe.de) has been developing and providing high-quality services for information transfer and knowledge management in research.

Its main activities are the operation of the online service STN International which focuses on science and patent information and is operated together with Chemical Abstracts Service (CAS), and the development of the KnowEsis product line offering e-Science resources for web-based scientific work.

FIZ Karlsruhe also produces databases and information services and provides scientific portals, mainly in mathematics, computer science, energy and crystallography.

Primary literature can be ordered through the full-text broker service FIZ AutoDoc.

FIZ Karlsruhe is a member of the Leibniz Association (WGL) which consists of 86 re-search and service institutions and three associate members.

The Leibniz institutes' fields of activity include natural sciences, engineering, environmental sciences, business and social sciences, territorial planning and building research, and the humanities. The institutes handle strategic and subject-oriented issues of public interest, and are therefore jointly sponsored by the German Federal Government and the German Federal States.



OU Course for Information Workers

The Evolving Information Professional

designed to raise awareness and develop an understanding of the issues and challenges facing libraries, archives and information services.

Covering the needs of computer-literate, and increasingly independent, learners used to free access to information

The Open University has launched a new course – The Evolving Information Professional. It is designed to raise awareness and develop an understanding of the issues and challenges facing libraries, archives and information services.

Discounts are available for members of professional bodies such as CILIP, which has awarded The Open University a Seal of Recognition. The course is only available to members of professional associations who have a special relationship with the OU.

Building on the different perspectives of four information professionals (a health information worker, an assistant librarian in a Public Library, an archivist and an academic library manager), the course identifies the characteristics of the present-day environment in which information workers operate, and one of the emphases is on the needs of the present generation of computer-literate, and increasingly independent, learners who are used to free access to information.

Aspects of the costing and marketing of information services are also considered.

About 30 hours of study will be involved, and this will include the use of web-based information, self assessment and a range of active learning experiences.

Various techniques will ensure that there is a strong work-based emphasis. No formal qualifications are required, but some work experience in the field is assumed. For more information go to: <http://www3.open.ac.uk/courses/bin/p12.dll?C01GGT067>.

IT security and control firm Sophos has revealed the results of its latest research into cybercrime's new frontier, social networking. Sophos reports concern over the sharing of data via social networking sites, with 25% of organisations falling prey to spam, phishing or malware attacks mounted through Twitter, Facebook, LinkedIn, MySpace and others.

With massive amounts of information now being shared, social network sites are particularly at risk. One in five organisations now consider this to be of serious concern, with attackers either stealing data or compromising PCs.

The modus operandi involves stealing passwords and usernames, then spamming, phishing or using malware.

Efforts to ban social networking in organisations run the risk of driving users underground, as well as outlawing legitimate use with clients. More investment and better education are seen as the answer by Sophos' Graham Cluley, who also suggests organisations should emphasise the following:

- Educate the workforce about online risks.
- Consider filtering access to certain social networking sites at specific times.
- Check the information that your organisation and staff share online. If sensitive data is being shared, evaluate the situation and act as appropriate.
- Review Web 2.0 security settings regularly. Users should only be sharing work-related information with trusted parties.
- Ensure there is software in place which can proactively scan all websites for malware, spam and phishing content.

Data from a Sophos online poll, with 709 respondents, held in February 2009.



E-Safety Guidance and Protection for Schools

New research, announced on the 14th July 2009, reveals that approximately 10% of harmful multimedia content on school computers remains undetected by systems relying on keyword, or phrase-based, monitoring to protect children.

Conducted by forensic experts and ex-police officers at E-Safe Education (<http://www.esafeeducation.co.uk/>), this research underpins a need for more effective e-safety guidance and advice for young people. The UK's first company to offer real-time forensic monitoring as a managed service is urging schools and parents to engage with students and help them understand this important issue.

Based upon data from over 30,000 students, content identified by E-Safe Education's pornography and extreme image management includes pornographic or highly inappropriate imagery originating from cameras and mobile phones, video media such as CDs or DVDs, and images downloaded from unmonitored devices.

Combined with proactive behavioural monitoring and USB management, E-Safe Education works to protect students against many other serious issues, from predator grooming, cyberbullying, racism and radicalisation to drugs, gambling and even suicide.

E-Safe Education's advanced threat detection libraries are updated monthly by forensic experts working on recently completed child protection cases, providing reassurance that new words, phrases or techniques are identified and incorporated into the protection systems. Much more than a monitoring tool, the e-safe education system helps schools to enforce their Acceptable Use Policy (AUP), and encourages behavioural change by educating both students and teachers in the responsible

Google Book Search Bibliography



use of Information and Communications Technology.

By providing teacher-created pop-up messages in response to inappropriate actions online, the system engages students in e-safety, explaining why their actions are inappropriate and directing them to information which explains the issue in more detail.

E-Safe Education aims to relieve schools of the burden of, and the potential liabilities associated with, forensically monitoring ICT usage. It also helps schools to meet the new safeguarding requirements set out by Ofsted for September 2009.

Most important, pastoral staff are free to focus on intervention and support. The system can be used to monitor both local PC-based activity and network usage across Internet Service Providers, Regional Broadband Grids, Local Authorities, schools and public libraries, as well as protecting children from inappropriate content at home.

Trained in the latest detection techniques by The Child Exploitation Online Protection Centre (CEOP), experts at E-Safe Education work to identify the level of risk each incident or transgression by a student or teacher represents, and provides appropriate advice to schools within 24-hours of discovery. By delivering this service off-site, e-safe education protects education staff who are responsible for intervention from exposure to the highly graphic, explicit, and potentially damaging, material which is often identified.

Implementing E-Safe Education's managed services means that schools can provide safe access to a plethora of online and localised content while its usage by students is monitored professionally.

Google Book Search, the revolutionary means of accessing non-copyright material, or books for which Google has reached rights agreements with authors, has now been running, for some of the time in secret, since 2002. From early discussions with one of the pioneers of digitisation, the ground-breaking University of Michigan Library, the project has grown to embrace a number of formal partnerships and product enhancements. Searching, browsing, borrowing from local libraries and purchasing are now possible, as are browsing by location, retrieving selected passages of text, and creating a personal library. Go to <http://books.google.com>.

To commemorate his 20th anniversary as a digital publisher, Charles Bailey has released the Google Book Search Bibliography, Version 4 (see A Brief Look Back at Twenty-



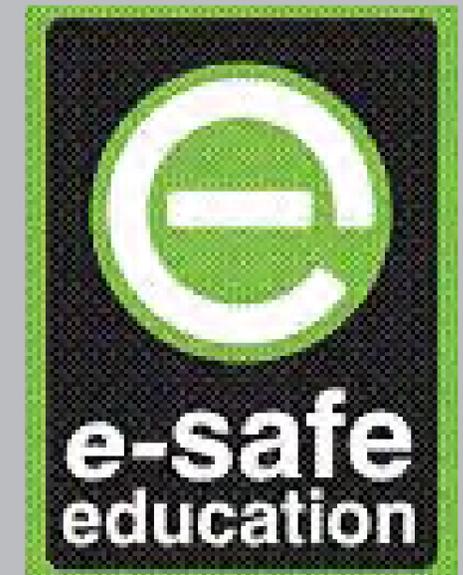
Many schools which have implemented these services are allowing students to use popular social networking sites such as Facebook and My Space, to collaborate with peers and develop their online behaviour.

The software also helps schools to analyse and increase student productivity by providing a snapshot of when and where students are accessing non-work-related applications or materials.

Ex-police officer of 13 years, Andrea Bradley, Managing Director at Zentek Forensics and a Director of E-Safe Education, commented:

"As we continue to identify cases of predator grooming and cyber-bullying of children, it is imperative that they are properly safeguarded whenever and wherever they use a computer. Whilst first generation forensic monitoring technology may detect chat and text-based communication, cameras are now increasingly used by students for collaborative work, alongside multimedia tools such as Skype and Google video chat. The ability to detect and block websites is simply not sufficient in today's Web 2.0 world where empowerment, engagement and advice need to be the norm if children are going to learn."

For further information about E-Safe Education, please visit the web site at <http://www.esafeeducation.co.uk/> or contact Colin McKeown on tel: +44(0) 8444 128 623 or e-mail colin.mckeown@zentek.co.uk.



Years as an Internet Open Access Publisher at <http://tinyurl.com/mvyrfm>) for a survey of Bailey's subsequent digital publishing activities and the scope of his present operation). The website itself is at <http://www.digital-scholarship.org/gbsb/gbsb.htm>.

The bibliography presents selected English-language articles and other works which are useful in understanding Google Book Search. The work primarily focuses on the evolution of Google Book Search and the legal, library, and social issues which have become associated with the service. Where possible, links are provided to works which are available free on the Internet, including e-prints held in archives relating to specific disciplines, and institutional repositories. It should be noted that e-prints and published articles may not be identical.

Rainforest Imagery Shows Glory and Destruction

Images taken on The Prince's Rainforest Project and Sony assignment show the rainforests' glory and destruction.

Daniel Beltrá, a winner at the Sony World Photography Awards has released some initial photographs taken on the first leg of his prize – a fully-funded assignment to document the three major rainforest regions of the world.



The Spanish photographer, now based in Seattle, beat off stiff competition from some of the world's finest environmental photographers to win the assignment on behalf of

The Prince's Rainforests Project and Sony Europe. Daniel said:

"Powerful images show the many different elements of the rainforest – the beauty, the wildlife, the local people and also the destruction. ...the photos make a strongly persuasive argument for emergency action to preserve the world's tropical rainforests."

The project has also launched a global awareness campaign, asking people

to put rainforests at the heart of the climate change debate. Environmental responsibility has been a significant part of the Sony ethos for many years, and the PRP partnership is just one of Sony's many environmental initiatives.

Sony Chairman and CEO Sir Howard Stringer recently filmed a video with the PRP animated frog in support of the partnership, which can be seen on the PRP website.

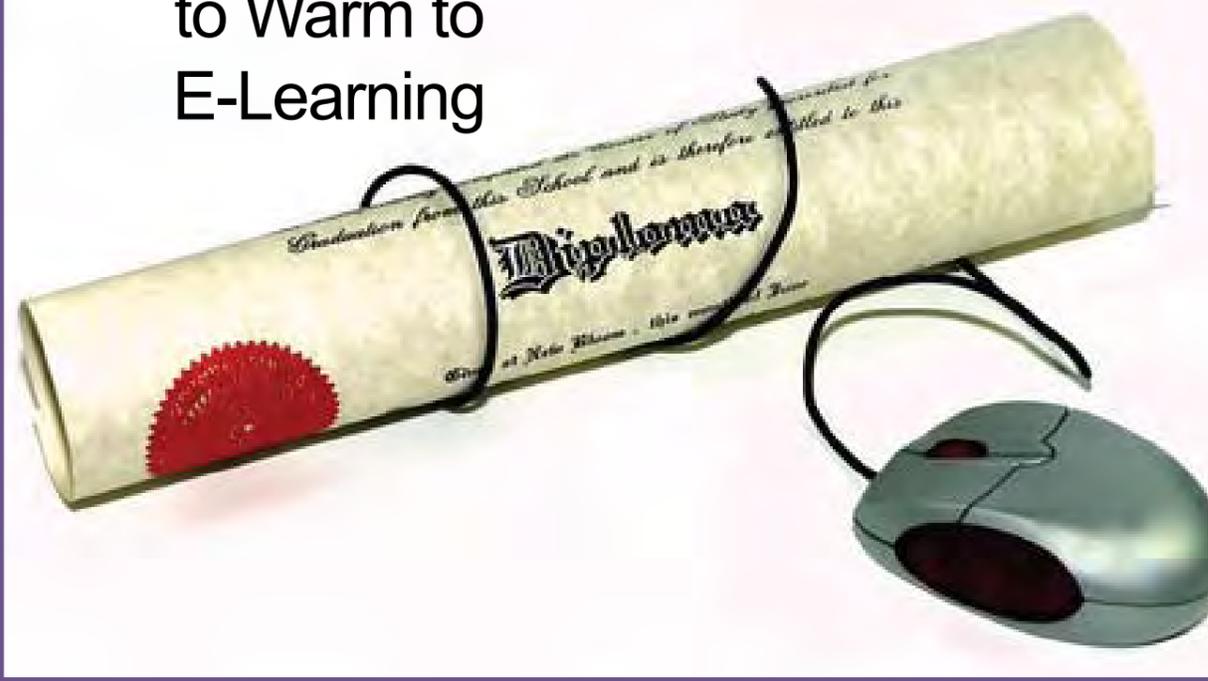
Sony and the PRP are mounting an interactive exhibition, combining Daniel's photographs with Sony technology to allow people to experience the glory of the rainforests and understand their plight.

The exhibition is at Kew Gardens, London from October 3rd 2009. Go to <http://www.kew.org>. Also, go to <http://www.rainforestSOS.org>.

Title image Mariusz Jurgielewicz Lake Sandoval/Dreamstime.com. Below and left, Daniel Beltrá.



Academics Slow to Warm to E-Learning



An independent study, published recently by e-learning provider IMC (UK) Learning Ltd, revealed that although 74% of universities have virtual learning environments (VLE) to support teaching and learning, only 14% of lecturers publish their recorded lectures on them.

The survey, entitled Examining e-Learning in Higher Education: Perceptions and Reality, asked 125 academic and operational staff in universities, business schools and university colleges for their views on e-learning, how it is currently used within universities, and the perceptions of its benefits and shortfalls.

The research found that, even though a large percentage said their university had a VLE, very few use it to its full effect. Only 16% of the whole sample recorded their lectures, with 14% publishing these on a VLE for students to access at a later date.

In addition, almost three in ten (only 29%) of those who use e-learning frequently, or always, add questions or documents to their lectures; and only 15% frequently or always post-edit lectures and content, despite 48% acknowledging that e-learning is popular with students. Dr Dirk Thissen, managing director at IMC (UK) Learning commented:

"Using e-learning to support face-to-face courses can enhance the learning experience of students. Producing content by recording lectures and post-editing or adding documents and questions will add value to the material and can be used to populate a VLE effectively."

When asked which elements of e-learning respondents found the most useful, 31% commented on the automatic synchronisation of recorded data, with the same number stating that the combination of video, audio and annotation proved most useful to them.

Slightly fewer (29%) highlighted the variety of output formats. Smaller numbers pointed to 'one-click' publishing on a VLE (19%) and full text search in published record

ings (17%) as useful when recording lectures.

The high number of universities which have a VLE indicates clearly that e-learning is on the agenda at higher education institutions. The issue is how much e-learning is used by lecturers as part of their teaching and learning programmes.

It is also clear, from the research, that e-learning is reasonably popular among both students and academics. Despite this, academic staff do not necessarily recognise the productivity and cost saving benefits of e-learning. Rapid authoring tools, for example, provide lecturers with a means to record, edit and add documents to their lectures quickly and easily in order to enhance the learning experience of their students.

There may be a number of reasons for this, as the research suggests. Academics do not necessarily accept that e-learning technologies represent resource saving in terms of time, effort or money.

For some lecturers, the reverse is true: creating effective e-learning materials can be more demanding than traditional teaching methods.

Concern was also expressed about the potentially negative effects of the lack of personal interaction, and the deterioration in traditional study skills such as note-taking and listening to lectures properly, as well as the possible deleterious impact on attendance at conventional lectures. A pdf of the report is available for downloading. Go to <http://www.im-c.de/en/company/press/press-releases>.

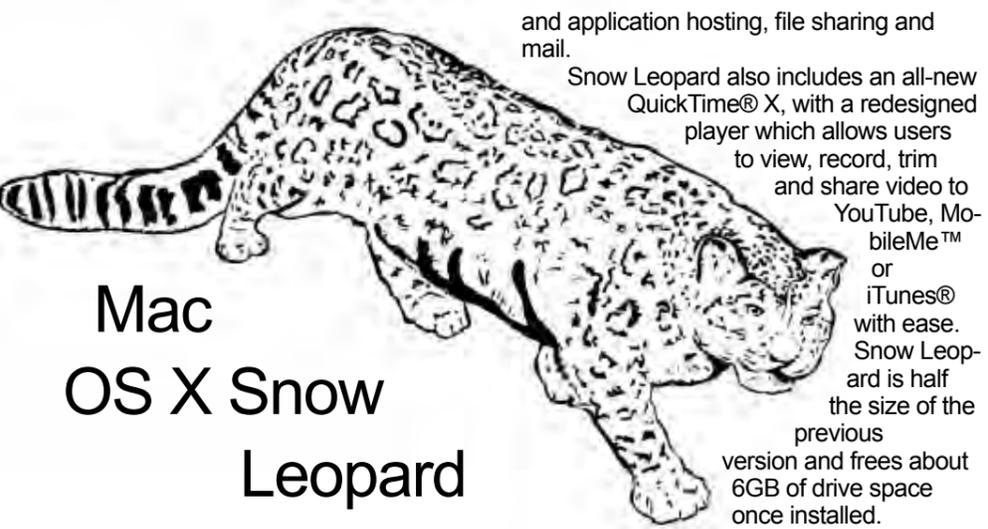


Webjunction Social Networking

Webjunction (<http://www.webjunction.org/technology/>) has produced a guide to social networking and web tools in a library context. Wikis, photo – and video-sharing sites, blogs, tagging, and social networking sites are covered. The site contains examples of the type of web tools available, and provides some ideas on how these tools can be used. There are links to groups involved in this area, as well as pages covering basic computer skills and support, hardware and software, security, the construction and development of websites, and much more. They also publish a list of important web tools relevant to information services. These include:

- Blogs for Libraries: What are blogs? Should libraries care?
- Innovation Tools: An overview of web 2.0 – online collaboration tools and concepts
- 23 Things Summit: A webinar on the 23 Things approach to online collaboration tools
- Social Software and the Rural Library: A webinar on using blogs, wikis, IM, and more in small or isolated libraries, with Quick Links to related resources
- Tagging: Best practices for tagging content
- Get Flickr-tastic! Online photo-sharing sites
- Introduction to Chat Online and instant messaging: time saver or time waster?
- Mobile Instant Messaging Meets Social Networking: Twitter – A Beginner's Guide: A primer on the latest trend in online social communication tools
- Online Discussions: The various forms on online communications are covered
- U R the Best: Community Building through Chat: Using online chat to talk to patrons
- What is RSS and How to Use It: RSS is just another term for online news feed
- Blog the Web with RSS: Is it Really Simple Syndication? How RSS and blogs work together
- RSS-to-Email Keeps You Connected to the Action: How RSS and Email can work together

Mac OS X Snow Leopard



and application hosting, file sharing and mail.

Snow Leopard also includes an all-new QuickTime® X, with a redesigned player which allows users to view, record, trim and share video to YouTube, MobileMe™ or iTunes® with ease. Snow Leopard is half the size of the previous version and frees about 6GB of drive space once installed.

Apple's new Mac OS® X Snow Leopard™ is an even more powerful and refined version of the world's most advanced operating system. As such it will be the foundation for future Mac® innovation. Snow Leopard builds on a decade of OS X innovation and success, with hundreds of refinements, new core technologies, out of the box support for Microsoft Exchange and new accessibility features. Snow Leopard will be available as an upgrade for Mac OS X Leopard users from September 2009.

Apple engineers have made hundreds of improvements, so with Snow Leopard systems will be faster, more responsive and more reliable.

Creating Snow Leopard called for a process which refined 90% of the 1,000-plus projects in Mac OS X. Users will notice: a more responsive Finder™; Mail which loads messages 85 % faster and conducts searches up to 90% faster; Time Machine® with up to 50% faster initial backup; a Dock with Exposé integration; a 64-bit version of Safari® 4 which boosts the performance of the Nitro JavaScript engine by up to 50% and is resistant to crashes caused by plug-ins.

Snow Leopard Server is a full 64-bit UNIX server operating system based on open standards, which is up to twice as fast as its predecessor. It is designed to take advantage of multi-core processors and provides massive amounts of memory, while remaining fully compatible with 32-bit applications. The new release handles the most demanding server operations easily, including web

For the first time, system applications, including Finder, Mail, iCal®, iChat® and Safari, are 64-bit, and Snow Leopard's support for 64-bit processors makes use of large amounts of RAM, increases performance, and improves security while staying compatible with 32-bit applications.

Grand Central Dispatch (GCD) provides a revolutionary new way for software to take advantage of multicore processors. GCD is integrated throughout Snow Leopard, from new system-wide APIs to high-level frameworks and programming language extensions, improving responsiveness across the entire system. OpenCL, a C-based open standard, allows developers to tap the incredible power of the graphics processing unit for tasks which go beyond graphics. Podcast Producer 2 includes the new Podcast Composer application, which automates the entire production process, making it easy to create podcasts with a customised, consistent look and feel. With just a few clicks, Podcast Composer creates a workflow to add titles, transitions and effects, save to a desired format and share to wikis, blogs, iTunes®, iTunes U, Final Cut® Server or the new Podcast Library.

The new Mobile Access Server is a convenient, easy way for iPhone and Mac users to access secured network services, including corporate websites, online business applications, email, calendars and contacts. Without requiring additional software, Mobile Access Server provides strong encryption and authentication between the user's iPhone or Mac and a private network.

Additional new features in Snow Leopard Server include:

- Wiki Server 2, which improves its online collaboration with the ability to view wiki content on iPhone and preview attachments with Quick Look on any modern browser;
- the new Address Book Server, based on the CardDAV open standard, which provides a central location for users to store and access personal contacts across multiple Macs and synchronised

- iPhones;
- iCal® Server 2, based on the CalDAV open standard, which includes web-based calendar access and the ability to view meeting invitations and details on iPhone using iPhone OS 3.0;
- a new Mail Server engine which supports push email so users receive immediate access to new messages;
- QuickTime® X HTTP Live Streaming, which allows dynamic adjustment of movie playback quality to suit the available network speed;
- NetRestore, a new feature in System Image Utility, which allows easy custom image restore over a network; and
- iPhone Configuration Utility, which simplifies the setup of multiple iPhones with configuration information, security policies, mail settings and certificates needed to connect to and communicate with enterprise systems.

Snow Leopard builds support for Microsoft Exchange Server 2007 right into Mac OS X Mail, Address Book and iCal. These applications can be used to send and receive email, create and respond to meeting invitations, and search and manage all user contacts with global address lists. Exchange of information works seamlessly within Snow Leopard so users can take advantage of exclusive OS X features such as fast Spotlight™ searches and Quick Look previews. The new version is the only desktop operating system with "out-of-the-box" support for Exchange 2007. Organisations of any size will find it easier to integrate Macs with their other operations.

Every Mac includes innovative features and technologies for users with special needs, but Snow Leopard adds groundbreaking new features which make the Mac experience even more accessible to those with a vision impairment.

Snow Leopard Server includes innovative new features such as Podcast Producer 2, for automating the creation and publishing of podcasts, and Mobile Access Server with secure access to firewall-protected network services for iPhone™ and Mac®.

Apple's Multi-Touch™ trackpad is now integrated with the VoiceOver screen reader, so users can hear and navigate different parts of a window, or the desktop, by moving a single finger around the trackpad as if it were the screen. Snow Leopard also introduces built-in support for wireless bluetooth braille displays, and the connection of multiple braille displays simultaneously to one Mac.

Mac OS X version 10.6 Snow Leopard will be available as an upgrade to Mac OS X version 10.5 Leopard from September 2009 through the Apple Store® (<http://www.apple.com/uk>), Apple's retail stores and Apple Authorised Resellers. Options available include a single user licence, a Family Pack for a single household, five-user licence, for Tiger® users

with an Intel-based Mac and within the Mac Box Set with iLife® '09 and iWork® '09. Details of pricing will be available at launch. The Mac OS X Snow Leopard Up-To-Date upgrade package is available to all customers who have, or will purchase, a qualifying new Mac system from Apple or an Apple Authorised Reseller between June 8th, 2009 and the end of the programme on December 26th, 2009.

Users must request their Up-To-Date upgrade within 90 days of purchase, or by December 26th, 2009, whichever comes first. For more information please visit <http://www.apple.com/macosex/>. Snow Leopard requires a minimum of 1GB of RAM and is designed to run on any Mac computer with an Intel processor. Full system requirements can be found at <http://www.apple.com/uk/macosex/specs>.

Performance tests were conducted by Apple in May 2009, and compared pre-release Mac OS X Snow Leopard v10.6 with shipping Mac OS X Leopard v10.5.7 using shipping MacBook® 2.0 GHz systems with 2GB of RAM and NVIDIA GeForce 9400M (256MB) and shipping generation iMac® 2.66 GHz systems with 2GB of RAM and NVIDIA GeForce 9400M (256MB). Apple also compared 64-bit Safari 4 to 32-bit Safari 4 on prerelease Mac OS X Snow Leopard v10.6.

Performance will vary based on system configuration, network connection and other factors. All testing was carried out on an iMac 2.8 GHz Intel Core 2 Duo system running Mac OS X Snow Leopard, with 2GB of RAM. JavaScript benchmark based on the SunSpider JavaScript Performance test.

Snow Leopard Key Features

Wiki Server 2 for wiki content on iPhone

New Address Book Server for personal contacts across multiple Macs and synchronised iPhones

iCal® Server 2 – web-based calendar access, meeting invitations and details on iPhone using iPhone OS 3.0

New Mail Server engine for push email immediate access to new messages

QuickTime® X HTTP Live Streaming for dynamic movie playback quality

NetRestore – for easy custom image restore over a network

iPhone Configuration Utility for simple setup of multiple iPhones



Safari 4 Release Offers Many Improvements

Safari® 4, which Apple® released in June, saw 11 million copies downloaded in three days, including more than six million downloads of Safari for Windows. This success is attributed to the speed of the application and its innovative features. Built on the world's most advanced browser technologies, including the new Nitro JavaScript engine which executes JavaScript nearly eight times faster than IE 8, and more than four times faster than Firefox 3, Safari loads HTML web pages more than three times faster than IE 8, and three times faster than Firefox 3.

The new version has other popular features, such as Top Sites, Full History Search and Cover Flow. Top Sites offers a visual preview of frequently visited and favourite pages. Full History Search searches through titles, web addresses and the complete text of recently viewed pages. Cover Flow® flips through web history or bookmarks. Other innovative features include: Smart Address Fields for automatically completing web addresses from an easy to read list of suggestions; Search Fields, to fine tune searches with recommendations from Google Suggest or a list of recent searches; and Full Page Zoom, for a closer look at any website without degrading the quality of the site's layout and text.

Safari 4 includes HTML 5 support for offline technologies, and support for advanced CSS Effects. This supports an entirely new class of web applications with rich media, graphics and fonts. It is the first browser to pass the Web Standards Project's Acid3 test, ensuring CSS, JavaScript, XML and SVG standards which are specifically designed for dynamic web applications.

In Mac OS® X Snow Leopard™, available later this year, Safari runs as a 64-bit application, boosting the performance of the Nitro JavaScript engine by up to 50%.

Snow Leopard also makes Safari more resistant to crashes, by running plug-ins in a separate process, so even if a plug-in crashes, Safari continues to run and the user simply reloads the affected page. Safari running on Snow Leopard also delivers HTTP streaming, making it easy to deliver high-quality audio and video, in industry standard formats, from any web server without the need for browser plug-ins.

Safari 4 is available for both Mac OS X and Windows as a free download at <http://www.apple.com/safari/download/>. Safari 4 for Mac OS X requires Mac OS X Leopard® v10.5.7 or Mac OS X Tiger® v10.4.11 and Security Update 2009-002, a minimum 256MB of memory.

It runs on any Intel-based Mac® or a Mac with a PowerPC G5, G4 or G3 processor and built-in FireWire®. Safari 4 for Windows requires Windows XP SP2 or Windows Vista, 256MB of memory and a 500 MHz Intel Pentium processor. Full system requirements and more information is at <http://www.apple.com/safari/>.

Performance figures vary depending on system configuration, network connection and other factors. All testing was conducted on an iMac® 2.8 GHz Intel Core 2 Duo system running Windows Vista, with 2GB of RAM. JavaScript benchmark are based on the SunSpider JavaScript Performance test. HTML benchmark based on VeriTest's iBench Version 5.0 using default settings. Testing was carried out by Apple in May 2009, and compared pre-release Mac OS X Snow Leopard v10.6 with shipping Mac OS X Leopard v10.5.7. Testing was conducted on a shipping MacBook® 2.0 GHz system and a shipping iMac 2.66 GHz system, both configured with 2GB of RAM. JavaScript benchmarks, based on the SunSpider Performance test, compared Safari running in both 32-bit and 64-bit modes.



Technology in Teaching and Learning:

Get Ready for the Cultural Shift

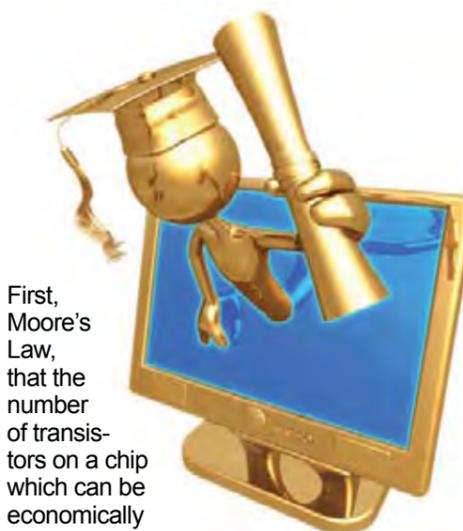


Seb Schmoller, chief executive of the Association for Learning Technology (ALT), looks forward to the ALT Conference in Manchester from the 8th-10th September this year.

This article succinctly sets out the background to the conference theme and provides details of the programme.

Without a doubt, the use of technology in teaching and learning is moving closer to widespread acceptance. In government funded education, from schools to further and higher education, teaching to libraries and learning centres, we have seen great movement from isolated pockets of innovation to more widespread use of learning technologies. The same is true of the corporate environment, from charities to financial services, with e-learning complementing and increasingly replacing traditional face-to-face provision.

The pace and nature of change varies dramatically between organisations, but underlying it a major architectural shift is taking place. What are its features?



First, Moore's Law, that the number of transistors on a chip which can be economically produced doubles

roughly every two years, has held good for over 40 years and shows no signs of weakening. So the power and capability of the IT systems we use will continue to increase while costs decrease.

Second, in the developed world at least (and increasingly everywhere – remember, by 2007 there were 2.5 billion mobile phones in use worldwide) ownership of one or more connected device, such as a mobile phone, PC, or games console is becoming the norm, with a wider range of services and systems accessible to users via the Internet, rather than locally. To quote Eric Schmidt, CEO of Google:

“You're always online, every device can see every application, and the applications are stored in the cloud.”

Third, an increasingly large volume of content is available free online. Of course its quality varies wildly, but as citizens we know how often the first place we look to find something is on the Web, rather than in a place, in a book, or directly from an expert. Hence there is increasing scope for informal learning. There is also increasing scope for distraction, and for the free flow of falsehoods as well as truths. For learners on formal courses, there is a growing ability to control their own learning rather than be spoonfed.

The challenges we now face are first to ensure that we build on past gains, share good practice, and ensure the spread of precisely those innovations which are scaleable and of value. Also, we need to develop a research culture which informs, and is informed by, practice, and a culture of practice which uses research evidence. Finally, we must not forget that, to quote Professor Dylan Wiliam, Deputy Director of the Institute of Education:

“Learners create learning. Teachers create the conditions under which learning can take place.

The architectural shift is changing those conditions for good: if we take account of this, then schools, colleges, and universities will serve their learners well.”

The Association for Learning Technology is a professional and scholarly association which brings together all those with an interest in the use of learning technology. It has over 200 organisations and 500 individuals in membership. The 2009 ALT-C conference, with the title “In Dreams Begins Responsibility” – Choice, Evidence, and Change, will take place at University Place, University of Manchester, UK from 8-10 September 2009.

The keynote speakers are:

- Martin Bean, Vice-Chancellor Designate of the Open University, formerly General Manager for product management, marketing and business development for the Worldwide Education Products Group at Microsoft. Michael Wesch, Assistant Professor of Cultural Anthropology at Kansas State University, USA and researcher in new media, particularly digital.
- Terry Anderson, Professor/Canada Research Chair in Distance Education Athabasca University, Canada. He teaches and advises on the Masters of Distance Education programme at Athabasca University, and researches on distance education and e-learning.

Vanessa Pittard and Richard Noss are co-chairs, and contributors, for the 2010 conference. Vanessa, Director of e-strategy at BECTA (the Government agency promoting the use of information and communications technology) will speak on the BECTA strategy – Harnessing Technology: Next Generation Learning 2008-14. Richard is Professor of Mathematics Education at the Institute of Education, University of London and co-director of the London Knowledge Lab. He will provide an update on the Economic and Social Research Council and Engineering and Physical Sciences Research Council's Technology Enhanced Learning (TEL) research programme – the second wave of these projects began in September 2008. For more information visit: <http://www.alt.ac.uk/altc2009> or alternatively email admin@alt.ac.uk

The power and capability of the IT systems we use will continue to increase while costs decrease

Ownership of one or more connected devices ... is becoming the norm, with a wider range of services and systems accessible to the user

An increasingly large volume of content is available free

The challenges [are] ... to build on past gains, share good practice, and ensure the spread of scaleable and valuable innovations

... develop a research culture which informs, and is informed by, practice, and a culture of practice which uses research evidence ...

if we take account of this, then schools, colleges and universities will serve their users well

Higher Education in a Web 2.0 World – JISC Reports

Higher Education in a Web 2.0 World, the JISC-funded report of a Committee of Inquiry into the impact on higher education of students' widespread use of Web 2.0 technologies, was published in May and is available at <http://www.jisc.ac.uk/publications/documents/heweb2.aspx>.

One of the key findings is that the digital divide remains a reality, and is reflected in differences in technological skills levels (with variations in information literacy levels a particular issue), access to the technology and willingness to use the technology. In spite of this observation, the committee found that Web 2.0 technologies were being widely adopted from the beginning of secondary education onwards.

While this is so, there was still a desire for face-to-face contact, and the need to harmonise this with the technological environment was noted.

Within the broad group of users found by the committee, there is, unsurprisingly, a clear development of “communities of interests and networks” and a “spatial” stratification based on the different purposes of the various forms of the technology:

“personal space (messages), group space (social networking sites such as Facebook) and publishing space (blogs and social media sites such as YouTube).”

The committee identifies group space as the area where learning and teaching could be supported.

Again unsurprisingly, the committee also found that current practice in HE/FE was heavily influenced by practice in schools, and students faced some difficulty in adapting to the idea that social learning applications could also be used successfully in a pedagogic context.

Current practice in Higher Education reflects a broad, but uneven and “unsystematic” Higher Education in a Web 2.0 World development, which was “bottom-up”, and relied on the enthusiasm and energy of individuals.

This tends to reflect the position in other areas of institutional activity, such as administration, student support, advertising and marketing.

The infrastructure (broadband) is extensive and robust, but lacks planning, with institutions continuing to act independently. The elimination of the digital divide and the strengthening of the skills base appeared to be the most critical and urgent issues, with



the impetus for change coming from the students. A notable and thought-provoking conclusion was that:

“The world they [students] encounter in higher education has been constructed [as] ...hierarchical, substantially introvert, guarded, careful, precise and measured.”

This is a remarkable indictment. Students, on the other hand:

“have a strong sense of communities of interest linked in their own web spaces, ... a disposition to share and participate. It has also led them to an impatience – a preference for quick answers – and to a casual approach to evaluating information and attributing it and also to copyright and legal constraints.... They aren't demanding different approaches; rather they are making such adaptations as are necessary for the time it takes to gain their qualifications. Effectively, they are managing a disjuncture, and the situation is feeding the natural inertia of any established system.... [They are] effectively on the cusp of change.”

While the report is of undoubted value, some of it is an exercise in stating the obvious (e.g. the emergence of communities of interests and networks and the discrete categorisation into personal spaces, group space and publishing space). To be honest, it is difficult to imagine what else did they expected.

In another way, the document tends to reflect one of the fundamental weaknesses in the general area of digitisation, which is expert

technological development alongside what might be termed weak management and planning. It is also unclear, in this respect, whether the authors felt that the “bottom-up” nature of development was a good or a bad thing.

However, read it in its entirety at <http://www.jisc.ac.uk/publications/documents/heweb2.aspx>.

Key Issues

The Digital Divide remains a reality
Awareness of relevance of social space to learning undeveloped

Web 2.0 use in HE unsystematic and uneven

Extensive and robust infrastructure lacks planning and coordination

Students are driving change in a hierarchic, introvert, guarded, careful, precise and measured world of learning

Reviews

Edited by Lyndon Pugh

Pauline Rafferty, Department of Information Studies Aberystwyth University, on Brophy Narrative-Based Practice



Brophy, Peter. Narrative-Based Practice. Basingstoke, Ashgate, 2009. isbn 978-0-7546-7159-6. Also available online.

Peter Brophy's "Narrative-Based Practice" concerns narrative as theory and practice. It encompasses the uses and abuses of narrative, the theories underpinning narrative and narrative practice, the application of narrative-based practice (NBP) in modern institutions, and even offers some practical suggestions for activities which help develop NBP skills. Peter Brophy's own knowledge of the literature of the disciplines central to an understanding of narrative is broad and deep, but he also articulates the core ideas, often complicated and abstract, in what is a very understandable prose style. In short, Peter Brophy is a great storyteller.

The book starts with a description, and a critique, of evidence-based practice (EBP). Brophy argues that EBP gives us a starting point "but it poses the question of how to build on its successes in order to encompass and indeed focus upon a more holistic and person-centred practice" (p.15). This is where narrative comes in.

Brophy's book is very well structured: first, he positions his NBP within its epistemological world-view. This then allows him to explore the nature of narrative, and the methodological practices appropriate to the study of narrative. In Chapter 2, post-positivist epistemological theories and their associated methods are described. These are difficult topics to explain, but Brophy's writing is always clear and easy to understand. Chapter 3 introduces theories of narrative drawn from philosophers of language, literary theorists, semioticians and social psychologists. Brophy synthesises ideas derived from the work of many significant, canonical writers including Genette, Barthes, Lyotard, Wittgenstein and Ricoeur, and produces an extremely interesting and thought-provoking chapter. Somewhere around here I realised that this book would be of value not only to readers interested in information science and knowledge management, but also to readers whose interests lie in the philosophy of knowledge and language, in communication and cultural studies, and indeed management more generally. In the fourth

chapter, social constructivism and theories of learning are explored, which allows for the discussion of narrative in relation to communities of practice, and a discussion of Gordon Pask's Conversation Theory (p. 58). This leads to an excellent passage on the Reflective Practitioner (p.62). Brophy traces this concept from Donald Schon back to its roots in the work of John Dewey.

One of the great strengths of this book is its sharp honesty. I have read about the reflective practitioner before (which teacher of information science has not?), and all too often the concept is presented outside its context.

in this book. Yet beyond this, he is honest enough to criticise the ideas he introduces, acknowledging their limitations and the ways in which they can be diluted or abused in practice – so he warns that the ideal of the reflective practitioner too often ends up as "a mechanistic record of experience" (p.64). This ability to cast a cold eye on practice permeates the book.

I enjoyed Chapter 3, as narrative is very central to my scholarly interests, but perhaps my favourite chapter is Chapter 5 on knowledge and Knowledge Management. This begins with a description of the Data-Information-Knowledge model (DIK) and the Data-Information-Knowledge-Wisdom (DIKW) model. I have always been

uneasy with these models, and with what seems to me to be their too-easy absorption into the KM field. I was just a little bit concerned, therefore, round about p. 70, where the models are described, and reference is made to writers who use them. Happily, there followed a sub-section entitled Epistemological Perspectives, in which the concept of knowledge as justified true belief is explored. The placement was just right. The models are first presented, then their limitations are examined. I recommend this chapter as part of any university research module, undergraduate or postgraduate. In it Brophy discusses knowledge, truth and wisdom, illustrating the discussion with quotations from Descartes, amongst others. The chapter includes a lucid discussion of tacit knowledge – a slippery concept – and the discipline of Knowledge Management. This is an excellent overview of the central theoretical issues.

Chapters 6 and 7 are concerned with narrative in practice. Chapter 6 discusses narrative in virtual worlds, exploring social networking sites, collaborative authoring, and computer games. A sub-section explores the notion of presence in virtual worlds. Chapter 7 explores narrative in organisations, asking what kinds of stories people in organisations tell about themselves, and exploring how narrative can be used for social participation and resolving conflict.

Brophy discusses narrative and leadership, strategy, product design and brand identity, to create a common understanding of the goals of the organisation. He warns that corporate and professional storytelling can be dangerous (p. 129) because "it is very easy to misuse the power of narrative to convey falsehoods, to promote products and service with messages which exaggerate and embellish the real properties of what is on offer" (p. 129). We need an ethical framework within which to develop stories. We need concepts such as professional integrity, responsibility, and truth. It is these concepts which Brophy turns to in the final chapter of the book, a chapter which, like all the others, combines discussion of theoretical foundations with stories and anecdotes, exploring the benefits of NBP alongside intelligent and clear-sighted critique.

Peter Brophy is the master storyteller throughout. His is a deep, scholarly knowledge worn lightly, with a humane wisdom mediated through a friendly, personal authorial voice. The style is entirely in keeping with the content. This means that this book is not only extremely rich in information, it is also very readable. I would strongly recommend Narrative-Based Practice whether your interests are philosophical or practical. Even the bibliography is excellent – and is itself a framework for an education.

Some Background Reading

from Chris Leftley, Wycliffe Hall Oxford

Katz, Richard N. (ed) The Tower and the Cloud: Higher Education in the Age of Cloud Computing. Educause, 2008. isbn 9780967285399. Also available as an e-book at <http://www.educause.edu/thetowerandthecloud/133998>.

The emergence of the networked information economy is unleashing two powerful forces. On the one hand, easy access to high-speed networks is empowering individuals.

People can now discover and consume information resources and services globally from their homes. Further, new social computing approaches are inviting people to share in the creation and dissemination of information on the Internet. Empowerment of the individual – or consumerisation – is reducing the individual's reliance on traditional brick-and-mortar institutions in favour of new and emerging virtual ones. Second, ubiquitous access to high-speed networks, network standards, open standards and content, and techniques for virtualising hardware, software, and services are clearly making it possible to leverage scale economies in some wholly unprecedented ways.

What now appears to be emerging is industrial-scale computing: a standardised infrastructure for delivering computing power, network bandwidth, data storage and protection, and services. Consumerisation and industrialisation beg the question "Is

this the end of the middle?"; that is, what will be the role of "enterprise" IT in the future? Indeed, the bigger question is what will become of all of our intermediating institutions? This volume examines the impact of IT on higher education and on the crucial question of the organisation of IT in higher education.

The application of digital technologies in libraries tends to lead to disintermediation, which means: no mediation, serve yourself to information. To use many of the services of library and information services today, users do not need to go to a library or see a librarian at all.

Digital resources and services can be used at home, or off-campus. In some cases, users may not even realise that librarians are behind the scenes of the services they are benefitting from. For example, a search for an article via Go Scholar could lead to the downloading of a PDF file without any awareness that this service, which entails serials management, IP authentication and other support, requires the intervention of librarians to ensure that it runs smoothly, or operates at all.

In this disintermediated environment, all reference services are struggling, still part of library services where there is real interaction between users and librarians. The focus of reference work has shifted from resources to users, and from finding information for users to enabling them to find the required information themselves. Having this in mind, technology can represent an opportunity for reference librarians and not a threat.





Webster, P. M. Managing Electronic Resources: New and Changing Roles for Libraries. Oxford, Chandos Publishing, 2008. ISBN 9781843343684 (pbk)

Managing Electronic Resources focuses on two challenges currently facing libraries: the rapidly increasing number of resources delivered electronically, and the impact of web services. It is an in-depth look at the limitations of current Integrated Library Systems (or, as they are known in the UK, Library Management Systems) and the response of catalogue software to these challenges – such as the complications arising out of the need to manage parallel systems (link resolvers, electronic resource management systems, journal lists) – as well as new tools which are beginning to be used to address the need for integration. Labour-intensive systems based on a single-system approach (the catalogue) are no longer sustainable or adequate for the range of resources and services now expected by library users, but where do we go from here?

In this sense, the book is aimed at library managers and others involved in working with library systems or in negotiating with vendors, but it would equally benefit anyone involved in the administration of electronic resources in libraries and also those staff who are interested in information systems.

What first strikes the reader about this book is its broad scope. The title itself suggests the enormity of the task which Webster has decided to take on.

The ultimate goal of the library systems at the centre of this, and I think we would all agree with Webster here, is to grant users the ability to travel seamlessly from search to access, regardless of the type of resource.

The author is well placed to suggest solutions: he draws heavily on his experience as a systems librarian within the Canadian academic sector, and displays a deep understanding of the impacts being felt by all libraries.

The first part of the book provides a roll-call of current library topics: federated search,

link resolvers, aggregated content, preservation and authentication, amongst others.

From this perspective, Managing Electronic Resources would be a good induction tool for a new manager dealing with these issues. Selected topics are then looked at in more detail, particularly link resolvers and other elements of the distributed e-resource environment.

Link checking is an example which Webster uses to illustrate this expanding and convoluted workload. Librarians are having to maintain links locally to consolidate vendor and other third party information. There are many factors contributing to this problem, but a large part of the solution relies on improvements to offerings by vendors and link resolver companies, and on providing more clarity about what is expected from these relationships. The author again draws heavily on his own experiences in dealing with vendors, and other service providers, in managing electronic resources.

“Silo-busting” is also a recurring topic, and Webster is adept at identifying the ways a fragmented approach to library resource information causes problems. A common-place example of information silos is the parallel management of multiple vendor databases, all with their own search interfaces, that is still central to electronic resource management in many libraries.

Webster adopts quite a didactic tone. I lost count of the number of times the author began a sentence with “What libraries need” or “Libraries must...” I find it hard to believe that anyone currently working with library service delivery is not aware of these challenges.

The solutions are neither simple, nor are they necessarily forthcoming – relying, as they do, on vendor support. Libraries are grappling with the massive changes – such as in how serials are delivered – as well as the effects of rapidly increasing user expectations. Collections are no longer static, and as vendors, prices, licences and subscriptions change, it is clear that conventional manual cataloguing procedures are no longer appropriate.

When libraries are dependent on the same

books lamenting the end of librarianship as we know it are not exactly rare at the moment, this is one of the few which brings with it a depth of knowledge of the systems and technological issues which libraries are dealing with. Managing Electronic Resources outlines the problems, and suggests ways forward which the library sector will need to build upon ultimately.

Kate Lomax on Managing Electronic Resources



There are two challenges:

Increasing electronic resources and the impact of web services

vendors and databases, duplication of effort and data is inevitable. Webster rightly identifies the need for improved methods of data-sharing between vendors, publishers and libraries.

Standards such as Onyx for Serials Information Exchange Protocol, and Z39.50, give rise to the hope that libraries are dealing with this issue. However, inconsistency in the implementation of standards, for reasons such as the complexity of the standard itself, or a negative impact on innovation, remains a problem.

Non-system factors (skills shortages, funding pressures, and user behaviour) are mentioned, but usually only in passing. The real strength of the book is in coverage of the underlying systems.

It will also complement recent publications which focus on user behaviour. The chapter on Innovative Interfaces is a highlight, covering, in detail, new developments such as the LibX toolbar and the Umlaut linking application.

Despite being impressed by the number of topics and technologies covered by the book, I cannot help but notice some oversights. For example, while Open Office rates a mention, Open Source LMS solutions are not explored in the detail I expected, and the Blacklight OPAC is not mentioned at all. Similarly, Citation Management Systems are referred to, but newer browser-based solutions such as Zotero are not.

While e-books are afforded the occasional mention, the book was perhaps published on the cusp of the growing interest in portable ebook readers and so this passes without a mention. SOPAC (Social OPAC), LibraryThing (see review on page 84 of this issue) and other new tools, have made more of an impact on the public library sector,

which perhaps explains their omission here.

But these are just some of the many innovations which have an impact on electronic resource management, and in a way it is heartening that there are so many that it is impossible to cover them all.

A major strength of the book is Webster’s knowledge of technologies such as federated search and other related developments, topics he has previously written about in publications such as Library Journal and Internet Reference Services Quarterly.

Readers who are battling with this relatively new functionality will find that this title explains technical details, and even offers some practical solutions. Similarly, technical explanations of new tools such as a LibX and Umlaut are useful and concise. Structurally, the book is something of a mixed bag. The chapter divisions are not clearcut, and involve some overlap.

Occasionally, the structure suddenly changes to incorporate comments from one of Webster’s colleagues and Q&A interviews with the people behind the XC Project and LibX developers.

While this temporarily disrupts the flow of the book, it does allow Webster to delve further into some of the specific details of the technology.

It is true that books lamenting the end of librarianship as we know it are not exactly rare at the moment, this is one of the few which brings with it a depth of knowledge of the systems and technological issues which libraries are dealing with. Managing Electronic Resources outlines the problems, and suggests ways forward, which the library sector will need to build upon ultimately.

While reading of these challenges and demands can be draining, this is a necessary starting point in the development process, and for challenging vendors to be part of this. As this book attests, there are already many exciting developments underway in the world of library systems.

A major strength of the book is Webster’s knowledge of technologies such as federated search and other related developments, topics he has previously written about. Readers who are battling with this relatively new functionality will find that this title explains technical details, and even offers some practical solutions. Similarly, technical explanations of new tools such as a LibX and Umlaut are useful and concise.



Leo Appleton reviews a key text on learning support models in Higher Education and gives it five stars

“This book is essential reading for staff in Higher Education Learning Support. Each chapter brings a little more clarity to the issues of how and why transformation is necessary, and provides a specific example of best practice. This is a most invaluable and reassuring handbook for anyone working in our ever-changing Higher Education environment.”



Weaver, Margaret (ed.) Transformative learning support models in higher education, Facet Publishing, 2008. ISBN-10: 1856046443 ISBN-13: 978-1856046442.

There have been many political and organisational drivers which have led to the changes which the UK Higher Education sector has experienced over the last decade. In short, the ways in which teaching, learning and research are delivered within our Universities has been transformed, and all aspects of learning support and student support have had to change with them.

These changes in learning support sometimes appear to be reactive, almost as if the university-wide strategy has been implemented with no input from the strategic direction of its key support services. In many instances, however, this is not the case, and this book brings together a selection of case studies from the UK, Europe and beyond, recording how huge changes and transformations have been made to library, information and learning support services in

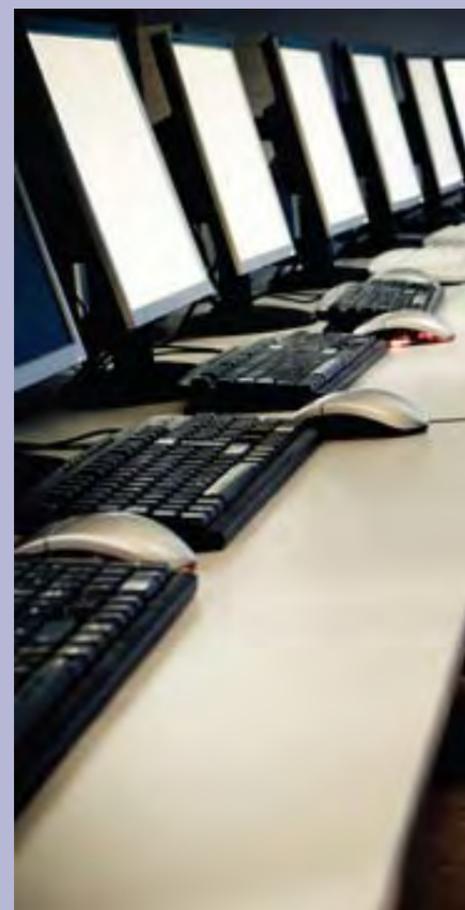
a well informed and strategic manner.

For someone currently involved in delivering strategic change through transforming learning support models, including the use of space and the way staff work, this has proved a very useful publication.

The scene is well set by the editor, providing a brief overview of the context, and how she came to compile a book of this nature through the completion of her own PhD. The contributors are largely UK – and Australia-based, but between them provide a rich array of varied experiences. Each case study provides an insight into how a particular transformation has been achieved at a specific institution, and these are presented in three separate sections within the book.

The first selection is entitled Transformation Through Strategy, Policy and Organisation, and addresses the changing profile of learners. Les Watson’s opening chapter provides a comprehensive overview of the changes

in the Higher Education world, and how these have led to a focus on the student: needs; demands; expectations; and the requirement to provide value for money. Watson emphasises how this has been the thinking behind the wholesale changes to HE, but concludes that Learning Support services, and libraries in particular, have, in many cases, found it difficult to adapt.



Having acknowledged this change in culture, the book develops to provide insights, and a case study (from the Victoria University of Wellington), into the “holistic university”, and, in particular, the need for an integrated approach across the organisation. This should embrace all the support services, with a central role for the library, information and support services.

Section one covers the redesign of learning support, and includes case studies on integrated and converged student services within particular university settings. The strategy and thinking behind these ideas are explored, as well as challenges of applying the model in practice. Section two begins with an excellent example of planning for next-generation learning spaces. This is based on the Dublin Institute of Technology, and emphasises the strategic role of the Learning Spaces Group, and the benefits stemming from a multi-disciplinary approach to planning learning space. A second case study is based on the editor’s home institution, that of the University of Cumbria. It explores the experiences of

supporting learning within purpose-built flexible learning spaces.

The remainder of section two assesses the delivery of outreach and learning support services to distance and remote users, a service which has become increasingly important. The integration of physical and virtual environments is comprehensively addressed through the experiences of the University of the Highlands and Islands, while effective engagement in widening participation is also covered towards the end of the section.

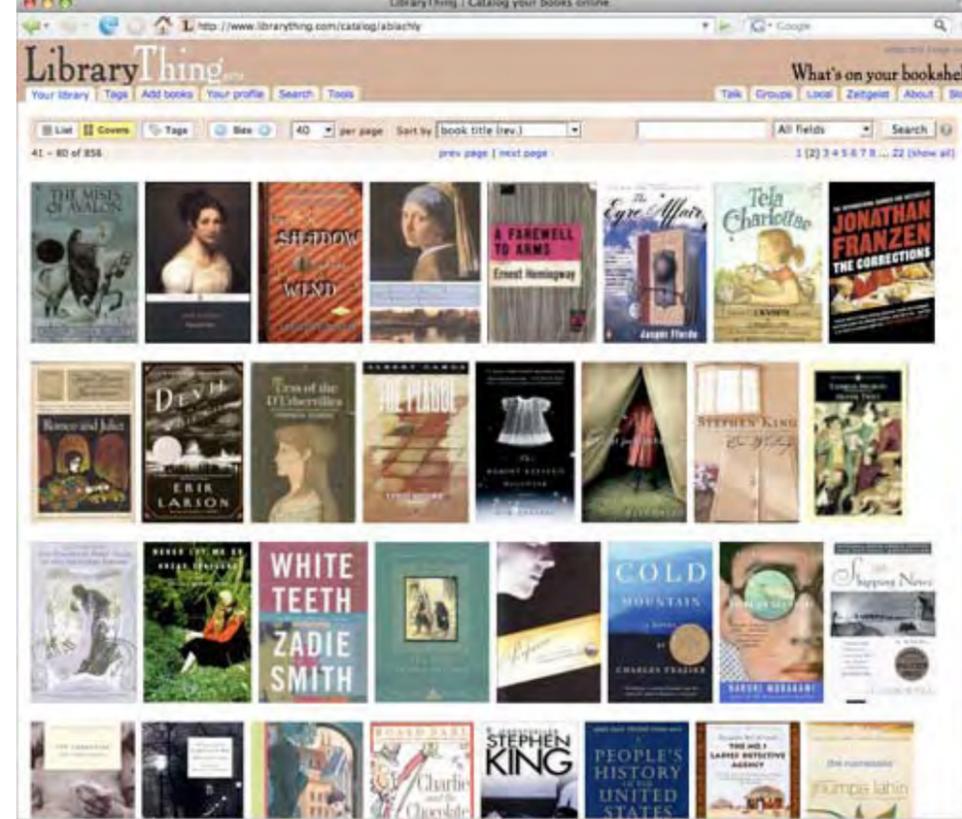
The latter part of the book deals with the application of research-based teaching and learning principles in practice. Case studies and examples illustrate how multi-professional teams are formed, and how they operate. The Edge Hill case study demonstrates this, providing the reader with an overview of their framework for a multi-professional team working within a University setting.

This third section also discusses the importance of practitioner research in the development of holistic learning support practice. The final chapter focuses on the Centre for Inquiry-based Learning in the Arts and Social Sciences (CILASS), as an illustration of this.

Overall, this volume is a rich selection of informative case studies. Each illustrates a different aspect of learning support delivery, with library and information services at the forefront. While the contributions are global and diverse, they have one thing in common. All the chapters address the need for HE library and information services to evolve, and to embrace the new models of collaborative working which are required for this transformation to be effective. It is interesting, but not at all surprising, to note that many of the chapters talk about how staff roles need to change strategically to fit into the new, flexible, blended learning paradigm: a model which puts space, flexibility and the student at the forefront of the learning agenda.

As a Higher Education learning support practitioner, I am aware of the rapid changes continually affecting the sector. Transformation in the delivery of library and information services in a converged context is demonstrable, and will be responsible for the sustainability of our services within Higher Education. This is essential reading for anyone working in Higher Education Learning Support. Each chapter brings a little more clarity to the issues of how and why transformation is necessary, and provides a specific example of best practice. This is valuable handbook for anyone working in HE.

Leo Appleton, Planning and Business Manager for Learning and Information Services, Liverpool John Moores University



LibraryThing is a prominent social cataloguing web application for storing and sharing personal library catalogues and book lists. It was developed by web designer and publisher Tim Spalding, and went live on August 29th, 2005. By its first anniversary in August 2006, LibraryThing had attracted more than 73,000 registered users who had catalogued 5.1 million individual books, and this figure represented nearly 1.2 million unique works. By May 2008 they had exceeded 400,000 users and 27 million books.

Free to individuals, the application allows users to register up to 200 books. Beyond that limit, or for commercial or group use, an annual subscription fee or one-time lifetime fee is charged.

Online bookseller AbeBooks bought a 40% share in LibraryThing in May 2006, for an undisclosed sum. In January 2009, Cambridge Information Group acquired a minority stake in the company, and their subsidiary Bowker became the official distributor to libraries. It is important to be aware that Amazon owns AbeBooks, and so has a big stake in how LibraryThing operates and develops.

Users can choose to catalogue their books or DVDs manually using the LibraryThing template, or far more commonly, can opt to copy in the catalogue entry for their book from the Amazon.com site, or from over 690 libraries throughout the world, including the Chinese University of Hong Kong, the National Czech and Slovak Museum and Library, and the Russian State Library. This feature is a strong and welcome reassurance that LibraryThing does not concern itself exclusively with English

language publications.

The British Library and the Library of Congress catalogues are available (both these sites are better for locating older, rare, and out of print material). Users are led towards choosing the Amazon.com site as their first search site, but a default source can be set from a number available. Having copied the entry into a personal library at a single click, the bibliographic data can then be edited and enhanced to suit individual requirements.

One of the first questions which librarians will ask, and it is important to realise that this is not necessarily what the majority of subscribers will ask or demand, is “how reliable and comprehensive is the cataloguing information?” The short answer is very good – particularly if the data comes from national bibliographies such as the British Library. LibraryThing takes subsets of data and copies them into a template. The bibliographical description typically contains: Author (and other contributors), title, place of publication, publisher, date, pagination, ISBN, LC Classification, Dewey, Library of Congress Subject Headings (or other headings used by libraries) and Language. In addition, there is provision to write a review, give star ratings and add tags (of which more later).

The summary, when it appears, is brief, and often merely a repetition of the title. This brevity can be unhelpful. I added The Collected Stories of Richard Yates to my library, but the entry does not tell you that this is a compilation of two previously published collections of short stories, each with its own title, plus a collection of previously unpublished stories. Readers taking their

A Quizzical Look at LibraryThing

Olwen Terris assesses the progress of the social cataloguing web application

information from Amazon.com, and most will, should realise that the bibliographical information is only as accurate as the details supplied to Amazon by individuals, distributors, and publishers. I checked for a forthcoming publication of which I am co-editor. The bibliographical citation was entirely erroneous – the book was attributed to a different set of editors. The mistake originated in information supplied by the book’s distributor.

Searching for a book to add to a personal library is not always easy. The very brief Search Tips provided on the site are quite illuminating, with lively encouragement not to think too much about what you are doing: “Be sloppy with Amazon. Do what you want. Amazon will probably catch it.” Perfectly true. “Be strict with libraries. Libraries have rules! Enter phrases separated by commas. The words in each phrase must occur together.” The basic search box makes provision for author and title searches, but is actually too basic, and the help for formulating the search is inadequate. The ethos of LibraryThing is minimal structure: all information is equally valid, enter simple words to triumph over the officials (read librarians), who impose their rules and hamper access to knowledge by imposing erudite classification and hierarchies. It is ironic that a site unapologetically sceptical of libraries and their cataloguing rules is happy to make use of the carefully crafted British Library cataloguing data, and that of many other libraries, to sell itself to its customers.

The precision such unstructured searches lack undeniably brings problems. It can be very difficult to match the precise edition of the text to be catalogued with the list provided, and this can lead to frustration and mistakes being made. For example, I wanted to add a copy of Dickens’ Great Expectations to my personal library. Keying the title brought me 1,529 hits in no discernable order, and included books about the novel as well as the text itself. To find the edition which matched mine, when there was generally little more than a date to distinguish one edition from another, was extremely time-consuming because it was necessary to click into each title to get the fuller citation. I would have found it far quicker to catalogue the book myself, and I suspect many others, not necessarily cataloguers like myself, would find the same.

The capacity to add tags (keywords) to books already read is a feature of LibraryThing and highlights the issues surrounding the value of folksonomies, on which articles, largely penned by information architects, continue to be written. Again, the site hints for adding tags disparage the librarian’s perceived quest for order:

“Tags are a simple way to categorise books according to how you think of them, not how some library official does.”

Note the dismissive “some” and the phrase “library official” as opposed to librarian.

Anything can be a tag. It is only necessary to type words or phrases separated by commas. I added a few books to my library, and then looked at the tags assigned by other readers. For Harold Pinter’s play *Betrayal*, the tags included: “literature”, and “Pinter play”. There were more helpful tags, for example “infidelity”, and mystifying ones like “Boston” and “College”. Others, such as “Fiction” and “Theater of the Absurd”, were simply wrong. In several instances, when looking at member tags for books in my library, the user had misunderstood the purpose of tagging, although the site guideline that “anything can be a tag” does encourage this line of thinking. This leads to comments such as “awesome” or “Rick’s library” or “read in 2008”. There were no surprises – some tags were sensible, most not, there were spelling mistakes, to my mind gross misunderstandings of what the work was about, and all were displayed in a horrible mish-mash of fonts and point sizes. This latter feature was presumably designed to distinguish between levels of relevance.

But all such criticisms of the quality, relevance and use of tags in folksonomies are in the end irrelevant. To criticise folksonomies, when the creator and the consumer are the same, is to deny the existence of the phenomenon itself.

Recommendations for further reading are suggested by the software matching members’ tags with tags added by new users. Having added “Betrayal” to my library, the site’s Recommendations suggested I might like to read Shakespeare’s *As You Like It* and David Mamet’s play *Glengarry Glen Ross*. As it happens, I am a great admirer of both, but this is pure

LibraryThing is a site for book lovers.

LibraryThing helps you create a library-quality catalog of your books. You can do all of them or just what you're reading now.

And because everyone catalogs online, they also catalog together. LibraryThing connects people based on the books they share.

(<http://www.librarything.com/>)

coincidence and does not prove the effectiveness of the site's algorithms in forming my taste. The two works referred to have both been tagged by members as "Plays", "Drama" and "Theatre" among others. It is, therefore, assumed, with the kind of questionable logic shared by all social networking sites which have this facility, that as I like *Betrayal*, which is a 20th century play, I must be interested in all 20th century plays, and that I would be interested in other works by Harold Pinter. The former is not the case, while my liking for Harold Pinter is obvious.

Perceived generational differences can obscure the librarian's thinking on the value of LibraryThing, and create and perpetuate a dichotomy between them, being the young taggers, and us, the older librarians who really know what a book is about. This is illustrated in the piece *LibraryThing a Good Thing*, from *Gazette*¹. A spokesman from Bowker, while acknowledging, although not explaining, the value of Library of Congress Subject Headings, feels the "average consumer" would be more familiar with colloquial terms such as "chick lit" and "cyberpunk". Had he looked at the LC online catalogue he would have found both "cyberpunk" and "chick lit" well established as LCSH headings. Cataloguers and indexers are in the vanguard, encountering new terminology in the most recent literature, often ahead of publication and usage.

LibraryThing is excellent for cataloguing a personal library if the owner lacks the incentive or skill to create catalogue entries. In addition, it allows the addition of keywords or "tags", makes recommendations for other reading, provides links to book suppliers, and encourages communication between readers with shared tastes.

It will also have applications in small libraries. The subscription is cheap, joining is straightforward, there are no hardware requirements, and staff would require minimal training in cataloguing or classification. For larger libraries with already well established catalogues, LibraryThing offers

the ability to incorporate members' tags, reviews and recommendations into their OPACs, with successful experiments

The ethos of LibraryThing is minimal structure: all information is equally valid, enter simple words to triumph over the officials (read librarians) who impose their rules and hamper access to knowledge by imposing erudite classification and hierarchies.

[Others] ... do not need to share experiences with millions of others, ... can decide for themselves what to read next, and ... think that giving a star rating to Shakespeare's *Hamlet* is a futile gesture. For them, despite the facility to make an account private, this may not be the site of choice. They are likely to look for other ways to catalogue their libraries.

already made. The work required is done chiefly by LibraryThing, with input from the OPAC administrator².

LibraryThing will appeal to those who enjoy blogging and prefer to use the site as an online book club. Others, to whom reading is a private endeavour, who can decide what to read for themselves, and who think that giving a star rating to *Hamlet* is a futile gesture, may not wish to share experiences with others. For them, this may not be the site of choice. They are likely to look for other ways to catalogue their libraries. Go to <http://www.librarything.com/>.

References

1. Owen, Tim Buckley: *Is LibraryThing a Good Thing?* *Gazette* (CILIP, 13-26 February, 2009).
2. Wenzler, John. *LibraryThing and the Library Catalog: Adding Collective Intelligence to the OPAC*. (A Workshop on Next Generation Libraries, CARL, NITIG: September 7, 2007.

Magix Xtreme Photostory a Way Into Media Editing for Beginners – Easier than Powerpoint?



Ken Cheetham of UWIC Student Support assesses some improved software which represents a good way for neophyte or improving editors to learn multimedia presentation and editing skills and the basics of image editing. Is it easier than Powerpoint?

MAGIX Xtreme PhotoStory on CD & DVD 8 is a suite of software which allows users to import still and moving images, add effects, text, and music, and output to PC, TV, or online. It permits convenient management and intelligent archiving, and is even easier to use than before. Extra improvements and adjustments simplify usability and make the programme more user-friendly for beginners. Quick navigation is achieved simply via keyboard shortcuts.

Multimedia slideshows can be quickly and easily created by using a series of templates and other useful features such as Wizards. The software will work with a plethora of source material, importing images and video from digital cameras, memory cards, camera phones, scanned images, the internet and other sources, with TWAIN devices also being supported. There is also support for the screen resolution of netbooks and the current generation of mini laptops.

Wizards help produce quality output, which can be accompanied by 3-D matching captions and text. Special effects, animations, fade-effects and other transitions can be added to slideshows, and even video mixing from MPEG4 is supported. Panoramas may be created using up to six images, and images can be quickly manipulated and adjusted for both shape and aspect. There is a time-line viewing mode which allows images and videos to be arranged as required.

New features include:

- Slideshow wizard: create the perfect slideshow with ease
- 3D titles and text animations: create captions and text with a three-dimensional look. 50 adjustable 1-click templates offer different font types, styles, and animations.
- Direct YouTube™ upload
- Create Flash™ video
- Supports mini laptops
- Supports screen resolution of modern of 1024 x 600.
- Shape and aspect can be quickly adjusted

Once a presentation has been prepared, the finishing touches can be added by using the integrated MAGIX Soundtrack Maker

to apply the acoustic mood of choice, while selecting from a range of music styles. The programme supports several audio file formats including MP3, WAV and WMA.

Also integrated with the programme is MAGIX Photo Manager 8 for convenient archiving and management of image files. MAGIX Photo & Videoshow Soundpool 6 allow the use of external software to add sound to the images.

This offers nearly 3,000 licence-free, high quality sounds, music tracks and special effects. Audio landscapes are available for a range of situations, providing for the addition of a number of sound track features.

Burning the presentation to CD or DVD is from within Xtreme PhotoStory, and this highlights another advantage of the programme when compared to PowerPoint. While Powerpoint will certainly do all of the above, this software does not require a computer for playback.

The video editing programme is an upgrade to v14, and introduces Multicam editing to give perfectly synchronised recordings from two camera sources, animated menus for Blue-ray discs, 3-D preset templates for 3-D title effects, a convenient colour correction tool, the Media Pool which centralises control of video effects, a new user interface which can be customised by the user, keyboard shortcuts for speedy navigation, batch conversion of entire folders of videos into any chosen format, and new DVD/Blue-ray menu templates.

Editing with Edit Pro 15 Plus has been greatly streamlined, with a more useful interface which makes it straightforward to use storyboard and timeline layouts and to crop, divide, split and trim scenes.

The software can configure video for wide screens, and it has real-time previews to show added effects immediately.

Export to most popular file types is facilitated, and Magix Xtreme is compatible with most on-line services like Google Video, Yahoo Video and YouTube. It works with most video players including QuickTime, RealPlayer and Windows Media Player.

There are quick load buttons for YouTube, and the software can be used to create and export video files to portable devices such as iPhones, smart phones and PDAs.

15 Plus has most features used by beginners and improvers-level video editors. It has thematic ins and outs, 25 theme-based styles and 30 title generating templates.

There are 60 audio effects, 150 decorative elements, 200 fades, 100 colour, graphic and video effects and 100 video motifs. It has blue screen editing and can create picture-in-picture effects.

Text elements, such as flowing credits and subtitles, can be easily added, and there is a feature called VideoMix which allows "magnetic objects" or "motion objects" to be added to moving elements in a video.

MAGIX Xtreme PhotoStory on CD & DVD 8 needs the following minimum set-up to operate:

- Operating System: Microsoft Windows XP, Microsoft Windows Vista
- Software: Windows Media Player 7.0 or later
- Processor Type: 700 MHz Intel Pentium or 1 GHz AMD Athlon
- SVGA graphics card with 32MB of memory
- 16 bit sound card
- XGA monitor
- RAM – Athlon – 512 MB; Pentium – 512 MB
- Hard Drive 500 MB

Xtreme PhotoStory is available from UK distributors at £29.99 VAT inc., or may be downloaded from <https://comercio.softonic.com> for £20.19 inclusive.

There is currently a package deal on Photo & Videoshow Soundpool 6, which can be purchased along with Movie Edit Pro 15 Plus for £29.99 inclusive.

Magix Movie Edit Pro 15 Plus for Windows XP or Vista has the following system requirements:

- Intel Pentium 4 or AMD Athlon 1 GHz and higher (for DV to MPEG-2

transcoding/screen capturing at least 2 GHz are recommended)

- 512 MB RAM
- 1 GB hard disk memory and a DVD drive for programme installation
- Graphics card with a screen resolution of at least 1,024,768
- Sound card (multi-channel sound card recommended for surround-sound editing)

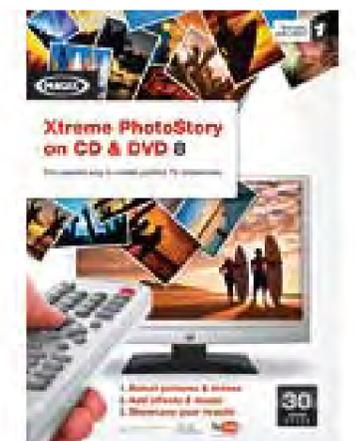
Minimum requirements for HD editing:

- Intel Pentium 4 with 3 GHz or dual core with at least 1.3 GHz
- 1 GB RAM (2 GB or more recommended)
- DirectX 9.0c compatible graphics card, min. 128 MB VRAM, and Pixelshader 2.0. ATI X300 or better, NVIDIA GeForce 6600 or better

Recommended minimum requirements for AVCHD editing:

- Intel-Core 2 quad processor with 2.66GHz
- 3 GB RAM
- ATI Radeon HD 3000 series or higher with 512 MB VRAM

Magix Movie Edit Pro 15 Plus is a very solid upgrade and is very reasonably priced, especially in the package offered. It is one of the few pieces of good software for which a printed manual is provided – two, in fact, in the box and also available as PDFs. This is an excellent product and one that I do not hesitate to recommend.



LibraryThing_{BETA}

Technology Roundup

Kevin Curran

Copyright Video From the Copyright Clearance Center

The Copyright Clearance Center (CCC) (<http://www.copyright.com/>) have produced a short introductory video explaining how copyright works. The video is available free of charge as long as it is used for educational purposes. It can be viewed online (see <http://66.151.191.157/>) and a downloadable file is available at <http://66.151.191.157/license-the-video.htm>. The content is clear and succinct.

CCC was created in 1978 by a group of authors and publishers. Today, they represent tens of thousands of authors, publishers and creators from almost every country in the world, and license the rights to millions of books, journals, newspapers, websites, ebooks, images, blogs and more. They are founding members of IFRRO, an international network of reproduction rights organisations. Their website is at: <http://www.copyright.com/>.

The center provides a range of world-wide services to business, academics, authors and other rights owners. It enters into partnerships with other organisations concerned with the creation, publishing and sharing of works, images, music, video and other copyrighted materials. To join, go to the website.



University of Utah Investigates Screen Reader Software

WebAIM have conducted a survey of screen reader software users. Running between December 2008 and January 2009, the survey examined the attitudes of screen reader software users towards the ease of use of various websites. The exercise produced over 1100 valid responses. What follows is a sample of the quantitative results, and a few observations. More in-depth analysis and documentation are available at <http://webaim.org/projects/screenreadersurvey/>.

A number of issues raised concerned websites which respondents would like to visit, but which are avoided because of accessibility problems. Flash-based sites, shopping sites Amazon and Facebook featured in the responses, with a high proportion of users citing Amazon as a favourite site, with only 46 people identifying it as a site they would avoid.

YouTube also had a strong response in favour – with twice the number of screen reader users indicating it as a favourite site rather than one they would avoid.

Of the top 10 sites, only Facebook was listed more often as a site which users avoided rather than used. Many participants also commented on the nature of difficult web sites by reference to general site types, such as flash-based, or travel, or airline sites.

For the top 10 sites most referred to in the survey, positive responses were logged over three times as often as negative responses.

The most significant conclusion to be made was that there is no typical screen reader software user. It seems that screen reader accessibility is about real people, with diverse abilities and preferences when it comes to web searching.

In general, these results suggest, unsurprisingly, that following accessibility guidelines and standards, and using technologies which support high levels of accessibility,

and providing users with options, are of the highest importance in ensuring accessibility. The composition of the population of the survey was also of interest:

- 89.7% of respondents indicated that a screen reader was always used, because of disability
- 3.8% indicated use part of the time
- because of disability
- 1.2% used screen readers often, but not because of a disability which required the use of a reader
- 5.3% used a screen reader occasionally to perform accessibility tests.

80% of users reported visual disabilities, 16% reported low or impaired vision, cognitive disabilities applied to 1% of respondents, and motor disabilities 2%. Finally, 5% of the population of the research were screen users without any disabilities.

In terms of the proficient use of screen readers, 41% of respondents rated themselves as advanced, 32% as intermediate, 17% as expert and 9% as beginners.

Screen reader usage involved one of four types of software: JAWS (74%), Windoweyes (23%), NVDA (8%), and VoiceOver (6%). The use of other types was reported, but this was statistically insignificant.

Hardware devices were predominantly desktops, for 78% of respondents. 54% also reported laptop use, and 12% used screen readers on mobile phones. BrailleNote, PacMate, PDA and other devices were also mentioned.

Browsers were overwhelmingly Internet Explorer 6 or 7, with 39% of users relying on Firefox. The use of site maps was not high, and as far as text-only versions of websites are concerned, it was not possible to draw any conclusions, with the researchers observing that text-only versions are always used by many and never used by many. As such, it is very difficult to interpret the value they have for screen reader users.

More proficient screen reader users were much less likely to use text-only versions than less proficient users.

This may suggest that proficient users employ sufficient techniques to render the main version acceptable to them. Or, it may suggest that proficient users do not gain value in using text-only versions, which are often less than optimal.

The inconvenience of pop-up windows depended, again not surprisingly, on the degree of expertise of the user, with the level of inconvenience decreasing as users gained proficiency.

Of interest, there was a surprising level of ignorance concerning the use of Web2.0 applications, with researchers concluding that the majority of respondents might not

have possessed sufficient understanding of the area under investigation.

More specifically, only 59% of screen users expressed a preference for descriptions of images used to “enhance the mood or feel of a web page”:

It is clear that there is a disconnect between what evaluators/those without disabilities and full-time/disabled screen reader users want. In general, further analysis is needed before recommending to developers that such images always be given descriptive alternative text, particularly when we consider that the less proficient screen reader users tend to want less description.

Results also made it impossible for the researchers to recommend an alt.text strategy which web designers and editors should follow.

According to the report, one of the most significant findings was that Flash was found to be difficult to use by over 70% of screen reader users.

Of particular note to information services beginning to make use of social networking content, when it came to the popularity of different types of sites, Facebook and YouTube appeared in the Top 10 sites, as did Wikipedia and Bookshare. Five sites were found in both the Top 10 of websites commonly used and commonly avoided.

Both Facebook and YouTube were among these. This tends to support the research's conclusions that:

“As developers, we sometimes view screen reader accessibility as JAWS or Window Eyes or VoiceOver (or whatever) compatibility. This survey emphasizes that screen reader accessibility is about real people - and people that have diverse abilities and preferences. As developers, we must do our best to accommodate the needs of this diverse group.”

In general, these results suggest that following accessibility guidelines and standards, using technologies that support high levels of accessibility, and providing users with options is of the highest importance. The wide range of user responses makes it difficult to provide definitive recommendations for many things. It may also be interpreted that some things (such as relatively insignificant differences in alternative text or the wording of the “skip” link) really don't have much of an impact on screen reader users. On the other hand, the survey also indicates a very strong favorability toward headings and a very high level of difficulty with Flash content.

WebAIM is an initiative of the Utah State University Center for Persons with Disabilities.

The JAWS software package shown here is popular world-wide. JAWS® for Windows® works with a PC, and has a speech synthesiser, which means that screen information can be read out. Braille displays are also supported, and a training tutorial is part of the package. Go to: <http://www.techno-vision.co.uk/JAWS.htm>.

As developers, we sometimes view screen reader accessibility as JAWS or Window Eyes or VoiceOver (or whatever) compatibility. This survey emphasizes that screen reader accessibility is about real people - and people that have diverse abilities and preferences. As developers, we must do our best to accommodate the needs of this diverse group.

iPhone and iTouch For Duke's Digital Collections



— about 32,000 images overall — covering women's history, early American sheet music, Duke history and other topics. The libraries will add new collections regularly as they become available.

"Making these collections available for the iPhone and similar devices is important not only to extend access to Duke's collections, but also as a milestone in the evolution of academic libraries from traditional print repositories to institutions that embrace new technology for sharing their rich resources with broader audiences."

With the launch of DukeMobile 1.1, the Duke University Libraries now offer the most comprehensive university digital image collection specifically formatted for an iPhone or iTouch device.

It includes thousands of photographs and other artifacts, which range from early beer advertisements to materials on San Francisco's Haight-Ashbury scene in the 1960s.

Scholars and students who once had to travel to museums or libraries to view collections of historic images can now do so by clicking on their mobile devices instead.

Although a growing number of scholarly institutions offer images and other material online, Duke is the first to offer collection access which takes advantage of the



iPhone's design, navigation and other features.

Duke University Libraries offers mobile users digital materials from 20 collections



said university librarian Deborah Jakubs. She continued:

"Duke believes in putting its knowledge in service to society, and we are making a major commitment to reach well beyond our campus by placing our collections literally into people's hands."

The DukeMobile Version 1.1 suite of apps also includes an expanded schedule of courses and improvements to the campus map.

Duke's Office of Information Technology and Office of Public Affairs and Government Relations have developed DukeMobile in partnership with TerriblyClever Design, a California-based web services company.

Users of iPhones and iPod Touch devices can install DukeMobile by visiting the DukeMobile page in iTunes App Store at <http://itunes.apple.com/WbOjects/MZStore.woa/wa/viewSoftware?id=306796270&mt=>.

Users of other wireless devices with browsers compatible with WAP 1.0 and 2.0 protocols should point their browsers to <http://m.duke.edu>.

A brief YouTube video describing the new gateway to the collections is available at <http://www.youtube.com/user/DukeUnivLibraries>. Further information can be found at <http://library.duke.edu/blogs/digital-collections/2009/06/16/library-digital-collections-theres-an-app-for-that/>.



Mobile learning is rapidly growing from a set of research projects into worldwide deployment of services for classrooms, field trips, workplace training, tourism and informal education.

Major projects have developed generic platforms for mobile learning, and explored the opportunities for supporting the continuity of technology-mediated learning across locations and life transitions. Smaller projects have often tried out new pedagogical approaches, and investigated how learning on portable devices is interwoven with learners' everyday lives, personal interests and individual learning needs.

Mobile learning, or m-learning, includes learning with handheld devices, learning across locations (with a combination of portable and fixed technologies), and learning in a mobile society. The development embraces a number of aspects. It includes the design of the technologies, and the evaluation of mobile learning techniques in whatever context they are employed. The context, pedagogy and theory of mobile learning are also considered. Innovative architectures are part of the area of reference, and there is a particular application to assistive and inclusive learning. Content management and delivery via mobile devices are an obvious area of interest, as are collaborative

and social learning. There are applications of mobile learning to lifelong learning, and to blended learning through both mobile and fixed technologies.

Support for contextual learning (ie home/university/workplace/other) uses awareness of learners' locations, movements, social contacts, or context-specific requirements, to enable delivery, or the capture of appropriate content, and to facilitate context-specific interactions.

Agnes Kukulska-Hulme is Professor of Learning Technology and Communication at The Open University's Institute of Educational Technology, and she explained:

"In the early days, mobile activities were designed by researchers and teachers, and offered to students as a top-down activity. The technology involved was very sophisticated, and it was used in a very controlled environment.

This is changing now, and adult learners in particular are driving use to support their own independent learning. They are increasingly making connections for themselves between their learning and their workplace, and we're seeing a growing blur between formal and informal learning. Learner-initiated activity is on the increase, so that in the

future there will be more balance between teacher-led and learner-led activity. This is uncharted territory — we're not yet sure how we will interact with mobile technology in the future.

Mobile devices are currently most popular for activities concentrating on the learner, where learners generate content, such as by gathering evidence of learning, or photos or data, and sharing it with others or putting it in their eportfolio. This is not being done on a widespread basis, because of the practical problem of where to put this data; it's a big challenge for universities in terms of changing and adapting their systems and outlook to cater for this new digital data and evidence."

Agnes is particularly interested in the ways in which courses can obtain more input from learners, in order to move from the top-down model:

"We're getting more feedback about learners' needs, such as their study materials and how these relate to their work environment, so that we can capture this "in the moment feedback" and pass it to teaching staff and refine materials accordingly."

In 2007-08, Agnes initiated a project in which The Open University gave mobile equipment to staff, so that they could test learning on handheld devices. Academic staff often have older mobile phones, and can find it hard to envisage what is possible now. This project helped to open the eyes of teaching and support staff, and to bridge the gap between what they think is possible with their early generation devices, and what is possible with the latest generation of devices such as smartphones.

Some became very enthusiastic, largely as a result of their own circumstances. For example, staff who commuted could see the need, and relate to learners who needed mobile access.

Staff who were deskbound, on the other hand, found it difficult to see the possibilities.

Mobile Learning

The views of expert members of The Association for Learning Technology are explained to Catherine Dhanjal in interviews on the current developments and applications of mobile technology





were achieved with teacher and student alike.

Mike Sharples is Professor of Learning Sciences and Director of the Learning Sciences Research Institute at the University of Nottingham. LSRI is a centre of excellence for research in the learning sciences and technological innovation. Mike is also President of the International Association for Mobile Learning, a support and development organisation for researchers and practitioners in m-learning. He said:

“Mobile devices are being used in two main ways. First to support learning through iphones, ipods and so on. Second, to connect formal and informal learning across locations. It first became popular in schools but is now taking off in universities through tools such as podcasting,

SMS messaging and mobile devices providing increased student interaction in lectures. Students attending universities now bring their own devices, typically laptops, and, particularly over the last two years, have not only come to expect course material to be accessible via their laptops, but also that the university network will support their laptops.

Their social and work lives are also blending through mobile devices – they move seamlessly from carrying out research on-line to chatting with their friends on social networking sites.”

The UK is a world leader in mobile learning, and the first international conference on the subject – mLearn – was held in the UK in 2002. The MOBILElearn project started eight years ago, followed by projects involving, and funded by, bodies such as JISC, Becta and MoLeNET. These provided a huge boost to research into

mobile learning.

The UK-led Handheld Learning Conference now attracts around 1,200 delegates from around the world. Dave Pickersgill, Project Manager, Business Gateway at Sheffield College, is responsible for the college's £300k mobile learning project funded by MoLeNET.

The MoLeNET project, led by the Learning and Skills Network (LSN), is certainly the largest, and most diverse, UK-based implementation of mobile learning. This may also be true world-wide.

The Learning and Skills Council, and consortia led by Further Education colleges, have together invested well over £10 million in MoLeNET. The college received £300,000 to be invested in equipment, and purchased a range of devices and software which included smartphones, Nintendo DS, PSPs (PlayStation portables), digital cameras, notebooks and digital pens, amounting to over 1,000 mobile devices and accessories in total.

Technical support was required to support the devices, so the college has also recruited two staff dedicated to the mobiles. Dave continued:

“There is a raft of ways to use new technology, and a myriad of new and interesting ideas prompted by the new equipment. The devices will be used particularly with students on vocational courses, such as those on apprenticeships or in workplace settings such as dental nurses.

Equipment such as smartphones and headcameras will be ideal for students to gather evidence of animal husbandry or hairdressing.

Gathering evidence in this way will also



save staff time, as it is possible to reduce the number of visits to workplace settings, and instead view digital video or photographs gathered by the students. The users will undoubtedly find innovative ways of using devices which we can't even envisage, and lecturers are also suggesting ways to use the equipment.

People's imagination is getting hold of them and taking off. We're using our learning management system, Moodle, as a repository for people's experiences with mobile devices. So far about 80 members of staff have participated.”

On some courses, every student will be issued with a mobile device, whilst other curriculum areas may have some equipment, such as head cameras, on rotation.

It is predicted that, in the next 5-10 years, the amount of equipment the college owns will be reduced, and that student-owned devices will increase in numbers.

For this to happen, connectivity will be key. At the moment students are unable to obtain access to the college network via their own devices, and certain websites are blocked due to the college's web filtering systems necessary because of the number of 16-19 year-olds on courses.

Equipment such as the Nintendo DS is being used in surprising ways in the classroom. Up to 16 can be distributed through

the class, and used wirelessly to key in questions which the lecturer and the whole class can see in real time, without interruption to the flow of the lecture. Text walls are also now gaining in popularity. The use of these devices requires students to text a specific number, so that lecturers can view the queries and comments on a website-based text wall.

SMS is also being used by lecturers, because of the brevity it brings to communication. It can be used, for example, if a text needs to be summarised. This is one area where the UK and Europe has an advantage over the United States. It is comparatively easy to obtain access to mobile phone networks and to exchange information across networks. Text messaging has been available to UK teenagers for 15 years, but in the US it is much more difficult to send messages between networks, and this has slowed down the rate of progress.

It is not just the educational sector which is embracing mobile technology for learning. Geoff Stead, Software Director of Tribal, commented that blending more conventional learning with mobile phones, PDAs and handhelds enables people to experience flexible learning. This extends the use of ICT beyond the classroom. M-learning benefits all types of learners, from primary schools, secondary schools and FE colleges, to universities and

“We need to let people try things out. Most staff have access to up-to-date PCs through work, but mobile phones tend to be personally owned and there is often a wide gap between the capabilities of staff and student mobiles. The project also included clubs where staff could get together for informal learning opportunities, to share ideas, and to work together on ways of using mobiles in their curriculum programme.”

Agnes' research revealed curriculum areas where mobile technology is proving much more popular than others. The health and social care faculty of trainee doctors and nurses finds that mobile learning fits well with their requirements, as students are constantly moving around between practice settings and the learning environment, while, at the same time, reflecting on practice. In language learning, mobiles help to provide opportunities for practice, such as speaking exercises and capturing feedback. Agnes said:

“The beauty of mobile devices is that they offer continuous access and can work across different settings, meaning that students aren't constrained by access to a desk or PC.”

Tribal and NIACE's experience also shows that mobile devices can be powerful in language learning. They joined forces to address the English language needs of migrant workers.

Commissioned by the Quality Improvement Agency (QIA), Tribal conducted research into the skills levels of migrant workers. This involved 470 learners across six sites and several focus groups.

M-learning proved to be a powerful tool for developing language skills. Content was created to cover seven different

work sectors such as construction, manufacturing, transport and aviation. The materials were designed specifically to support migrant workers in achieving ESOL for work qualifications.

Two new functions were also developed: a dialogue tool and glossary, which allows the learner to listen, record and play back words. Materials may be used by employers, skills brokers, union learning representatives and others who may facilitate learning.

The learning materials are also available for free download via the QIA Excellence Gateway, offering migrant workers the opportunity to take charge of their personal development. Agnes added:

“Science students, particularly school pupils, are also exploring mobile devices in areas such as geography field trips – where they can gather data and share it with others – or trips to museums where they can photograph exhibits, bring back information and work on it in school. This sort of pedagogical model is immediately understood by teachers, pupils and parents, and is proving popular.”

UK company WildKnowledge produces software to enable learners to collect data in the field, via mobile devices, for use in the classroom or home. Initially used mainly by school pupils, its use is increasing in the higher education sector, for example for supporting field trips and obtaining GPS-related data.

When the software was first tested in 2004, investigators assessed whether devices fitted with GPS and interactive keys would provide a more engaging way of identifying, and recording, wildlife. After testing the software with over 1,000 users, huge increases in ability and motivation

also to employers.

The EC-funded BLOOM (Bite-sized Learning Opportunities On Mobiles) project has enthusiastically embraced m-learning in order to address the current skills deficit in the passenger, transport and logistics sector. This is an area where employees are often not able to take opportunities for personal development because of irregular shift patterns and long distance travel.

As the lead partner in BLOOM, UK-based mobile-learning expert Tribal is providing pedagogical and technological expertise.

Tribal has customised various learning content aimed at basic skills, job-specific and language learning skills. The content has also been translated into several languages.

Mike Sharples concluded that the key issues in mobile learning at the moment include:

- Learning across contexts. An example is learning which might begin in a lecture, and then continue at home or while the learner is mobile.
- Accessing the right learning content and services wherever the learner happens to be – at home before a lecture to preview lecture notes, or the mobile use of revision materials via mobile phones.
- Collaborative learning: M-learning is also applied to group learning activities outside formal learning times, or for large group collaborations where mass experiments are carried out. This might be in the form of a study group on an enquiry learning project, or a collaborative critique of a paper.
- Increasing access to information from mobile devices such as informal sources (YouTube is an example), or semi-formal such as podcasts, or formal such as course notes.

Credits this issue: Science Photo Library, Digital globe Jy26, Girl With Books Tajida; tOnline Learning Frank Boston, Social Circle Online Friend Network Ken Toh; p67 World Map Sebast1an, Digital information Anthonycz, Computer assisted education Stephen Rudolph, E-Learning Ken Toh, Internet concept Saniphoto, Apple Song Leopard and Snow Leopard Gennadij Kuurilin, Online Education Diploma Scott Maxwell, Seb Schmoller, Online learning Feng Yu, World wide web Olga Martelet, Web 2.0 Bram Janssens; p 77 Increasing phone use Norebbo; p 7, Girl With BooksTajida Savic; p80 Book with usb Dieonis, Computer classroom computers Darko Novacovic, Computer in the classroom Vladimir Vucibabic, LibraryThing, Magix, Hard Drive Alexey Ilyashenko, Copyright sign on a cork Nicolai Sorokin, Duke University Libraries, handheld connection Ptoone, Getting a degree online Madartists, Mobile communication Web Heade Dreamzdesigner, Mike Flanagan, Digital globe Jy26, Online Learning Frank Boston, Golden students with laptops Dreamstime.com, Social Networking Ken Toh, Modern doors Photcrack 77, Google, e-Safe Education; **Agency** Dreamstime.com.

The Association for Learning Technology's peer-reviewed journal, ALT-J, is producing a special issue on mobile and contextual learning in 2009.

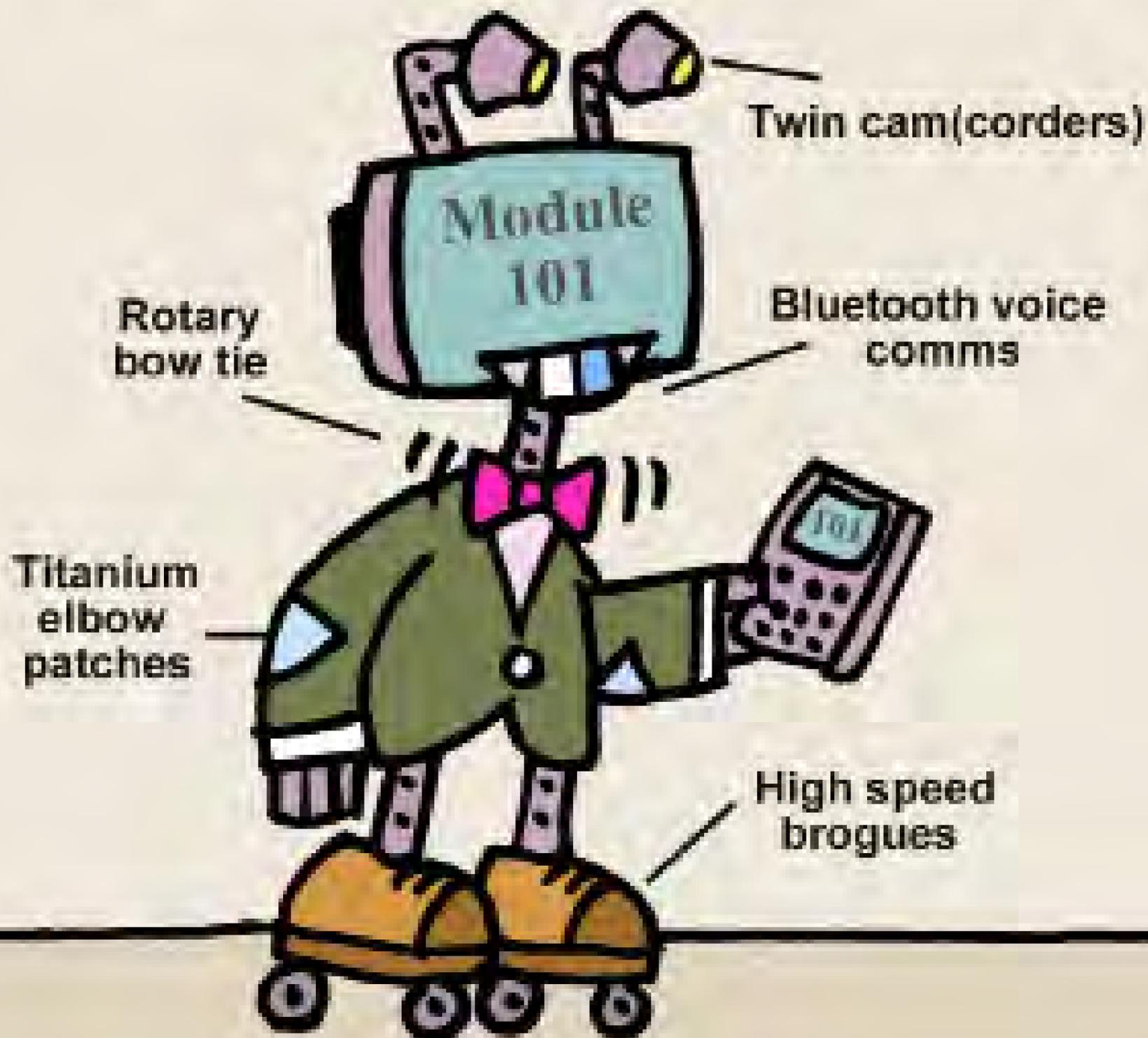
Mobile learning research and practice includes evaluation of mobile learning in any combination of classrooms, homes, workplaces, heritage locations, museums and learning centres, and outdoors; design of mobile, pervasive, and contextual technologies for learning; theories of mobile learning mediated by technology; pedagogical or philosophical underpinnings of mobile learning; innovative architectures for mobile learning systems; inclusive and assistive mobile learning; content management and delivery for learning on mobile devices; collaborative and social mobile learning; blended learning with mobile and fixed technologies; personal mobile technology to support lifelong and life-wide learning; ambient and immersive environments for learning. For more information, visit http://www.alt.ac.uk/alt_j.html.

The Association for Learning Technology is a professional and scholarly association which brings together all those with an interest in the use of learning technology. Their 2009 ALT-C conference will focus on "In dreams begins responsibility" - choice, evidence, and change", and will take place at University Place, University of Manchester, UK from 8-10 September 2009. For more information visit www.alt.ac.uk.

MmlT is published quarterly by the Multimedia Information & Technology Group of Cilip, and appears in print and electronic formats in February, May, August and November. Copy deadlines are the first of the month preceding publication. For all enquiries, contact the managing editor, Lyndon Pugh, at 45 Gwennlian Morgan Court, Heol Gouesnou, Brecon, Powys LD3 7EE
lyndon.pugh@virgin.net
or tel 44 (0)1874 610412.
The editorial board is:
Anthony Hugh Thompson (Chair)
aht@btinternet.com
Lyndon Pugh (Managing Editor)
Alun Jenkins (Finance Manager)
JenkinsAL@cardiff.ac.uk
Olwen Terris goterris@freereserve.co.uk
Kevin Curran kj.curran@ulster.ac.uk

MOBILE TUTOR

Mk 1.



Cartoon by Mike Flanagan