

Print to Digital: managing the transition

Staff roles and skills

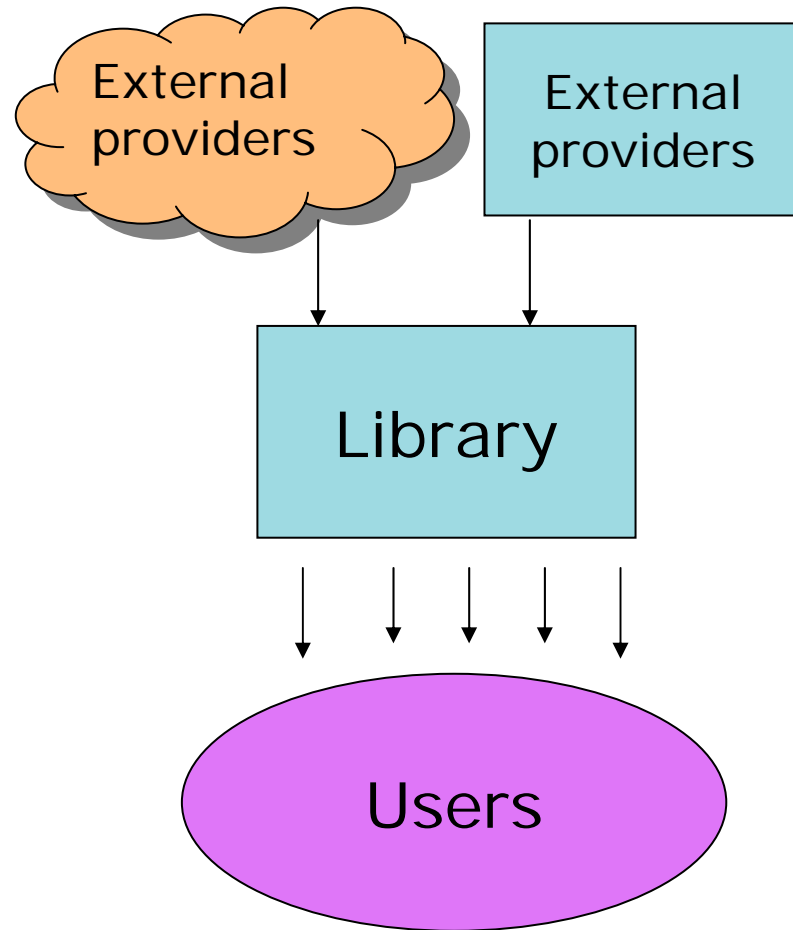
Professor Di Martin
Dean & Chief Information Officer
University of Hertfordshire

M25 Consortium of Academic Libraries
January 2007

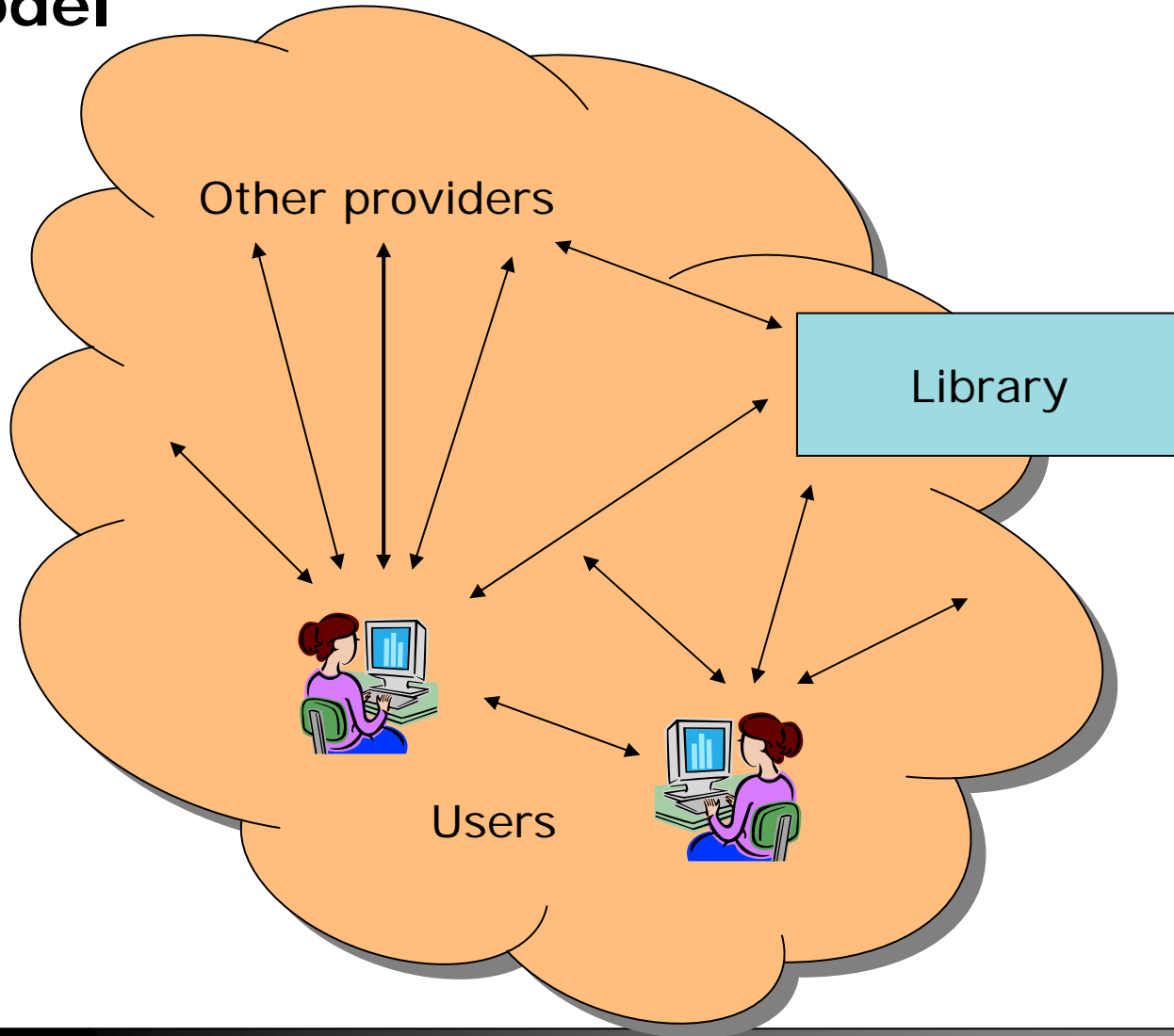
Presentation overview

- Context of the digital environment
- Collections and content
- Study facilities
- Service design and delivery
- User support
- Summing up

Old model



New model



The digital citizen

- Anytime (24/7), anywhere
- Easy immediacy
- Integration & Personalisation
- Presentation
- Security & privacy
- Consumer with entitlements
- Non-linear approach
- Texting, MySpace, YouTube, instant messaging, etc

27% of UK adult population are creating digital content (Guardian survey, May 2006)



The digital environment is already the norm



If digital is the norm
and print the exception

what difference does it make to
our organisations, policies, services and
business processes?

and to staff roles, skills and working arrangements?

Collections & content (A wealth of knowledge & information)

- Mainly digital - e-journals now
+ rapid change to e-books and other digital sources over
the next 5 years
- Free stuff
- Many formats eg web pages, blogs, wikis, email, learning
objects, moving image
- Wider range of content eg personal, corporate,
community information

PUBLICATION DETAILS	EBOOK "LOANS"	NO. OF PRINTED LOAN COPIES	LOANS 21/10/06 - 20/12/06
Talbot, John ; Waller, Patrick John Wiley & Sons, Ltd. 047084552X 0470092653 22 September 2004 5	540	3	0
Hudson, Dr Alastair Routledge-Cavendish 1859417299 1843145170 01 July 2003	303	0	0
Mason, John RoutledgeFalmer 0415248612 0203471873 25 October 2001 1	288	2	2 (15 renewals)
Slapper, Professor Gary; Kelly, Dr David Routledge-Cavendish 1859419453 1843147440 01 July 2004	264	2	0
Cohen, Louis; Manion, Lawrence; Morrison, Keith RoutledgeFalmer 0415195411 0203224345 30 March 2000 5	260	11	16 (75 renewals)
Focardi, Sergio M. ; Fabozzi, Frank J. John Wiley & Sons, Inc. 0471465992 0471674230 15 March 2004	253	1	0
Harris, John Routledge 0415040329 0203005600 30 May 1985 1	253	11	0
Stone, Marilyn ; McCall, J.B. Routledge 0415314178 0203499522 15 April 2004 1	177	9	6
Barrow, Charles Routledge-Cavendish 1859415636 1843144492 20 March 2002	172	8	1
Watt, David Routledge 0415274575 0203380606 02 October 2003 2	163	11	3 (8 renewals)
Nawalkha, Sanjay K.; Soto, Gloria M.; Beliaeva, Natalia K. John Wiley & Sons, Inc. 0471427241 0471737445 31 May 2005	156	0	0

New approach to collections & content policy

Management challenges

- content in multiple 'holding' locations, no ownership, no local control
- access & resilience (eg LOCKSS)
- metadata standards
- different supply chains (eg Serial Solutions)
- rationalisation of database services
- residual print collections

Using our collections & content not just providing them

- Creating the 'Mash-up'
- Integrating with learning, teaching, research
- Customising and personalising

- Knowledge of content, 'horizon scanning', updating regimes

- Who? Librarian or user or partnerships or third parties?

(A 'mash-up' - uses content from more than one source to create a completely new service)

File Edit View Favorites Tools Help

Back Forward Stop Home Search Favorites Refresh Mail Print Stop Check AutoLink AutoFill Send to Settings

Address http://www.studynet1.herts.ac.uk/grp/group_2.nsf/displayblogs?open&date=200701&group=FD9AD81B40A902AD802571950032B93B#68234FE51082668180257264004 Go Links

Google Go Bookmarks 39 blocked Check AutoLink AutoFill Send to Settings

STUDYnet

- Your Portal
 - Staff
 - Research
 - Your Course
 - Your Groups
 - Email
 - PM
 - Voyager
 - Search
 - Help
 - Logout
- Learning Resources
 - Support
 - Social
 - News & Info.
 - Learning & Information Services
 - Technical Support

- BusiBlogging**
- Home
 - Blog
 - LIS Business Information
 - Pages
 - New Business Books
 - Polls
 - Links & Resources
 - Group Members

BusiBlogging

The BusiBlogging aim to root out interesting resources for UH Business School staff and students.

Group Blog

January 2007

Tuesday 16 January 2007 by Helen Singer

Personal Inflation Calculator

The Office for National Statistics has launched a Personal Inflation Calculator. This online tool enables users to input their personal spending patterns to obtain an estimate of how their experience of inflation differs from the Retail Price Index.

The calculator is user-friendly, with an online guide. According to the ONS website: 'The personal calculator is designed to allow users to understand more about inflation and how it affects them, and also to contribute to the debate about inflation measurement.'

Useful links

[Personal Inflation Calculator](#)

Monday 15 January 2007 by Michael Mylles

Ganminder

Options

Archives

- [All Entries \(49\)](#)
- [January 2007 \(7\)](#)
- [December 2006 \(8\)](#)
- [November 2006 \(8\)](#)
- [October 2006 \(3\)](#)
- [September 2006 \(1\)](#)
- [August 2006 \(7\)](#)
- [July 2006 \(10\)](#)
- [June 2006 \(5\)](#)

Categories

- [World cup \(1\)](#)
- [Wikis \(1\)](#)
- [Wikipedia \(1\)](#)
- [welcome \(1\)](#)
- [Websites \(1\)](#)
- [Webcast \(2\)](#)
- [Wealth \(1\)](#)
- [vodcasts \(1\)](#)
- [Videos \(2\)](#)

Study facilities (A physical place for learning and research)

- Why will users go to a physical location?
- Social inter-action
 - working together
 - noise, food and drink
 - other activities
- Continuum with teaching room, home, workplace
- Synergy between e-spaces & physical spaces (cf JISC Project, Blended Learning)



Study facilities (Spaces for learning and research)

- Learning space design
- Managing diverse behaviours and expectations
- Using a wider range of facilities eg laptops, media presentation
- Signage
- Continued clearing up and tidying!



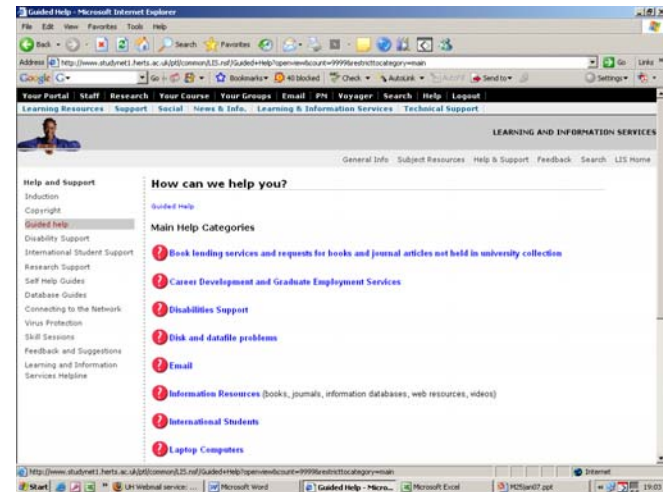
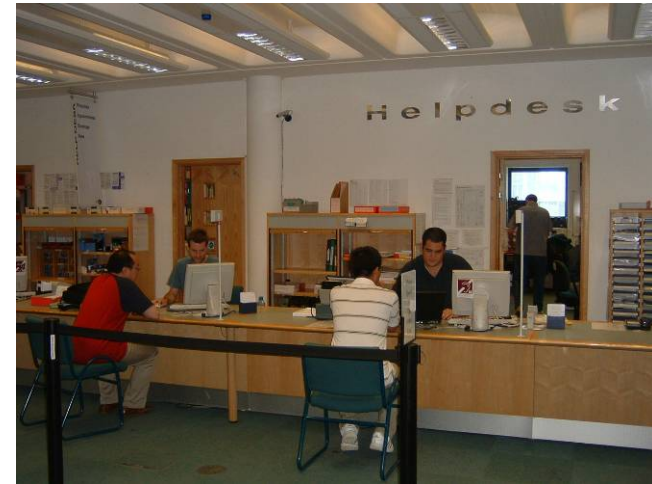
Services design and delivery

- Extending self-service through web services (eg on-line payment, shopping cart, personalisation)
- What will happen to printed book lending services? (eg downloads, print on demand, digital delivery, pay per view)
- Delivery services for sources only available as print
- Demise of photocopying?



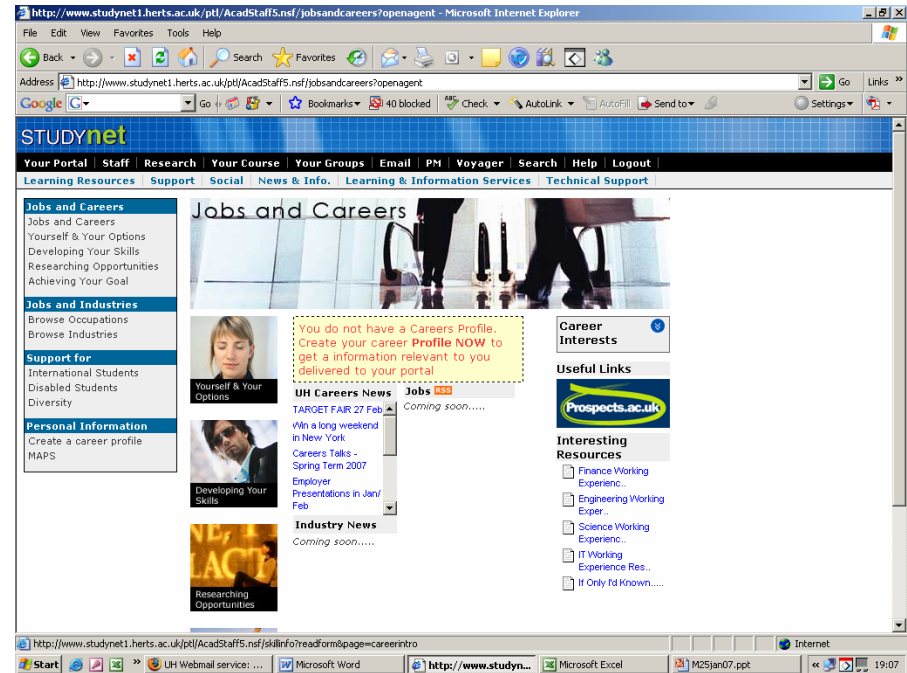
User support

- What will your users be asking you?
- Integrated helpdesks?
- Will you see your users?
- What will you use face to face sessions for?
- Adding the virtual helpdesk (eg remote support, discussion threads, chat sessions, blogs, podcasts)



User support

- Terminology
- 24/7 availability ?
- Customer service standards
- i-skills development



File Edit View Favorites Tools Help

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Address <http://www.studynet1.herts.ac.uk/pt/common/LIS.nsf/lis/induction> Go Links



Google Go Bookmarks 39 blocked Check AutoLink AutoFill Send to Settings



- Help and Support**
- Induction
 - Using Key Online Resources
 - Induction Evaluation
 - Induction Checklist
 - Guided help
 - Disability Support
 - International Student Support
 - Research Support
 - Self Help Guides
 - Database Guides
 - Connecting to the Network
 - Virus Protection
 - Skill Sessions
 - Feedback and Suggestions
 - Learning and Information Services Helpline


Learning and Information Services induction


The LIS induction consists of the following stages:

- 


Getting Started
Print guide in your induction pack. Briefly covers logging in to LIS online services
- 


Using key LIS services
- 


Audio/Self Guided Tour
collect this from the HelpDesk and complete it at a time to suit you.
- 

Induction Feedback
Please let us know what you think of the induction
- 

Complete the induction checklist
You can complete the LIS checklist when you have completed the on-line induction

File Edit View Favorites Tools Help


Back Forward Stop Refresh Home Search Favorites

Address <http://www.studynet1.herts.ac.uk/pt/common/LIS.nsf/lis/business> Go Links

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Your Portal | Staff | Research | Your Course | Your Groups | Email | PM | Voyager | Search | Help | Logout

Learning Resources | Support | Social | News & Info. | Learning & Information Services | Technical Support



LEARNING AND INFORMATION SERVICES

General Info Subject Resources Help & Support Feedback Search LIS Home

Business Subject Resources

Business Homepage

Subject Areas

- Accounting & Finance
- Economics
- Human Resource Management
- Management
- Marketing & Electronic Commerce
- Statistics, Management Science and Information Systems
- Small Business & Entrepreneurship
- Tourism Management

Skills Development

- Skills Development Tutorials
- Harvard referencing: a guide for Business School Students

Welcome to the LIS Business Information pages

Your key LIS contacts are



Mike Mylles m.mylles@herts.ac.uk, (Faculty Information Consultant)

Helen Singer h.j.singer@herts.ac.uk (Faculty Information Consultant)

and Jane Bilson j.bilson@herts.ac.uk (Information Consultant)

LIS Business Resources: *introducing key resources...*

	Finding journal articles		Specialist databases		Business news
	Internet gateways		Statistical data		Reference

[BusiBloggies](#) - *new business information*

Journals

[Business \(including Management\)](#)

Information Databases

[Recommended resources](#)

[Business \(including Management\)](#)

Web Resources

[Recommended resources](#)

[Business \(including Management\)](#)

New books

[Business](#)

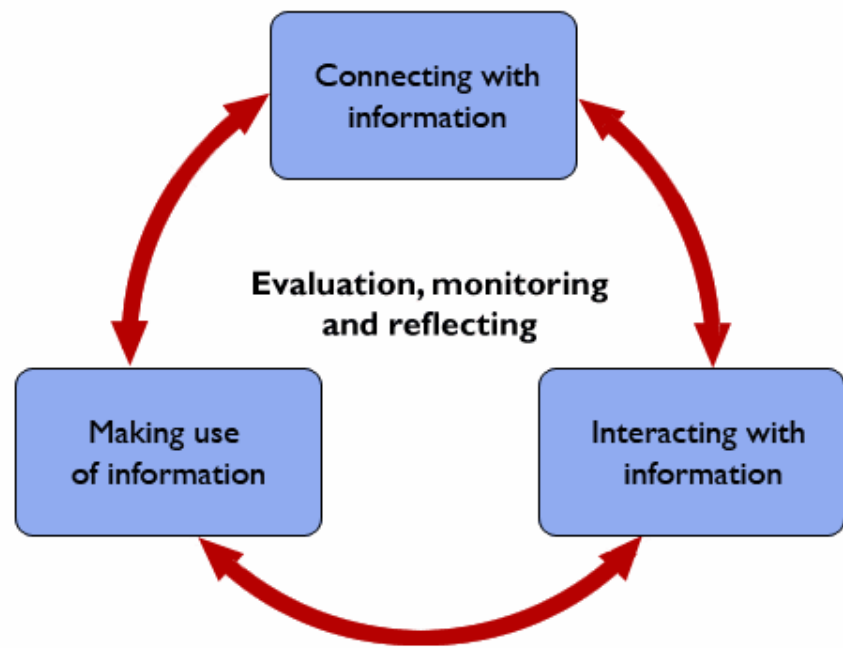
Frequently Asked Questions

[Business](#)

[International Students](#)



Introduction



Use information responsibly to fulfil a purpose

The i-spy skills framework

i-skills enable you to manage activities that involve finding and using any kind of information. i-skills underpin all your learning activities, and increasingly your social activities too.

The i-skills guides are grouped under three main aspects of information management:

Connecting with information
Search for and use information in order to address personal, academic, professional and societal issues

Interacting with information
Engage in independent and collaborative learning through constructing new meaning, understanding and knowledge

Making use of information
Use information responsibly to fulfil a purpose

Evaluation, monitoring and reflecting
Recognise that the process is evolutionary and revise the development process appropriately

Why?

It can be useful to consider **WHY** the information you are working with has been produced.

Key factors to consider here are the **audience** it was intended for and whether there is any perceptible **bias**.

Audience

Who are the intended audience?

Is the material at a level suitable for use in university assignment?

Is it selling something or does it carry lots of advertising?

Bias

Is the information biased in favour of one view?

Can you locate a counter argument?

Are there obvious omissions?

Can you easily distinguish between fact and opinion?



Work through the examples in [Information and Its Counterfeits: Propaganda, Misinformation and Disinformation](#) from Johns Hopkins University which discusses bias.

Understanding our users

- Going beyond satisfaction surveys
- Market research
- Customer relationship management
- Data mining & statistical analysis
- Business intelligence



Staff roles and skills 1

- Information management
- Customer relationship management & market research
- Marketing & PR skills
- Customer service / Helpdesk support
- Understanding of learning teaching and research environments
- Collaboration, partnership, team-working skills

Staff roles and skills 2

- Technological skills
- Legal issues, rights management, negotiation, contract management skills
- Resource management
- Learning spaces management
- Flexibility and initiative

Management challenges

- Organisational structures and working patterns
- Relevant policies
- Business process re-engineering
- Building partnerships and alliances
- Revising values, KPIs and critical success factors
- Putting users first
- New financial models

Trends

- Upskilling
- Focus on people, not technology
- Focus on activities and services, not place
- Less 'precious'
- Business-like
- More alignment with roles in other types of organisation

