ARE WE THERE YET? INTERACTIVITY CAN MAKE THE JOURNEY FUN AND THE DESTINATION WORTH SEEKING

Information seekers may not see the library as the first place to discover information. However, by enhancing the journey and enjoyment of the destination, librarians can entice people back for their next visit. By providing an interactive experience, librarians empower information seekers, encouraging them to explore further, find new information and maybe return next time. David Pattern, from the University of Huddersfield, put it best when he said “Let people find what they want, but let them get entertainingly lost.” This paper will draw on disciplines beyond librarianship, including exhibition design, journalism and statistical publishing, to show how interactivity can allow people to discover their own meaning in resources (as well as getting them entertainingly lost). China Heart, a multi-media game hosted by Sydney’s Powerhouse Museum in early 2011, will be used to illustrate the power of storytelling in the digital age. China Heart took visitors beyond the exhibition walls to Sydney’s Chinatown. By walking the city streets with a GPS-enabled phone, visitors were able to experience the stories behind museum objects in a new way. Objects were combined to form a new whole: a story which was greater than each part. Journalists understand the power of visualisation to express an underlying story. Recently, The New York Times invited its readers to express their feelings about the death of Osama bin Laden. The answers were visualised to show the big picture, with mouse-overs to allow interaction with each comment. Interaction also provides visitors to statistical websites with ways to control which data is displayed, and enables a clearer understanding of the data through visualisation. The Gapminder website allows visitors to make their data selections and then watch the changes over time. Statistics New Zealand’s interactive boundary maps allow users to see geographic areas coloured by their data choices. The underlying ideas of telling stories, visualisation and interactivity can also be applied to library work. This paper will conclude with some practical ways in which we can enhance journeys of discovery, make the destination an enjoyable experience and maybe even encourage visitors to get enjoyably lost.
TAI TOKERAU TANIWHA RAU: EMPOWERING STUDENTS TO ACHIEVE

The University of Auckland Equity Policy states that equity groups require the removal of “barriers to improve access, participation, retention, progression and success” (McNaughton, 2009, p.1). Students from identified equity groups are at high risk of not completing their qualification.

University study can be a daunting experience, particularly for students who have no family experience of tertiary education. Many students begin their academic journey with a passion to make a difference, (for example, as a qualified teacher) in their community. However, some encounter obstacles in the academic environment which can affect their tertiary success.

At Te Tai Tokerau Campus, Whangarei, Māori and mature aged students are two groups recognised as being vulnerable to barriers to successful academic outcomes. These groups have had little or sometimes unsatisfactory experiences of libraries in a tertiary setting. Mindful of this, the Tai Tokerau Library provides a safe and welcoming environment for users.

Initiatives implemented to tailor library services to our students’ particular needs include: information literacy workshops; a current and relevant collection; increased accessibility to Māori language readers; a new library layout; and Information Commons support and services. Underpinning these initiatives is a library team committed to a kaupapa of empowering vulnerable students to achieve their academic goals.

Library patronage and circulation statistics have increased and evidence gathered indicates that the library has become the hub of the campus. Students from these identified equity groups are now leaving Te Tai Tokerau Campus feeling confident and ready to work in their own communities as qualified teachers.

GREEN, Sandy

LOOKING OUT AND KEEPING THE GATE OPEN

Wairarapa Archive, established 1989, is part of the Masterton District Library business unit. It is a community archive focused on an active outreach programme. Staff present information and promotion sessions to community groups and schools, write numerous newspaper and magazine articles and oversee a comprehensive publishing programme, 17 titles in 12 years. A Digital Strategy Community Partnership project, Picture Wairarapa, was completed in July 2010 with 6,000 images, of one million held, available with full metadata, and contributed to Matapihi, the Community Archive and Digital New Zealand websites. Kete Masterton, administered by the Library and Picture Wairarapa are linked to provide...
additional information and teachers resources. All year 7 & 8 Masterton students do a local history project with the archivist presenting class preparation sessions and working with students through the process. 1800 – 2000 researchers a year sign in to use the Archive, which also holds a large digital oral history repository. The presentation looks at the history of the Archive, the outcomes from the policy of keeping the gate open, the outstanding results from the local history projects and the development of quality records that support the reformatting for the delivery of online services. It is the passion of the people involved with delivery of the services of the Archive that gives the power having of a ‘sense of place’ to the communities of the Wairarapa.

The presentation was prepared for and presented at the ‘A Sense of Place’ conference in Sydney on the 5th May 2011. A full paper was also prepared and will be published as part of the conference proceedings.

P12
RENWICK, Helen
The University of Auckland, Auckland, New Zealand

TOO MUCH OF A GOOD THING? NZ UNIVERSITY LIBRARIES AND THE PROBLEM OF STORAGE FOR LOW-USE PRINT RESEARCH COLLECTIONS

The university libraries collectively have print collections that have outstripped current storage capacity and they are seeking a collaborative solution to the problem. The paper outlines the history of the project, looks at some of the options that have been considered, the issues that are involved in preserving print in an increasingly digital library world, and provides an update on the proposed solution.

P13
PARANIHI, Jacinta
1National Library of New Zealand, Wellington, New Zealand

TŪ TE IHI, TŪ TE WEHI, TŪ TE WANA: MĀORI SUBJECT HEADINGS AND EMPOWERMENT THROUGH ACCESS

Why do we need Māori Subject Headings? Aren’t they just for cataloguers? How can they help me to help my customers? If you have ever pondered these questions, read on and mark this presentation as a ‘must see’ on your 2011 LIANZA Conference Programme!

Attending this presentation will not only answer these questions, but will also show you how you can contribute to improving access to your library community AND no reo skills are required.

The mana (influence, power) of Ngā Ūpoko Tukutuku / Māori Subject Headings (MSH) can be felt when the qualities of ihi (authority, charisma, intrinsic power), wehi (fear, awe, respect) and wana (thrill, awe-inspiring, excitement) work together. Ihi is the intrinsic power that draws a response from an audience; wehi is a reaction from the audience to the
power of the performers; and wana is the aura that occurs during the performance encompassing both performers and audience (Kruger cited in Matthews, 2004).

This paper acknowledges the power MSH has to help the profession preserve and protect one of the national treasures of Aotearoa New Zealand – Te Reo Māori – and integrate the language into the ways libraries are describing and managing their collections. Providing library users with access to Māori materials using language and concepts familiar to the Māori world is an awe-inspiring strength of MSH, and demonstrates a commitment to responsibilities under Te Tiriti o Waitangi / Treaty of Waitangi (LIANZA, 2002).

Commentary is also provided on the different levels of responses received from library professionals and the communities they serve, showing how community needs can, and should, influence the way the headings are developed. Access to Māori information is the responsibility of both Treaty partners (Māori Subject Headings Working Party, 2000) and the work on the headings by the MSH Governance Group and the MSH Project Team is effectively a response to taking ownership of our own destiny. An example of this is how the heading are made to ‘fit’ the world-view of the Māori, and not the other way around, as we have experienced with the Library of Congress Subject Headings (LCSH) and Name Authority Lists.

And finally, a focus on how the thrill, fear and excitement of creating searchable headings in Te Reo Māori has inspired passion and power in people, which is, truly, where the mana of MSH lies. Having ihi, wehi and wana gives Ngā Ūpoko Tukutuku its mana.

References cited:


'IFLA - WHY, WHEN AND WHERE?': AN OPEN, FACILITATED, Q&A SESSION ON IFLA DURING THE LIANZA CONFERENCE IN WELLINGTON, 30 OCTOBER-2 NOVEMBER 2011.

The August 2013 IFLA World Library and Information Congress (WLIC), also known as the 'IFLA Conference', will be held in a city in East Asia - the precise venue will be announced soon. This will be the best opportunity for several years for New Zealand professionals at all levels to attend the IFLA Conference, in terms of relatively affordable travel. The conference will also focus on themes relevant to the Asia-Pacific region, in addition to the continuing core professional work of IFLA. However, to take full advantage of the opportunity, NZ professionals would be advised to start thinking this year about what they would like to get out of attendance at the 2013 conference, and how they can engage with IFLA.

The aim of the session is to 'demystify' this multicultural body called IFLA (to which our national association belongs), to pin some descriptors on it, to show how IFLA work is relevant to New Zealand, to explain how NZ librarians at any career stage can become involved in projects and benefit from interaction with colleagues abroad.

The session will start with brief introductory comments from NZ librarians who are currently active in IFLA projects and governance, but the session will move quickly into question & answer mode. The session will be open to all, not only to the initiates: all questions, however challenging, will be accepted and answered!

THE POWER OF CHOICE – PROBLEMS WITH A FEMALE DOMINATED PROFESSION

Librarianship has traditionally been a female dominated profession. What has changed in the last 30 or so years has been the pattern of work that female librarians have engaged in. Changes in social attitudes, legislation and better childcare options have given women the power of choice – the ability to choose whether to combine work with motherhood, an option not available a number of years ago.

However in female dominated professions such as librarianship, this has profound implications for the nature of work for example opening hours; management; leadership and career options. All are affected by the move to a workforce dominated by part time positions and time out of the workforce. In Tauranga City Libraries for example, 90% of the staff are female (against a national average of 83%). Only 36% of the staff are full time (working over 36.5 hours per week), and of the staff who have gone on parental leave over the last 10 years, only 20% have returned to work full time.
Yet this is something rarely talked about among librarians. People management courses rarely discuss the unique circumstances faced by managers of a largely part time workforce. Leadership seminars delivered specifically to librarians highlight the problems with an older workforce, in particular concerns with leadership succession. However they do not seem to discuss one of the biggest contributors to the problem – that many librarians in their 30s and 40s are working part time, and thus not in team leader/management positions to gain experience for succession.

This presentation will feature the results of interviews from library staff throughout the Bay of Plenty, discussing the concerns, problems and possible solutions to this change in working patterns. Interviewees will include women combining work with motherhood, both part and full time, and managers. Comparisons will be made with other professions also discussing the implications of a female workforce using the power of change to ask for flexible hours. The conclusion reached is that we can not, nor would want to, go back to women leaving the workforce for full time motherhood. However we need to address many of the problems raised by an increasingly part time, older female workforce. Solutions such as specific training for managers and provisions for a career path and study for female staff with primary aged children.

This is the thesis that isn’t – the research and theory for a thesis that can’t be done because the author works full time and has two primary aged children (one with special needs). This family combination and full time work leaves little time for further study. Nonetheless, qualitative research has been done and may one day be part of a further graduate qualification.

P16
EDMUNSON, Mirla¹; Taunga, Kim²
¹Auckland Libraries, Auckland, New Zealand
²Auckland Libraries, Auckland, New Zealand

ONE CITY, AUCKLAND LIBRARIES. THE STORY SO FAR – MARKETING AND CHANGE MANAGEMENT

Auckland Libraries is the newest and largest public library in Australasia. Planning for this new system took over a year. During 2010, as part of the local government reorganisation in Auckland, Libraries for a Greater Auckland Region (eLGAR) embarked on the MyCard project. This project sought to put in place systems and processes that allowed customers to request, borrow and return collection items from and to any of the 55 library sites within the new Auckland Council. A project of this size and complexity required an extensive marketing and change management approach to ensure it was successful and both staff and customers were fully informed along the way. The “1 City, 55 Libraries All Yours” campaign resulted in a significant increase in requests and the popularity of libraries in the Auckland region. This presentation will outline the challenges, successes and lessons from the marketing and change management aspects during the project and since the new city was formed on 1 Nov 2010.
Library catalogs must transition to become part of the web-based information environment. Moving library data out of the managed silos of library systems will require some fundamental changes to the nature of our metadata, and perhaps as well to our concepts of cataloging. There are concrete steps that we can take to achieve these goals, and Coyle will introduce a five point list of key transformations that will prepare library data of the semantic web and linked data and will provide pointers to linked library data projects in process.

Koha is the product of true collaboration between passionate librarians, software developers and support companies - people. All these people share a passion – that information should be free. Together this community is driving the growth of the ILS that dared to be different. That combination of People and passion gives Koha its power – power to change the relationship between libraries and their ILS vendor and become part of the community that drives Koha development.

Koha’s time has come and finally there is some movement in the New Zealand market to with a veritable wave of new libraries coming on board in recent years. Libraries are all about community and collaboration: Koha is the perfect fit for libraries.

Come and see for yourself and try out Koha. This is your chance to see what its all about and bust open those myths you may have heard associated with Koha and Open Source software. Hear from expert users and developers in an interactive session that will let you see how Koha is growing. Koha presents the ultimate opportunity for New Zealand libraries to come together and lead the way in sustainable, collaborative development of a cutting-edge ILS.

Technical & Room requirements
- Networked internet access would be ideal, but wireless would work ok
- We would need internet access to the projector screen for the presentation and demonstration part. This would be say 15 minutes, leaving a good half-hour for hands-on time. Then we will run a summary session to wrap-up.
5 computers spread around the room for attendees to do some can hands on in small groups, which we can facilitate/monitor as needed.

- We will have the demo version accessible online so attendees can access using their own wifi devices as well.
- Maximum attendees - 30

**WK07**

**PEWHAIRANGI, Sally**

*Finding Heroes, Auckland, New Zealand*

**THE IDEAS FACTORY: WHAT IS THE BIGGEST CHALLENGE YOU WILL FACE NEXT YEAR?**

This is a participative brainstorming workshop to harness the expertise and experience of the audience. We will discuss issues raised in response to the question “What is the biggest challenge you will face next year?” and then brainstorm ideas to overcome these challenges. All issues and ideas will be collated and made available on nzlibraries.ideascale.com where they can be shared with a wider NZ library audience and developed into actions. This workshop hopes to bridge the gap between the inspiration of conference and the reality of work.
EMPOWERING INFORMATION PROFESSIONALS THROUGH BEST PRACTICE – TECHNOLOGY COMPETENCY

Increasingly education providers are conscious the deployment of information and technology operational systems, infrastructure, data-bases and portals supporting student learning are crucial in enhancing the student experience. Librarians, through their promotion of effective knowledge management, are aware of the benefits to be gained when learners are fully supported in the use of these technologies.

This workshop will explore best practice in the design and delivery of technology training to support students in the use of course-mandated technologies. The workshop will be based upon

1. **Brainstorm**: What would “Best Practice” in the provision of institutional technology training look like
2. **Interactive Presentation**: Overview of Benchmarking and Reflective Frameworks
3. **Case Study**: Benchmarking in Action: a Wintec Experience
4. **Small Group Activity**: What are the “10 Top Tips” for the design and delivery of Technology Competency Training
5. **Feedback**: Group Presentations on their “10 Top Tips”
6. **Consolidation**: Classifying the best top “10 Top Tips”
7. **Conclusion**: Publication of the “10 Top Tips for Technology Competency”

At the conclusion of the workshop participants will have an understanding of how technology training events are created, delivered and managed by librarians.

The workshop will demonstrate how librarians can be used to reduce the frustrations of students as they enter the digital information world.

EMPOWERING USERS, EMPOWERING LIBRARIES: INTERACTIVE USER INSTRUCTION, ACTIVITIES AND GAMES THAT WORK

What are the most effective instructional practices librarians can employ to empower their patrons and maximise the utilisation of services and resources available? How do we attract library users, engage, inspire and support them in the continuous, life-long learning journey?
The workshop *Interactive user instruction, activities and games that work* aims to respond to the need for a deeper understanding of both online and small group user instruction from the perspective of an information professional in the role of educator. It also aims to provide an insight into currently applied interactive practices, techniques and tools.

This workshop will focus on instructional activities and games which have been trialled and proven to be highly effective in both library user and staff training at the University of Auckland Library. Attendees will have an opportunity to take part in three activities and two games, including an online game. Accompanying materials, such as handouts and objects used in each activity will be made available to all participants to take away and adapt for training programmes at their parent organisations.

The follow-up discussion will provide opportunities for participants to reflect on the challenges information professionals face while practicing interactive user instruction methods, such as:

- How to accommodate a variety of user profiles, backgrounds and skill levels
- How to establish a collaborative learning environment
- How to avoid repetitive teaching of the same/dry content.

The workshop will also introduce participants to the solutions and instructional methods applied to overcome these challenges. These practices are proven to have a strong impact on the quality of user learning and their understanding of the significance of library services and the role of library professionals in modern information society.

The *Interactive user instruction, activities and games that work* workshop is designed based on the findings of postgraduate research conducted in 2010 in partial fulfilment of the requirements for the degree of Master of Library and Information Studies at Victoria University of Wellington. The final research report is available at: http://hdl.handle.net/10063/1569.

**WK10**
**REVALIDATION KNOWLEDGE CAFE**

**RS1**
**O’CONNOR, Peter; Kerr, Matthew**

*School of Critical Studies in Education, University of Auckland, New Zealand*

*2 Service Development Lead, Auckland Libraries, New Zealand*

**TRANSFORMING PUBLIC LIBRARIES BY LISTENING TO CHILDREN’S EXPERIENCES**

Public libraries are passionate about their transformative role in communities. But how do different parts of the community view the ways libraries deliver spaces, programmes and services? At Auckland Libraries we know a lot about how the collections are used. We
conduct research to understand what adult customers feel about our services and how satisfied they are with them. Our knowledge of how children feel about libraries is anecdotal. Is this anecdotal evidence comprehensive enough? Is it likely to lead to accurate assumptions? Most importantly, how can we have confidence that the right decisions are being made in order to create a library that is attractive to children?

Auckland Libraries commissioned Associate Professor Peter O’Connor to undertake this groundbreaking research. Children aged 9-13 from a range of decile areas, ethnicities and geographic zones across Auckland participated. They recounted their experiences of public libraries and talked about how they want to use libraries. Using a process drama methodology overcame the desirability effect whereby children end up telling researchers what it is thought they want to hear. The results were surprising and gratifying. The learnings have already provided fresh insight into design briefs for new libraries and the development of children's services. This research is helping Auckland Libraries to become more effective for and responsive to children in communities throughout Auckland.

RS1
LUND, Peter\(^1\); Appleton, Katie\(^2\); Dawson, Bryan\(^2\); O’Brien, Ann\(^3\); Loakes, Nick\(^3\)
1. University of Canterbury, Christchurch, New Zealand
2. Loughborough University Library, Loughborough, UK
3. Department of Information Science, Loughborough University, Loughborough, UK

E-READERS: DEVICES FOR PASSIONATE LEISURE READERS OR AN EMPOWERING SCHOLARLY RESOURCE?

E-readers are becoming increasingly common with large sales reported of devices such as Kindles and iPads. Significant numbers of students and researchers at Loughborough University also have these devices. The presentation will discuss a study undertaken at Loughborough University which sought to determine in which ways e-readers might be used in, or supported by, the University Library. Devices examined were the Kindle, Sony Touch, iRiver Story and iPad. Members of the team tested the capabilities of these devices in a range of contexts (storage and readability of journal articles in pdf format, leisure reading, newspapers, inter-library loans and the use of scholarly e-textbooks from vendors such as EBL). A further small scale project involved second year undergraduates undertaking a Shakespeare studies module. Students were lent Kindles for in class use and feedback was sought on these devices as a classroom tool. In conclusion it is not recommended that the University Library purchase large number of devices due to digital rights management restrictions. However the study recommends that Library staff need to understand and support the use of e-readers by staff and students e.g. by recommending appropriate citation practice.
This presentation is based on a piece of empirical research conducted by the author in 2010 which forms the basis of a master’s degree. The aim of the research was to answer the questions What influences the research behaviour of education masters students? How do they approach information seeking, and how capable and effective are they in their research behaviour? It is hoped that the results of this research will empower the Library to develop new programmes in collaboration with other learning support services at the Faculty of Education.

Patterns of information seeking by tertiary students in recent years point to one major theme, heavy reliance on the Internet, in particular Google. Reports by the Online Computer Library Center (OCLC, 2006) and the University College of London (2007) both raised concerns about the inability of students to evaluate the credibility and trustworthiness of Internet search engines, and, in the case of the “Google Generation” report (University College of London, 2007) noted that there was little evidence this had improved in the last 15 years.

Studies in information seeking within the academic environment have focused on distinctive groups – largely undergraduates and academics, and the studies are often aligned with specific disciplines. In recent years studies of the graduate (postgraduate) group have become more common, particularly in relation to doctoral students. Little work internationally, and none in New Zealand, has been focused on masters students. Masters students are the pool from where future doctoral students come. Both the Faculty of Education and the University of Auckland have strategic goals designed to enhance the numbers of doctoral students, but no local research has been done examining the particular research needs of these students, and how services might be developed to encourage the successful completion of masters studies, and the migration from masters to doctoral work. That gap is the impetus for this research.

This paper will examine the way graduate students research – what influences their information seeking, what sources they use, how skilful they perceive themselves to be and what difficulties they experience in the research process. It discusses areas where libraries can be more proactive in supporting these students.
RS1

WILKINSON, Liz¹; Bardenheier, Penny²; Dale, Hēmi³; Tamati, Tauwehe⁴.

¹ The University of Auckland, Auckland, Aotearoa | New Zealand
² The University of Auckland, Auckland, Aotearoa | New Zealand
³ The University of Auckland, Auckland, Aotearoa | New Zealand
⁴ The University of Auckland, Auckland, Aotearoa | New Zealand

ME WHAKARONGO KI TE KŌRERO: LET THE CONVERSATIONS BE HEARD

Seventy metres of virtually unhandled Māori language readers in the Māori Junior Non-Fiction collection! From wherever we looked – lending, liaison or learning – this was an unsatisfactory state of affairs. Nearly all the titles were designed to promote literacy development. Comparable English medium readers in the Sylvia Ashton-Warner Library are very well used. Why wasn’t this rich resource being borrowed, or even browsed? Perhaps channels of communication were blocked? Our investigations revealed that intellectual and hence physical access was in disarray. In collaboration with literacy specialists from Te Puna Wānanga, the Library decided to reclassify and enrich two decades of junior Māori language records. Our collective purpose was to improve not only access, but equity, literacy development and liaison. In the process the Library discovered the excellent Ngā Kete Kōrero Framework (NKKF) for levelling Māori language readers, which we have successfully used as the primary means of organisation and now enthusiastically promote. Te Puna Wānanga, the School of Māori Education within the Faculty of Education, has identified a number of benefits resulting from the replication on Library shelves of the levelling system used by schools. The most obvious is the greater usage of the Māori readers by students enrolled in the Māori medium teacher training pathway, Huarahi Māori. Systematic reading of graded te reo Māori material is an effective language acquisition strategy for speakers and learners of te reo Māori. In addition, student engagement in the levelling process has enabled students to develop their knowledge of the NKKF criteria and their application. From a cataloguing perspective the main objective was to empower older bibliographic records. We upgraded the records using Nga Ūpoko Tukutuku, the Māori Subject Headings, and by applying NKKF’s abbreviation schema. Our discussion will canvas highlights and difficulties encountered using these tools, and how we proceeded. Others will be able to benefit from the enhanced records in the National Union Catalogue (Te Puna). The collaborative work between Te Puna Wānanga and the Library has been an extremely positive way to give voice to the Treaty of Waitangi, by actualising the intent of the Treaty around principles of partnership, biculturalism, equitable outcomes and protection of taonga – namely te reo Māori. Other library supporters have come from Te Rōpū Whakahau, National Library and elsewhere. We are pleased to know that the reconstituted collection will be an ongoing support for te reo Māori. Specific benefits are already evident: on rummaged shelves, in successful Catalogue searches, in strengthened relationships, and for teaching and learning. Describing and connecting these works more thoughtfully has given them place and voice and power.
“REIMAGINE, REINVENT, REALLOCATE: OUR NEW REALITY TO THE SESSION”

“Change has become a way of life for public libraries over the past decade. The demographics in our communities are shifting. The formats we provide are evolving more and more rapidly. The Internet has altered the way people access and use all kinds of information. Pervasive social networking sites have created new expectations for online services. Our users expect us to provide access to cutting edge technologies. At the same time, our funding is limited and in danger of becoming even more restricted. These are challenging times for library managers, but times like these can also provide great opportunities for those who are willing to reimagine, reinvent, and reallocate. Benefits and Learning Objectives

• This session will give participants a framework for discussing the role of public libraries in the future with their colleagues.
• Participants will be able to share best practices and examples of libraries that are reinventing services and reallocating resources to support those services.
• Participants will be willing take risks, support innovation, and work actively with their colleagues to ensure that public libraries continue to meet the needs of the people they serve.”

GIVING LIBRARIANS A VOICE – USING OPEN SOURCE LIBRARIES TO BUILD A BETTER SYSTEM

Open source library solutions are becoming increasingly popular internationally, and none more so than our very own Koha Integrated Library System. However, Koha is only just breaking into the market in New Zealand. This is mainly due to a lack of understanding regarding the ethos, features and opportunities that exist with open source applications. These applications provide more opportunities for collaboration and sharing than proprietary platforms do, but because of a lack of education on the topic in the fields of information management and librarianship, these advantages are not widely understood.

Koha is becoming more popular with libraries interested in bespoke systems and working in a collaborative environment – at significantly less cost than proprietary software. Yet some libraries still hold back their investigations of open source library systems due to being ill-informed about the Free and Open Source business model and what it entails.
This talk aims to dispel the common misconceptions about what open source library solutions are, how they actually work, and what it means for librarians and our patrons as we work towards a more patron-driven library system for the future. It begins by covering the “urban legends” regarding the use of open source software, before examining the business model open source ILSs use. It then looks at the collaborative benefits of migrating to such a system, and finally counts the time and money it could save you in the years to come. We will discuss the use of open source in libraries, concentrating primarily on the Koha Integrated Library System: outlining the system’s benefits and what a library can do with the software, including its eBook, social media and smartphone/tablet applications, while charting how Koha has developed into an internationally used library system that benefits millions of users every day.

VS1

PUGH, Stephen

Oranjarra Partners, Aptos, California, USA

LIBRARIANS ARE NOT HOSPICE WORKERS: BEST PRACTICE STRATEGIES FOR DEMONSTRATING VALUE AND INFLUENCE IN ACADEMIC LIBRARIES

Uncertain funding, increasing expectations, new formats, pressure to demonstrate value, cutbacks and cancellations—these are but a few of the unhappy topics dominating the professional literature, conference presentations, the executive suites of publishers and suppliers, and teatime conversations among librarians. Many librarians are channelling their considerable energies, talents and time in devising new and creative ways to cut back on or outsource library services, collection building and planning. These librarians are reacting to external realities, not acting upon them. To some they may appear to be bibliographic hospice workers concerned only with making the terminally ill library as comfortable as possible before it expires. This presentation explores the evolving ways in which librarians are taking control of their fate, and that of their libraries, to cope strategically and successfully with these realities. The presentation will describe how libraries are demonstrating value for money with return on investment research projects, including an illustration of the best practice options and toolkits for benchmarking implicit, explicit and contingent value available. The presentation then describes how libraries are redefining relevant content as anything that is of interest or is used by academic libraries regardless of format or publishing provenance and summarizes the arguments against the heretofore rigid commercial and professional boundaries that have defined monograph, serial, print and digital discovery, acquisition and access. The presentation will take a careful look at best practice strategies for creating, maintaining and amending balanced and appropriate approaches to profiling content (including developments on the vendor-publisher-aggregator front) and how to determine the proper mix of digital and print formats going forward. These approaches include traditional profiles, purchase and access models including patron-driven strategies and demand-driven strategies such as ILL. The presentation will also include the effect of print-on-demand and pay-per-view in collection strategies. Examples of best practice will be given from libraries worldwide. Finally, the benefits, including cost-savings, streamlining, improved support of teaching and research, and increased prominence and influence with administrative bodies and funders in using best practice methods are discussed.
SO WHAT MADE YOU DECIDE TO BECOME A SCHOOL LIBRARIAN?

School librarians are part of a period of revolutionary technological change in the information profession. It's an exciting time to be a school librarian, but there are concerns about possible shortages in the profession in the not too far distant future, as the “baby-boomer” generation currently working in schools approaches retirement. In order to attract and retain suitably qualified new recruits to the profession, this study examines the reasons why people choose this area of librarianship. Using Herzberg’s motivation theory in the world of work as a framework, nine librarians currently employed in secondary schools, were interviewed about their reasons for choosing school librarianship as a profession. This qualitative study concludes that for most women school librarianship is a conscious lifestyle choice, as the availability of flexible hours offers superior work / life balance. Other factors are the environment, plus the people, and the job itself which offers autonomy, variety and immensely satisfying work. The two major sources of dissatisfaction are pay and conditions of employment.

NEW ZEALAND LIBRARIANS’ DECISION-MAKING AND OPEN ACCESS RESEARCH

Previous studies have usually found that librarians have a low frequency of research use, with access being one reason specified. The most recent NZ study was in 2001. This project aimed to update these findings and to examine how the growing presence of open access research impacts on librarians’ decision-making. A quantitative methodology was used with an online survey sent to the NZ-Libs listserv to gather the opinions of NZ librarians. 81 valid responses were received which ranged across all demographic groups. Measures of central tendency for each individual question were done, and analysis of select pairs of variables was done to establish any correlation. Generally librarians consulted research more often than in the past. Decision-making of some kind was found to be part of most librarians' roles, but was associated with a lower use of but greater access to research. Current awareness and personal interest topped the list of reasons to consult research, with seeking evidence and similar reasons present but not predominant. Open access research was generally considered of similar quality to research published in subscription sources, but less prestigious.

USE OF SOCIAL MEDIA TOOLS BY READERS’ ADVISORY AND SOCIAL MEDIA LIBRARIANS

How are social media tools such as Twitter and Facebook being used by readers’ advisory and social media librarians in New Zealand public libraries? This study explains and provides
examples of how readers’ advisory services and social media tools can work together to create a useful and dynamic tool within libraries’ online environments. The discussion highlights public libraries’ main aims of using social media tools and the focus of their social media content. Also discussed is the use of links which take customers directly to the library catalogue via a social media platform. The research also summarises how librarians’ measure the social media tools’ success. The results of this research allow public librarians to gain new knowledge about incorporating social media tools in their readers’ advisory services. The research underlines many ideas and suggestions for best practices within public libraries of all sizes.

P18

MC Gregor, Fiona 1, Mackintosh, Celeste
1 Wellington City Libraries, Wellington, New Zealand

CREATING AN ONLINE STAFF RESOURCE ARCHIVE: HAVING A VOICE AND BEING HEARD AT ALL LEVELS

What was the situation?

In mid-2009 our corporate Intranet was refocused. This left the library out on a limb: there would no longer be the same opportunity for sharing library-specific information, allowing voices to be heard.

For an information-driven, multi-site, organisation like the library (with 200-odd staff), this posed a challenge. While we had access to a document management system to manage our documents, this wasn’t designed to support staff sharing information collaboratively.

Solution: Welcome to VERA!

We turned to free, open source software that the library already had some experience with: Wordpress.

Staff are now feeling more empowered: they can find information that supports their library work via V.E.R.A. (our Virtual Electronic Resource Archive). This resource encompasses team news, tutorials, staff photos, professional knowledge sharing and FAQs, as well as being a gateway to the policy information contained on the Council Intranet.

Weighing our options

When considering the right approach to serve our needs, there were two strong contenders - wiki software and blogging software. Weighing up the way we wanted the system to be used, and local skill levels and access, blogging software turned out to be the best fit for our needs.

Wordpress was free, easy-to-use software that could be quickly deployed to fill a need. While we created VERA to fix a problem, we have found that this solution has given us many
more opportunities besides. We use VERA both for discussion (in the comments of news-oriented or team-specific blog posts), and for authoritative content (FAQ information and tutorials / staff training), and we’re looking forward to future possibilities.

Learn more about this staff communication solution, how we implemented and promoted it, how it worked for us – and how it could work for you.

P19
MILNE, Ronald
Alexander Turnbull Library, National Library of New Zealand, Wellington, New Zealand

THE POWER OF UNEXPECTED EVENTS

How can libraries prepare for unexpected events? How can we document them such that the record available to future generations will allow stories to be told and accurate histories written? Whether a snap election, an earthquake or the demise of a prominent person, each event is different and is likely to involve a different approach. Nevertheless, it is possible to plan ahead to construct a framework for dealing with unexpected events. Based on experience at the National Library of New Zealand, Ronald will discuss the issues and how a successful strategy might be framed.

P20
LITTLEWORTH, Ian
The Association of Public Library Managers Inc. (Chair), New Zealand

UPDATING THE PUBLIC LIBRARIES OF NEW ZEALAND STRATEGIC FRAMEWORK- HAVE YOUR SAY

Are you passionate about the role of public libraries in New Zealand? Are public libraries under threat from the combined effects of recession, up take of eBooks and perceived lack of relevance?

Work is beginning to update the Public Libraries of New Zealand Strategic Framework. What do you think should be included? Come and share your perspective.

P21
ROY, Dr Loriene

A SPECIAL INTEREST GROUP ON INDIGENOUS MATTERS WITHIN THE INTERNATIONAL FEDERATION OF LIBRARY ASSOCIATIONS AND ORGANIZATIONS (IFLA): SHARING POWER IN ADVOCATING FOR INDIGENOUS LIBRARIANSHIP

Introduction
The premier international library association is IFLA, the International Federation of Library Associations and Institutions. Established in 1927, IFLA currently has a membership of more than 1600 members from 150 countries. In 2006, IFLA President Dr. Alex Byrne appointed a
Presidential Committee on Indigenous Matters. The Committee was charged with the task of bringing the concerns of indigenous library services to the IFLA membership and to establish a continuing presence within the organization. At IFLA 2008, IFLA’s Professional Committee approved the establishment of a new Special Interest Group (SIG) on Indigenous Matters. The SIG is hosted under the IFLA Section on Library Services for Multicultural Populations and I also serve as Corresponding Member of the Section.

Materials and Methods
This presentation will present an update on the subsequent work of the IFLA SIG on Indigenous Matters and a group discussion on the SIG’s relationship with the IFLA Section on Library Services for Multicultural Populations and other professional organizations including Te Ropu Whakahau. SIG activities have included the appointing of five task forces to address the role of libraries in preserving indigenous languages, international protocol, key issues, IFLA documents review, and outreach.

Results
The Task Force on Outreach to Indigenous Librarians Worldwide has created a thorough outreach plan available on the SIG Website: [http://www.ifla.org/files/indigenous-matters/publications/action-plan.pdf](http://www.ifla.org/files/indigenous-matters/publications/action-plan.pdf). The Protocols Task Force has provided content on the IFLA SIG website (http://www.ifla.org/en/indigenous-matters) with links to key protocol documents including those from Aboriginal Torres Strait Islander Library and Information Resource Network (ATSILIRN), Alaska Native Knowledge Network, American Library Association, Maatatua Declaration, and the Society for American Archivists. The Developmental Issues Task Force has created a key document that starts with a discussion of definitions for Indigenous peoples. The Task Force also provides fourteen recommendations to: (1) Establish trust; build relationships; (2) Invite/include indigenous patrons; (3) Promote Reading and information literacy; (4) Support performance arts; (5) Teach, conduct research, and support publishing; (6) Support studies of indigenous peoples through library acquisitions; (7) Collaborate and consult; (8) Coordinate and serve as liaisons; (9) Recruit; train; educate; (10) Encourage/assist publishing; (11) Prepare websites; (12) Develop a directory of contacts; (13) Prepare guides and indexes; and (14) Organize workshops for non-Indigenous staff. The Indigenous Languages Task Force work will advance supporting indigenous languages. The Task Force on the Review of IFLA Documents will also make progress in 2011-2012.

Conclusion: Forthcoming Activities
New activities for 2011 and 2012 include the completion of a new IFLA Publication, "Library Services to Indigenous Populations: Protocols and Case Studies” and co-planning a 2012 Presidential Meeting for IFLA President-Elect Ingrid Parent on the topics of indigenous knowledge organization, traditional cultural expression, and the role of libraries in supporting indigenous languages.
MORE THAN A QUIZ: A NEW APPROACH FOR EMPOWERING FIRST YEAR UNIVERSITY STUDENTS TO NAVIGATE SCHOLARLY INFORMATION

Not surprisingly most first year university students are not ready to start research or navigate the complex world of scholarly information. Their existing information literacy skills don’t always match the skills required for academic success in a university environment. They are like “immigrants to a new country” and to succeed in that new country they need to build an understanding of the role that scholarly information plays in the academic community and develop the relevant skills.

While faculty librarians at La Trobe University Library are passionate about information literacy many students continue to miss out on developing these essential skills. What do students know about information literacy? How can librarians empower all students to develop information fluency in their own discipline and transfer that knowledge to other learning contexts when required? Building on a 2009 library project to answer these questions, an innovative online quiz (Inquiry/Research Self-Check) was developed in 2010. Central to our approach are the University Design for Learning principles and the belief that if we are to empower students to become independent and discerning information users, then skill development needs to start early, to build on students’ prior experience and to incorporate feedback.

The Inquiry/Research Self-Check increases student awareness of essential information skills for starting university research. By completing the ten questions students can determine the skills they already have, and those they need to develop. Each question assesses an intended learning outcome in the Information Literacy Framework. Feedback for each question takes the form of one minute videos. If a student gets a question right then a friendly avatar affirms their existing knowledge. If a student gets the question wrong the same avatar explains the correct answer. Feedback videos were produced using Codebaby software. Video productions in Codebaby are created by synchronising animations to audio files.

As a first learning activity the Inquiry/Research Self-Check introduces skills that are subsequently reinforced and rehearsed in assignments. This quiz was piloted in 2011 in eight first year subjects across five faculties with a different implementation model in each faculty. The quiz was completed by over 2,500 students with an average result of 80-90% across all faculties. Based on this experience the paper draws conclusions about the relationship between research readiness, the context of information literacy learning activities and the quality of scholarly resources used by students in their assignments.

1 La Trobe University Library (2009) Building blocks: Embedding inquiry/research (information literacy) graduate capabilities into the curriculum, Melbourne: La Trobe University.
http://arrow.latrobe.edu.au:8080/vital/access/HandleResolver/1959.9/80972
1 La Trobe University (2009) Design for Learning. Curriculum review and renewal at La Trobe University, Melbourne: La Trobe University.
http://www.codebaby.com
Online tutorials have been regarded as an integral part of the librarian’s information literacy tool kit since the mid-2000’s, and they are now commonplace in New Zealand and Australian academic libraries. Professional reading is one of the sources of inspiration and guidance in the creation of these tutorials. Professional literature appears to be largely published overseas – primarily the USA and UK. My study examined ‘overseas’ literature in relation to antipodean online tutorial creation practice, with an eye to learning something about any relationship between the two. Inferential statistical tests were used to explore the statistical significance of observed relationships between the frequencies of elements of online tutorials found within the academic literature, and the frequencies of those same elements as found in online tutorials produced in New Zealand and Australia. No statistically significant differences were found between the frequencies of elements in the literature and elements in the online tutorials, despite descriptive statistics indicating otherwise. A slight positive correlation was found between the frequencies of elements in tutorials produced in the two different countries. However, the small size of the literature sample severely restricts the conclusiveness of these results.

INTERNATIONAL NETWORK OF EMERGING INNOVATORS

Jakob Laerkes (Denmark) - Manager of Blågårdens Library
Blågårdens Library is library in the center of Copenhagen with approximately 300,000 visitors a year. The main focus of my work at the library (besides economy, staff management and so forth) was turning the library into the only public and youth profile library in Copenhagen. Part of this work was a complete remodelling of the library and redesigning of the core-content with a limited budget and with the specific purpose of attracting young people and new users to the library.

Rasha Essmat Hassan Hussein Tawfik (Egypt)
Preparing special programs for children, youth, adults, parents and librarians which gather soft skills with computer applications especially in the summer activities program. (Ex. Young journalist program, young scientist program, the peace culture.)

Magdeline Enleton (Botswana)
Magdeline is the head of Molalatau Community Library & Cultural Centre and is responsible for programs for all age groups. In her previous position, she was involved in school/public library partnerships.
Stewart Parsons (England - UK)
Stewart has developed and managed an award winning program called Get It Loud in Libraries to "offer the 14-25 age range community a pioneering library experience in the format of a live gig, in the heart of the traditional environment. Furthermore, the project is designed to harness the diverse skills and talents of creative youth volunteers to provide graphic artwork, artist hospitality, web design, film and photography, street marketing.

Paula Larrain (Chile)
Since 2007 Paula has been working specifically in public libraries, coordinating the activities for encouraging reading and writing at the Biblioteca de Santiago, an institution which was created in 2005, to give a modern and efficient public library service to the community, and also to serve as a model for the development of other regional libraries in the country.

One of the great responsibilities of this post is the creation of innovative reading and writing programs aimed at users who are generally marginned from library services. In order to achieve this, we have established alliances and agreements with institutions working with convicts, sick children or psychiatric patients who make use of our direct library services, among others.

June Garcia LLC (moderator for INELI session)
Library Consultant, Denver, USA

VS2
WHITE, Paul
Director of design Instinct Furniture

TECHNO SPRAWL – ACCOMMODATING LAPTOP USERS IN LIBRARIES

In recent years with the advent of WIFI environments most libraries have seen a sharp increase in numbers of visitors arriving with laptops and a myriad of other devices.

With laptop users have come new problems, challenges and responsibilities but the facts are clear, visitors totting technology are on the increase. What a perfect opportunity for libraries to engage with today’s people.

The design team at Instinct Furniture have focused for several years now on furniture to support laptop users in libraries and learning environments.

In this session Paul will share their experiences and the resulting products and explore with you ways to create laptop spaces at your place.

VS2
CHALLA, Prof. Subhash TBC; Whitmill, Sheri TBC
1Sensen Networks, Melbourne, Australia
2Leading Solutions, Auckland, New Zealand
WHAT CAN VIDEO BUSINESS INTELLIGENCE DO FOR LIBRARIES?

What can Video Business Intelligence (VBI) do for your library? Swinburne Library Australia and Air New Zealand have recently installed a video business intelligence system that automatically counts the number of people entering and leaving pre-defined ‘zones’. By augmenting installed closed circuit cameras with VBI computers, both organisations were able to ramp up their understanding of visitor behaviour and make assertive decisions on how to improve their environments.

In this presentation we discuss if libraries are catching helpful information statistics. What are the most highly accessed materials in the collections? Do libraries know where people congregate? Where are the traffic hot-spots? What collections are hot and when? We will explore how VBI can help libraries to improve processes and the library environment.

We realise that libraries only have space for so much, therefore, re-arranging collections and reprioritising resources is an important part of libraries jobs. One of the challenges is that from a traditional loans database, the library is only getting information on what people ‘check-in’ or ‘check-out’ and not what resources staff and researchers are using, or where people actually spend their time. Video business intelligence solutions provide a full time-of-day analysis with daily, weekly, monthly and even longer term trend patterns and are ideal in helping with planning physical space change and flow. For example, if there is high traffic in one area and you need to increase space for new resources you will know where you can decrease size.

By understanding usage of collections through VBI solutions, libraries can spend time cataloguing and organising the library to match the community’s requirements (taking out the guess work and adding a new layer of creativity to collections management). There is also the added value of making sure that your library is safe and secure. Not only will VBI solutions count people automatically, but it can detect fires, undertake criminal detection and make intelligence extraction from the video faster and easier. If this local database is shared with other libraries via Shared Faces, libraries can alert each other before a theft happens. A library can also undertake gender extraction: what do females and males do? How might this affect the acquisition of new materials into the library and placement of them around the library? Analysing visitor trends also helps resource planning, ensuring the optimum staffing for peak visitor times.

By having an easy-to-install solution that helps libraries understand visitors patterns, video business intelligence solutions can improve customer knowledge and ultimately help libraries refine their environments. This can be done not only for safety but for ease of access for visitors and helping free-up staff time for other important library duties.

Keynote 7
BOOTH, Andrew
EVIDENCE BASED LIBRARY AND INFORMATION PRACTICE: HARNESING PROFESSIONAL PASSIONS TO THE POWER OF RESEARCH

Every day practising librarians and library managers face decisions that impact upon the success of their services. Should they follow their instinct or should they meticulously plan every step of their response? This is where an evidence based approach ought to enter the picture but it often falls victim to its own mythology. Evidence Based Library and Information Practice (EBLIP) is typically portrayed as the triumph of scientific rationality over individual initiative and enthusiasm. Its adherents are misconceived as following an almost mechanical “cookbook” approach at the expense of the flair and creativity of the “masterchef”. In reality, both ingredients are equally important – the evidence based practitioner typically arranges a work surface of evidence based tools and techniques before bringing them to bear creatively upon a problem of pressing concern. The presenter returns to LIANZA, the scene of his first international presentation on EBLIP over a decade ago, to describe how the fundamental model of evidence based practice has been developed, enhanced and improved to emerge fit for purpose in advancing our professional passions.