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Inspirational and Subversive Librarians

Advocacy and Librarianship
 Creating an Evidence-based Digital Curation Curriculum for Ireland
 CoDer Dojo and Libraries

Conference Reports, Book Reviews

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An Leabharlann: The Irish Library publishes articles on libraries, librarianship and related topics of interest to the library and information community on the island of Ireland. The Editorial Board invites original, unpublished articles for publication. Articles should be between 1,500 and **3,000** words. Occasionally, longer articles may be published.

Articles

- Manuscripts will be reviewed by the Editorial Board.
- Authors are asked to submit an informative abstract of not more than 200 words. Authors are responsible for the accuracy of statements and references in their articles.
- Images which visually support the article are welcomed. Authors should also submit a photograph of themselves. Original photographs and/or high-resolution scans (300 dpi) would be most helpful.

Format

- Manuscripts should be submitted by email attachment or on disc as Rich Text File (RTF). Text should be formatted in Times New Roman 12 pt., double-spaced, with margins of 2.54cm (i.e. standard A4 margins). Formatting of text (e.g. italics and bold) should be kept to a minimum.
- Authors should provide their name, organization, position and the title of the article at the top of the first page. If the article was presented at a conference, details of the sponsoring organization, the date and title of the conference should be given.

- Book reviews should include the full title, author or editor, publication details and price.
- Conference reports should include details such as the sponsoring organization, the date, place and title of the conference.

Style

- Microsoft Word and other word processing programs allow for a language to be selected. Please ensure that the language selected is either UK or Ireland English (i.e. NOT United States English).
- The Oxford Style Manual should be followed for acronyms, capitalization, captions, punctuation, quotations and tables.
- *An Leabharlann: The Irish Library* uses the Harvard system for references.

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- *An Leabharlann: The Irish Library* reserves the right to make revisions and amendments.
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- For additional information on style and referencing, please consult: Ritter, R.M. (Ed.). (2003) *The Oxford Style Manual*. Oxford: OUP

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Editorial

Editorial, Vol 25 (2), October 2016

The recent budget has brought increased funding for third – level institutions. Hopefully, academic libraries will benefit from this increased funding. The budget also allows for increased funding for all national Cultural Institutions including the National Library of Ireland and the National Archives.

As yet, we do not know the full effects of Brexit. Hopefully, it will not see a return to the days when currency fluctuations were the backdrop in acquisitions, and especially in serials.

Libraries were much in the press in recent weeks. While many articles, both in Irish and English, dealt with library closures or libraries without staff, some focused on positive stories. Trinity College Library and Librarian and College Archivist, Helen Shenton featured in a cameo in the RTE programme, *Inside Trinity*. But, all publicity is useful as libraries were discussed in general.

In this issue, the first article is an edited version of the speech given by Dr. James Quinn at the launch of Deirdre Elli-King's book on *Presidents of the Library Association of Ireland*. There is a connection between the importance of libraries and librarians and advocacy. An article on Advocacy (Gerardine Bree) is both practical and reflective. The article echoes the revolutionary period and early years of this state where librarians involved in the struggle were also committed to changing Irish society through libraries. This article also notes the importance of building/cultivating relationships with politicians and policy makers. Where both countries are small, it should be relatively easy to build relationships with local, if not, national politicians.

Two articles on different aspects of the digital world are both essential and complementary. Digital curation is becoming more important and colleagues from UCD describe the digital curation curriculum being developed in the School of Information and Communication Studies.

A practical and informative article on CoderDojo is written by Mark Ward. This article is timely for a number of reasons- Richard Bruton, TD, Minister for Education wishes to see coding introduced at primary school level and the fact that publication of this article coincides with the EU Code Week initiative that is being run in conjunction with Public Libraries 2020 around Europe in 15-23 Oct - <http://codeweek.eu/> and <https://ec.europa.eu/digital-single-market/en/news/code-week-eu-2016-skill-digital-world-codeeu> and codeweek.eu/resources/docs/EUCodeWeek2016.pdf

Regular readers will be aware of the importance of conference attendance. So, again, in this issue there are several conference reports. Two of these international conferences were held in Dublin. Conference reports cover open access repositories, information literacy, different aspects of academic librarianship, serials and, of course, reflections on IFLA/WLIC. Shortly, the Summit of the Book will take place in Limerick: <http://www.summitofthebook2016.com> and next year the joint EAHIL and ICML conference will take place in Dublin: <http://eahil2017.net>. In *News from the Stacks*, you will find the advance notice for the CILIP Ireland/LAI Annual Joint Conference 2017. Please note in your diary!

An excellent report on IFLA/WLIC 2016 is given by Eileen Morrissey. Her report gets right to the heart of what IFLA does. It is very encouraging to see that colleagues from Maynooth University are continuing the tradition of being involved which Brian Galvin (HRB) started with his chairmanship of the Health and Biosciences Section. Younger colleagues in different sectors should consider being involved at international level.

For centuries, libraries and librarians have operated internationally. Both CILIP and LAI are members of EAHIL, EBLIDA and IFLA among others.

Conferences are not stand-alone events. Some conferences should be part of your CPD. In the last issue, it was noted that the PKSB resource is now available to LAI members. A review article explains what it is, its value and how it works. In her useful review article, Laura Connaughton offers some tips in addition to comments. The PKSB resource should help you track your own development and, perhaps, suggest what conferences might help with your CPD. This should be of interest to both CILIP Ireland and LAI members alike.

The recent book by LAI member, Aoife Lawton, is also reviewed. The number of book reviews was reduced in this issue to allow for greater coverage of conference reports.

Marjory Slaney, Editor, editor@libraryassociation.ie

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An Leabharlann
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Inspirational and Subversive Librarians

James Quinn

It is a great pleasure and honour to be asked to speak at the launch of Deirdre Ellis-King's *Presidents of the Library Association of Ireland*, a book which does such a thorough and commendable job in recording the lives, achievements and contributions to public life of so many important librarians. Because librarians often act as the facilitators of the work of other people, their contributions can sometimes be overlooked or underestimated. This was certainly my experience during my work on the Royal Irish Academy's *Dictionary of Irish Biography (DIB)*. The DIB was a great co-operative enterprise by Ireland's scholarly community and within that community, librarians have always played a distinguished and essential role. We would not have been able to publish the nine volumes of the *Dictionary* in 2009 without the assistance of the staff of the library of the Royal Irish Academy and also of the numerous archives and academic and public libraries throughout the island of Ireland.



In our most recent batch of 'Missing persons', published in December 2015, we have taken the opportunity to add some interesting entries on librarians, namely Thomas Gay (written by Deirdre Ellis-King), Patrick Stephenson (written by Evelyn Conway), and the redoubtable Róisín Walsh (a joint effort between Evelyn and Deirdre). In addition to having distinguished careers as librarians, all three were also committed republicans, who played notable parts in the revolutionary period from 1916 to 1921. Thomas Gay was in Jacob's factory in 1916, and later served in the IRA and Free State army as an intelligence officer. Patrick Stephenson, who was president of the LAI and one of the notable figures included in Deirdre's book, was another veteran of Easter week, serving in the Mendicity Institution and the General Post Office (GPO). During the war of independence, he engaged in arms procurement, hiding large quantities of guns and ammunition in Thomas Street public library, and later became a co-founder of the Irish Communist Party. Róisín Walsh was a member of Cumann na mBan from 1915 and a well-known figure in Dublin left wing and republican circles in the 1920s and 30s. Evelyn and Deirdre very strongly bring out in their article that Róisín Walsh was not just a strong believer in achieving Ireland's political independence but also, through her work as a librarian, dedicated to changing Irish society through education and the diffusion of knowledge.

The last theme is one that runs through Deirdre's book – she clearly brings to light the socially engaged nature of the many presidents of the LAI, who initiated and developed a host of educational and cultural initiatives that touched many lives and greatly enriched Irish society. For most of the twentieth century, third level education was the preserve of a small privileged minority, and those who wished to further their education in their own time relied heavily upon the public library service. Public libraries were truly people's colleges in which ordinary people educated themselves according to their own interests and circumstances. The relatively small investment made by the state in such institutions generated a massive return in the educational and cultural benefit to the wider community, and I would contend that continuing to invest in and upgrade the public library system is one of the most socially progressive steps that any government can make.

A deep awareness of the educational, social and political functions of libraries, is I think a thread that runs through the careers of many librarians. I remember some years ago researching the life of Thomas Russell, one of the founders of the United Irishmen in 1791 and the first librarian of the Linenhall Library in Belfast, who used his position as a librarian as a cover for his radical activities. When a colleague asked me what I was researching, I mentioned that I was working on a subversive librarian. She considered the phrase for a moment and then said 'A subversive librarian – is that not something of an oxymoron?' As the librarians recently added to the *DIB* indicate, Thomas Russell was not alone, and the subversive librarian in Irish history is a more common figure than many people appear to think.

What individuals read clearly has an important role in their intellectual formation, and this intellectual formation has important implications for society as a whole. At the base of the concept of civic society lies the concept of the informed citizen. Without being informed, the citizen cannot effectively participate in the civic process and scrutinise the society in which he or she lives and hold to account those who wield power. This was very much seen in the 1790s as the United Irishmen and other reform groups sought to disseminate newspapers and pamphlets that would engage and inform ordinary people and allow them to take part in the political process. It was also recognised by their enemies and especially in Ulster, pro-government forces made it their business to burn down several local libraries and book clubs that had served as centres of discussion and radical organisation. Some decades later another nationalist movement, namely the Young Irelanders of the 1840s, put the informed citizen at the centre of their programme, and their ideals are effectively summed up in the slogan of the *Nation* newspaper – 'Educate that you may be free'. They maintained that education was one of the essential foundations in creating an informed and self-reliant citizenry, who could not alone win their independence, but safeguard it and put it to good use once it was achieved. They pressed strongly for the establishment and financing of properly appointed reading rooms which would provide a space not just for reading, but for the debate and fellowship that were central to creating an educated citizenry. Sadly, as is often the case, the reality fell short of their

ambitions, and in an era when books were generally scarce and expensive, many reading rooms were poorly stocked. On a tour of inspection in Cork, one Young Irelander wrote to Thomas Davis of the 'melancholy spectacle' of empty shelves.

This led the Young Irelanders to take on the task of providing these rooms with reading matter themselves. Central to this undertaking was the launching in 1845 of a series of books intended to provide Ireland with its own national literature, significantly known as 'The Library of Ireland'. Initially these cheap, mass-produced works – mainly history, fiction and lyric poetry – found a ready market, selling in tens of thousands, but unfortunately the venture was overtaken by the Great Famine and was finally wound up in 1848. However, although it covered less ground than its initiators had hoped, the Library of Ireland was among the most successful nationalist publishing projects of the nineteenth century, and the volumes it produced formed the basis of the historical and ballad collections in nationalist homes and reading rooms in Ireland for decades to come. And it is not too much of a stretch of the imagination to see figures such as Thomas Gay, Patrick Stephenson, Róisín Walsh, and many of the presidents of the LAI detailed in Deirdre's fine book, as acting in the Young Ireland tradition of 'Educate that you may be free'.

It is a slogan that still has resonance in the digital age. In the 1840s, individuals, reading rooms and many libraries were often faced with a dearth of information. Today the problem is often the opposite. We are so inundated with information from all quarters – official agencies, commercial corporations, media outlets, political campaigns and various interested parties, that we all suffer from varying degrees of information overload, particularly since so much of what is produced is selective, biased and intellectually deadening. Rather than adding to this problem, I think that public libraries can help us overcome it, in exercising an independent and respected form of quality control in the material they make available and facilitating readers to make informed and discriminating choices in what they read.

Before this all gets too wordy, it must be said that libraries do not exist solely for our political and civic education. They also exist to help us entertain ourselves, to nourish our existing interests and cultivate new ones. Schools and universities of course have a role to play in all of this, but it has always seemed to me that knowledge learned out of choice is sweeter than knowledge learned through compulsion. As any child (or even adult) who likes to read knows, libraries can be places of great joy. On a personal level, I well remember as a child the keen anticipation with which I would head off to my local library in Phibsborough, wondering what I would find there. Sometimes the books I took out enthralled me, sometimes not, but looking back it is clear to me that public libraries played a crucial part in my intellectual development and especially in my ability to make informed choices. The inspirational teacher is a stock figure in film and literature, and some of us have been lucky enough to know such teachers in real life, but the inspirational librarian is a rather less acclaimed figure. As Deirdre Ellis-King's *Presidents of the Library Association of Ireland* shows us, Ireland has had no shortage of inspirational librarians, and this work is an important step in recording their contributions and giving them the acknowledgement that they so richly deserve.

James Quinn, PhD., Managing Editor of the Dictionary of Irish Biography, 28 January 2016.

Demystifying Political Advocacy

Gerardine Blee

Abstract

This article aims to provide an overview of the importance of political advocacy to our profession and offers practical guidance on how to effectively engage in it. It is not intended to be a comprehensive guide on what is a wide and varied subject matter but instead seeks to draw on personal experience to provide information and assistance to those wishing to explore the subject.

Keywords: *Political Advocacy, Libraries*

Introduction

On 28th August 1963, before a crowd estimated to be in the region of 250,000, Martin Luther King stood in the shadow of the Lincoln Memorial in Washington D.C. and delivered his famous “I Have a Dream” speech which included the immortal words:

“I have a dream that my four little children will one day live in a nation where they will not be judged by the colour of their skin but by the content of their character.”

King was one of the most famous political figures of the twentieth century and became a key advocate for the American Civil Rights movement during the 1950s and 1960s. The campaign helped secure greater rights for minority communities in the United States and illustrated the positive consequences which can flow from well-orchestrated political advocacy.

Political Advocacy

Political advocacy is an activity which can be undertaken either by individuals acting alone or by an alliance of larger groups. Its general aim is to increase awareness of certain issues and educate politicians on the benefit of aligning public policies accordingly. Indeed, Dr Ken Haycock sought to define advocacy as,

“A planned, deliberate, and sustained effort to develop understanding and support incrementally over time¹.”

Political advocacy is similar to, but subtly different, from political lobbying which generally involves attempting to influence politicians to take a particular stance on a specific piece of legislation. Those involved in political advocacy in the Republic of Ireland should nevertheless be aware of the *Regulation of Lobbying Act 2015* which can be accessed at <http://www.irishstatutebook.ie/eli/2015/act/5/enacted/en/pdf>. If you are undertaking advocacy individually or as part of a small group you may well be exempt

¹ Ken Haycock, “Advocacy and Influence,” Ken Haycock and Associates: Training and Development, Apr. 26, 2011, accessed July. 4, 2016.

from having to register your activities with the Register of Lobbying but, for further guidance on the implications of the Act, visit the Regulation of Lobbying website at www.lobbying.ie.

In its simplest form, advocacy is about speaking up and making your voice heard and anyone can do it! As Martin Luther King and leaders of many other effective campaigns throughout history have shown the approach taken does not need to be complex in order to be effective.

Reasons for Advocacy

There are essentially two main reasons why we advocate. Firstly, to educate those making policy decisions and secondly to educate those making funding decisions. The recent economic recession has hit libraries in all sectors across the island. As both governments have sought to reduce their deficits, cuts to public spending have inevitably impacted on budgets and libraries are increasingly required to do more with less. By now, we are generally familiar with reviews and restructuring of staff and services within our organisations, so it is becoming more important than ever to demonstrate the value of our sector.

Despite experiencing modest recovery it is fair to say that the economic outlook remains challenging. Indeed the position has become more uncertain following the recent “Brexit” vote, the impact of which has yet to become fully clear. Against this backdrop, it is critical that we focus strategically on advocacy if we are to effectively communicate the significance and impact of our services in order to secure support and maintain funding. The importance of securing this support and funding cannot be underestimated as, without these key ingredients, we are unable to maintain future investment in library services across the island.

During his keynote speech at the LAI/CILIP Ireland Joint conference in Killarney in April 2016, Nick Poole, CILIP CEO stated:

“Our environment is changing – socially, technologically and economically. And libraries have adapted to these changes. We have the services and skills people

need to succeed in today's complex, information-rich world. We need to make sure they know it!"

The concept of political advocacy has the capacity to generate substantial publicity and is often the brand of advocacy people most readily identify. That being said, engaging in political advocacy can be perceived as intimidating; with many feeling they lack sufficient skills, experience and confidence. Fortunately engaging in political advocacy does not require extensive knowledge of the structures of government but rather good quality interaction with key decision makers. The message does not need to be a complex one; simply hearing libraries mentioned by multiple constituents shows politicians that this is an issue that matters within their communities. The cumulative effect over time can be significant.

There are many high profile examples of successful political advocacy. We

2 <http://www.slideshare.net/CILIP/surviving-and-thriving-presentation-at-ciliplai-2016-conference>

have all witnessed the global impact of social media campaigns such as “#Bring Back Our Girls” which followed the kidnapping of Nigerian schoolgirls by the militant Islamic group Boko Haram. Indeed, even the American First Lady Michelle Obama was happy to get involved and advocate on behalf of the victims.

Practical Examples of Advocacy

Within the context of libraries CILIP launched the “My Library By Right” campaign earlier this year which called on the UK Department for Culture, Media and Sport (DCMS) to fulfil their legal duties under the Public Libraries and Museums Act 1964. At the time of writing almost 15,000 people have signed the “#MyLibraryByRight” online petition whilst activists are also tweeting their support and contacting their local MP. A combination of high-level engagement with government and grassroots activism has helped place the need for public libraries to be treated as statutory services in England and Wales firmly on the agenda of Karen Bradley, the recently appointed DCMS Secretary of State at Westminster.



Similarly, the “Right2Water” campaign to abolish the introduction of water charges in the Republic of Ireland saw the issue shoot up the political agenda ahead of the recent general election and it continued to prove a major factor in the formation of a government thereafter. These advocacy campaigns all succeeded in getting their message across to policy makers in government.

At the outset, in order to be an effective advocate, you must have a clear understanding of your purpose and identify your target audience. It is worth remembering that many key decision -makers at local and national government levels may not necessarily have full understanding of the role and value of libraries to communities and businesses. This has reflected negatively in the allocation of funding. In order to reverse this trend, we must become better at communicating our value and importance in order to increase the knowledge and engagement of decision -makers. Some of the most powerful arguments that we can advance surround our positive impact on local communities, businesses and society as a whole. At an early stage consider gathering examples which demonstrate how libraries and their services are delivering on key government policies.

There is unquestionably merit in recruiting others to assist your cause. Many users avail of our services and we should not be afraid to seek their support and positive testimonials as these can form useful evidence to present to decision makers. Furthermore, your colleagues can be good ambassadors for the work you undertake and its benefit. Also try to recruit those with local influence including school principals, business people and trade union representatives. If you are able to build a loose association like this, then the strength of your combined voice will carry greater weight.

Advocacy: Practical Steps

There are then a number of practical steps which can be taken in terms of advocating in the political sphere. The first step in effective advocacy is to identify the right person to contact. You should think strategically rather than simply along party political lines. Where possible, identify local Councillors, T.D.s or M.L.A.s who have previously shown an interest in or appetite to learn

about the areas on which you wish to advocate. It is strongly recommended that you make contact by email or in writing and highlight the matters you wish to raise before requesting a meeting to advance matters further. If you do not receive a response after three to four weeks follow up with a phone call, or another letter which references the first.

In a further effort to ensure your message gets through you should consider producing a short briefing note which highlights your key points. Policymakers can have significant demands on their time, therefore state your points clearly and concisely. When approaching a specific T.D. or M.L.A it will be helpful to include examples from their local constituency as they will, in turn, be keen to demonstrate their responsiveness to their constituents. Endeavour to highlight the positive outcomes for the politician’s constituents of adopting your proposals as this will render them considerably more attractive to the politician. Be sure to include specific and accurate facts and statistics to back up your position and arguments.

When you have successfully engaged with political representatives you can ask them to table questions in the Dáil or the Assembly, write to relevant Ministers on your behalf or, where appropriate, arrange meetings with Ministers and their staff to explore issues further. This can have the desirable effect of highlighting a particular problem to a minister and holding him/her accountable. It is common courtesy to express your gratitude in the event you receive help and support so remember to send a letter of thanks.

It is important to build relationships with those whom you wish to influence. When you have successfully established a line of communication with politicians the focus shifts to maintaining those links and you should consider issuing invitations to any events you are hosting. You could perhaps make your library available for local politicians to host press briefings or photo opportunities. It is also incumbent upon you to keep a watchful eye for any useful events politicians are organising and you should make a point of attending these and advocating directly to your local representatives and their advisors.

For those who wish to go the extra mile in terms of their advocacy efforts, it is well worth focusing on Committees. Engaging with the functions of a Committee can be a good way to get your voice heard, directly influence the work of the Dáil or the Assembly and potentially change legislation as it is being made. You can regularly check online to establish the areas being examined by Committees in forthcoming meetings and use appropriate opportunities to contact the Committee with your input. Committees generally issue a call for evidence before launching inquiries into specific policy areas and those with an interest are encouraged to place their thoughts in writing and submit their views at that stage.

The following are some helpful tips to successfully get your message across when making a submission to a Committee enquiry:

- Work out what you want to achieve before you begin.
- Carefully think about the best way of achieving your aim. Simple opposition might not be the best strategy.
- Your submission must be relevant and deal with the issue, policy or proposal.
- State your points clearly and back them up with explanation, reasons and evidence.
- A clever style and verbose wording might sound good but be careful as these submissions are summarised by Committee staff and the key message could be lost.

Library and Information professionals on this island have a uniquely strong position in terms of advocacy support as both the Library Association of Ireland in the Republic of Ireland and CILIP Ireland in Northern Ireland present

a powerful united voice in relation to a wide range of issues of relevance to members. The political and economic backdrop in which both organisations currently operate means that they need to be as strong as possible to ensure libraries are not overlooked in terms of government funding and support. You are encouraged to get actively involved in these organisations because ultimately the more people they represent, the larger their voice and the stronger their mandate to press an agenda for the benefit of the profession.

Conclusion

Advocacy is already, subconsciously, a part of our everyday lives. We must therefore be opportunistic in our approach and resist the temptation to view political advocacy as complex. Instead let us join our voices together in a combined effort to build influence. Almost four years after delivering the “I Have a Dream” speech and exactly one year before his death, Martin Luther King provided another pearl of wisdom which is applicable to the present position. On 4th April 1967, at Riverside Church in New York, he stated,

“We are confronted with the fierce urgency of now... this is no time for apathy or complacency. This is a time for vigorous and positive action.”

Now is the time to grasp all available opportunities to engage in advocacy. If we all do so both individually and collectively we can help shape a bright and positive future for libraries throughout Ireland.

Gerardine Blee is Development Officer, CILIP Ireland



Creating an Evidence-Based Digital Curation Curriculum for Ireland: Case Study at University College Dublin

Kalpana Shankar and Amber Cushing

Abstract

Digital curation is an ongoing set of processes for selecting, preserving, archiving, describing, and sharing born-digital and digitised resources, such as documents, data, photos, sound, and film. The importance of digital curation for identifying and preserving digital materials for the future is of increasing importance to cultural and commercial institutions. Although digital curation as a profession is still in its infancy, library and information professionals are increasingly tasked with meeting these demands. In this article, the authors briefly outline digital curation as a practice, discuss digital curation in the Irish context, and describe how University College Dublin's School of Information and Communication Studies new educational initiatives in digital curation are addressing these challenges.

Keywords: *Digital Curation Curriculum, Ireland*

Introduction

In September 2015, UCD's School of Information and Communication Studies launched the first evidence-based, dedicated professional education programmes in digital curation in Ireland. Current offerings include a Graduate Diploma, Master of Science, and Graduate Certificate (for working professionals with a postgraduate degree in a relevant subject). A Continuing Professional Development certificate in Digital Curation is planned for launch in September 2017. These courses offer a flexible range of training in digital curation for the Irish sector and beyond. The innovative programmes include classroom education, applied research, and training that allows students to develop conceptual as well as hands-on skills. Internships, international partnerships, and outreach to community organisations are also in development.

In this article, we introduce the role of digital curation in creating and maintaining digital objects over time, the Irish context for digital curation, and UCD's motivation for creating curricula to fulfill an important professional need.

What is Digital Curation?

The Digital Curation Center (www.dcc.ac.uk/about/) in the United Kingdom defines digital curation as the act of 'maintaining and adding value to a trusted body of digital information for current and future use' (Digital Curation Centre, 2016). The DCC created and uses the widely adopted 'digital curation lifecycle' to show how processes at all stages of data creation and use require decision-making, working with digital object creators, ingest of data into a repository, appraisal and description, and the publication and subsequent tracking of use of data require expertise. The data curation professional who engages in these activities also considers and addresses higher-level functions such as repository management, digital preservation, governance, and funding. In short, the entire suite of activities that comprise digital curation ensures 'the maintenance of authenticity, reliability, integrity and usability of digital material' and the organisations that house these repositories.

Digital curation is often mistakenly defined as backing up or 'archiving' data

to appropriate servers (though planning for and backing up digital objects are an important part of the digital curation lifecycle). Furthermore, digital curation does not equal digitisation (though digitised materials will likely fall into the remit of the curation process). Digital curators work with both born-digital and digitised objects and with those who are creating them at the inception of the project (ideally) to insure longevity over time. Effectively done, digital curation can mitigate the risk of software and hardware obsolescence, reduces threats to the longevity of digital information, and makes the re-use of digital resources more possible (and potentially more likely since digital resources can be more easily found and analysed).

Why Curate?

If the users of the digital information are to be able to find and use the data, the data needs to be 'curated'. 'Active management' means just that – those who create data and those who curate it need to take an active role in making curation happen. Those who create digital information cannot trust to vaguely defined processes downstream and hope that 'somehow' digital information will be available when needed. Also, digital curators cannot passively wait for digital information to come to them in well-formed, well-described, and useful packets. Instead, digital curators need to be active managers of digital materials (often working in tandem with data creators, a point not explicitly made in this formulation of digital curation in the way that others who have defined the term have included it). These are activities that take place over time for a potentially unknown future. Yakei (2007) argues that this scope and scale means that digital curation is an umbrella term that includes digital preservation, data curation, digital archiving, and digital asset and electronic records management.

However, digital curation is not just for arcane and specialized research data and resources. Archives, libraries, and museums have also invested heavily in developing digital collections, including digitising paper-based collections and creating mechanisms for managing born-digital materials. Their efforts have resulted in audiences all over the world being able to access specialized information that used to require visits to these physical spaces. Social media



'digital technology can offer us new ways of seeing art, new ways of bearing witness to history, new ways of hearing and remembering human languages, new ways of reading texts, ancient and modern'

(Welshons, 2006)

also provide the means by which users can interact with each other about such materials with or without the oversight of archival and library professionals.

Without the work of digital curation, our increasingly digitally mediated societies face a loss of cultural and social heritage. In 2006, the American Council of Learned Societies proclaimed that 'digital technology can offer us new ways of seeing art, new ways of bearing witness to history, new ways of hearing and remembering human languages, new ways of reading texts, ancient and modern' (Welshons, 2006). In their report, the ACLS argued that without investments in curation infrastructure, intelligent policies for openness and accessibility, for cooperation across sectors, and for leadership in the field, the future of our collective digital present and future are at stake.

The Irish Context

An analysis of digital curation needs in Ireland began in March 2014 with a research grant from the Archives and Records Association of the UK and Ireland (Principal Investigators: Cushing and Shankar). Although the Digital Repository of Ireland documented current digital archiving processes and needs for the social sciences and humanities in Ireland (O'Carroll and Webb, 2012), there was no existing research that specifically focused on digital curation education needs in Ireland. The researchers gathered background from existing literature and relevant professional societies to develop a list of core digital curation competencies. We used these to develop initial programme learning objectives as well as an online questionnaire, building on the work of Sophie Bury, a Canadian academic librarian at York University who had developed and deployed a study of CPD needs for librarians in Ireland (Bury, 2010). The online questionnaire was made available from July-September 2015 to educators, information professionals, and community organisations. We then completed data analysis and used results to revise the curriculum, as well as to begin development of the CPD certificate. A current digital curation MSc student is conducting needs analysis interviews with stakeholders in the Irish sector based on questionnaire findings.

Our survey analysis has allowed us to develop insight into the ways in which

digital curation skills are most needed within Ireland. Apart from the university, archives, and museums, the technology and tourism sectors face many digital curation challenges. Local heritage and community organisations and even many local authority libraries in Ireland face issues associated with digital curation. There has been almost no research that has focused on digital curation in public libraries. Thus, we have sought to develop relationships with public libraries and local history librarians to understand their digital curation needs. How public libraries might provide digital curation training to the public via outreach events is an interesting area for development.

Application of Findings

Analysis is ongoing but initial findings have been incorporated into the UCD curricula. For example, few questionnaire respondents reported that they have a good understanding of the digital curation lifecycle. Respondents said that while they did not manage technology issues directly, they required some knowledge to complete their daily tasks. Most respondents selected 'another unit is responsible for this task' in prompts asking about how often one completes virus checks or works with databases. We know from existing literature that digital curation professionals require a significant understanding of technology to complete their work tasks (Ray, 2009), but we had not considered the role of an IT services department in completion of these tasks and how it might influence digital curation education. We also found that research data management is of growing concern to researchers, academic libraries, and funding agencies (both in Ireland and the European) but few Irish information professionals had knowledge of the field. We have introduced new modules in all of these areas and are teaching them in intensive formats (several days to a week) where possible to accommodate working professionals. Future iterations will involve more online education.

Conclusion

Digital curation is an institutional, technical, and organisational activity. Firstly, the work of digital curation is teamwork and institutionally bound. Secondly, digital curation has social implications for all of us because what is kept and

what is curated influence what we, as a society and culture, remember. Lastly, it requires knowledge of legal issues, technology, and policy (as well as content). For these and other reasons, digital curation requires trained professionals who advocate for their increasing role in safeguarding our digital futures and their professional status while being willing and able to learn on the job. In Ireland, like elsewhere, these skills will only become more important.

To learn more about our graduate programmes in digital curation, please go to: <https://www.ucd.ie/ics/study/mastersanddiplomaprogrammes/>

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CoderDojo and Libraries: Why Your Library Should Get Involved and How to Start Your Own

Mark Ward¹

Abstract

CoderDojo is a movement of free computer coding clubs which began in Cork and is now a worldwide phenomenon. Examining what CoderDojo is and how it works in a public library setting, as well as the extant literature, this article gives reasons why your library should start a Dojo and a ten-step guide on how to do so.

Keywords: *CoderDojo, coding, programming, IT, libraries, peer learning, children, teenagers*

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Introduction

In June 2016 I presented at the Youth Library Group's Success Stories Day about Ballyroan Library's CoderDojo, which fell under our larger Creative Campus project.² The brief presentation was met by huge interest in the topic and a lively Q+A session. Most participants wanted to know the practicalities: what exactly it is, how it would work, how to set one up, how to get mentors on board, and how much it would cost (it's totally free!) It was these questions, along with the realisation that there was very little literature regarding CoderDojo and libraries, that prompted me to write this article.

What is CoderDojo?

Coding, the act of writing statements – or lines of code – to instruct a computer to accomplish specific actions, is what all modern computing is based on. Every computer program you use has been constructed by formulating many lines of code (often running into millions) using a variety of computer programming languages such as C++, Python or Java. CoderDojo is a coding club for children aged 7-17 where children “learn how to code, develop websites, apps, programs, games and explore technology in an informal and creative environment”³. CoderDojo (<https://coderdojo.com>) began in 2011 when Cork student, James Whelton (then 18) set up a computer club in his school, taught other students programming languages used to create webpages, HTML and CSS before later joining forces with entrepreneur Bill Liao⁴. Together they started the CoderDojo movement which has grown into a worldwide phenomenon with hundreds of Dojos world-wide. Each Dojo's remit is different; they commonly cover the basics such as Scratch, HTML, and CSS, but can also include other topics such as more advanced programming languages, game development and even hardware and robotics⁵.

2 <https://coderdojo.com/about/>

3 <https://coderdojo.com/about/>

Winner of the 2015 Chambers Ireland Best Library Service Award

4 <https://coderdojo.com/about/coderdojo-movement/>

5 <https://coderdojo.com/about/coderdojo-movement/>



A Dojo Case Study: CoderDojo Rathfarnham at Ballyroan Library

Each Dojo is free, led by volunteers (or in Dojo-speak, mentors) and organised by the Dojo's champion. I am the champion for our Dojo, CoderDojo Rathfarnham, which began in 2013. It runs every Wednesday from 6-8pm in two terms, from September to December and from January to May. As of May 2016, we have had 81 weekly Dojos. Each Dojo has 20 places – 12 PC places (where the attendees use our library PCs) and 8 laptop places (where they use their own laptops) and is hosted in our Digital Training room. So far, we have provided 162 free hours of coding per student/place to a potential 3240 students.

Initially there was an unprecedented demand for places, so it was decided to make the booking process first-come, first-served, and on a weekly basis (instead of per course or per term). This facilitates both children and parents; if the child cannot make it one week, they need not book; or if they come to a few classes, and find it is not for them, they can stop coming without leaving an empty space mid-course. Such adaptability corresponds with the fact that

our Dojo has a completely child-led curriculum. It is not a class, but a coding club; the mentors show beginners the basics using handouts, guide intermediate level coders using more advanced handouts, instructing them using various online resources such as CoderDojo's own wiki, Kata⁶, or external sites like CodeAcademy⁷, and even assist advanced coders who are working on larger projects or programs. We are able to provide learning to all levels within the one structure.

The success of the Dojo is entirely dependent on having a pool of committed mentors. They can be adults working in IT, or older teenagers (16 and up) who are code proficient; we have had both in Coder Dojo Rathfarnham. Luckily, we have talented and enthusiastic mentors who volunteer their time, weekly. Regarding using younger mentors, we find that the children respond well to mentors closer in age to themselves, and also that younger mentors rise to the responsibility. Crucially, we have had attendees transition into being mentors themselves, which is an example of Coder Dojo's open learning community ethos.

Why You Should Set Up a CoderDojo in Your Library

Whizz-kid Jordan Casey (14 years), proclaims that "coding is the future" (Holmquist, 2014) but it is also now a fact of everyday life. We are increasingly surrounded by smartphones, tablets and PCs and children nowadays have grown up with these technologies, becoming what Palfrey & Gasser (2008) call "digital natives". However, whilst most can use these technologies intuitively, what is becoming more important is that they understand how they work, and that they are not only able to consume, but also to create. As such it is "increasingly a coder's world" (Wisniewski, 2012, p. 57) where "the single skill that will, above all others, distinguish a literate person is programming literacy, the ability to make digital technology do whatever, within the possible one wants to do" (Prensky, 2008, cited in Sheridan, Goggin & O'Sullivan, 2016) and CoderDojo provides a path through this landscape.

6 http://kata.coderdojo.com/wiki/Home_Page

7 <https://www.codecademy.com/>

Unlike the tutor-led computer classes in libraries, CoderDojo is entirely free; the mentors give their time gratis and all it takes is some organisation by staff including the printing of some handouts.

Hosting a Dojo not only fosters a sense of community but also encourages youth mentoring and self-led learning⁸. However "the real success of the clubs is the philosophy of peer learning – students learning from each other in a sociable and creative environment" (Holden, 2014). Such an environment is also excellent at enticing teenagers into your library, something which can be difficult, if not impossible at times, since they can completely vanish from public libraries until later in life (Brown, 2004, quoted in Snowball, 2008, p. 25). We have found that our Dojo attracts not just boys, but girls also, in a relatively even gender split, which is very encouraging. This is perhaps due to the sterling work of other Dojos, where they have some problems attracting female participants. DCU set up a local initiative, CoderDojoGirls to encourage young girls to participate⁹. Either way, it is important to note is that CoderDojo appeals to boys and girls of all ages.

Another reason to consider hosting a Dojo is that the demand is there. A 2014 article warned that there is a need for ten times the amount of Dojos currently operating in Ireland, with such demand resulting in long waiting lists (Holden, 2014). As of June 2016, there are now "more than 1,000 dojos operating across 63 countries, reaching about 35,000 young people on a weekly basis" (O'Connell, 2016) with the amount of new Dojos continually increasing.

The best reason to set one up in your own library is that few libraries do it, and we are a perfect fit for this type of regular event. Currently, Ballyroan Library is the only library in Dublin that hosts a Dojo and CoderDojo. Their website and organisational literature suggest libraries first and foremost as a venue to host a Dojo. As Wisniewski said in 2012, the "requirements for setting up a Dojo are straightforward and align very well with libraries' missions and

8 <https://coderdojo.com/about/>

9 <https://coderdojo.com/news/2015/03/11/girls-who-code-coderdojo-girls/>



capabilities: You need meeting space, internet access, some volunteers (or library staff) who have something to teach, and computers. Check, check and check!" (p. 60), a statement which still holds true now. Staff involvement in CoderDojo could have practical benefits for Continued Professional Development. As libraries embrace more technology, our roles become more technical, and involvement in a Dojo is a chance for staff to develop their own coding skills.

10 Steps to Start a CoderDojo in Your Library.

- **Step 1: It Is What You Make It**

Before beginning, the important thing to remember is that "there is no typical Dojo and the activities run vary from club to club"¹⁰. Whilst this may seem initially daunting, it will ultimately be to your advantage. Consult with your recruited mentors to see where their strengths lie. They may be proficient in HTML, Python, or Scratch and perhaps that is what your Dojo may focus on. Some Dojos do specific sessions on different languages, whereas others, like ours have a more open framework. There is no right or wrong and its structure is entirely up to you.

¹⁰ <https://coderdojo.com/about/coderdojo-movement/>

Indispensable, and available on CoderDojo's website, are a series of start-up guides, such as "Your Guide on How to Start a Dojo"¹¹ which clearly lays out all of the basics you need to consider, as well as smaller guides such as "How Do I Start a Dojo"¹² and "Become a Mentor"¹³ as well as CoderDojo's own Recommended Practice policy¹⁴

- **Step 2: We are the Champion(s)**

A Dojo champion is someone who is in charge of set-up and the running of the Dojo. I am Coder Dojo Rathfarnham's champion and, as CoderDojo themselves state, you do not have to be a techy type to be a champion (see "How Do I Start a Dojo"¹⁵). In fact, I do not understand most of what is taught and learned in the Dojo! The main functions of the champion are administrative and organisational, something that library staff can easily undertake, and consist mainly of interviewing, liaising and managing the mentors; setting up booking for the Dojo; responding to queries; and promoting the Dojo.

¹¹ <https://coderdojo.com/wp-content/uploads/2015/06/CoderDojo-Start-a-Dojo-Guide.pdf>

¹² http://kata.coderdojo.com/images/d/d6/CD_Start_Dojo.pdf

¹³ http://kata.coderdojo.com/images/2/23/CD_Become_Mentor.pdf

¹⁴ <https://coderdojo.com/wp-content/uploads/2015/04/CodeofRecommendedPractice.pdf>

¹⁵ http://kata.coderdojo.com/images/d/d6/CD_Start_Dojo.pdf

- **Step 3: Register Your Dojo**

You need to inform people that the Dojo is happening and the best way to get started is to register your Dojo with Zen, CoderDojo's community platform. On Zen, there is a searchable list of all active Dojos. Once you register and are subsequently approved, you will receive your own Dojo page where you can put up general information, booking information and anything else you require. It is essentially the Dojo's website, as well as attendees' first port of call. This is an essential step in the process. Our Dojo page is here¹⁶.

We suggest setting up a dedicated email address with a free email hosting service, such as Gmail, to deal with queries/liase with mentors, as well as social media accounts. Our Dojo has a dedicated Twitter account (@CoDoRathfarnham), as do most Dojos, and we also promote the Dojo through our Ballyroan Library Facebook Page.

- **Step 4: Mentors**

Gathering a pool of mentors is crucial. CoderDojo have highlighted places where you might find them such as "in local technology companies, businesses, or community centres [and] in local universities, college or second level schools"¹⁷.

Once registered on Zen, you can highlight on your page that you are looking for mentors, and as a direct result of doing so, I have had many people contact me looking to volunteer. To build a pool of active mentors, I constantly advertise that we are seeking new volunteers, since mentoring at a Dojo can be a big time commitment, and at times people may need to drop out. CoderDojo recommends a ratio of one mentor to eight young people and while that is largely true, I would suggest for the first while at least, a smaller ratio of one mentor to five young people.

- **Step 5: Where, When and How Often**

In Ballyroan Library, we have a Digital Training room which holds 12 PCs It

also has room for three long tables where we host eight laptop spaces. In addition, provide space and chairs for the parents who attend the Dojo with the children. You could host a Dojo in your public access computer spaces within the library, or if you do not have a dedicated space, perhaps you could host a laptop-only Dojo in your meeting space?

Many Dojos, particularly in Dublin, are held on Saturday mornings. However, due to staff availability, we decided to hold ours on Wednesday evenings. You could assess what other local events may clash with the Dojo but ultimately, you should host the Dojo when it suits your library.

Our Dojo is held weekly during terms and while the demand is always high, due to time and staffing constraints, we are unable to provide more than one Dojo per week. If hosting a Dojo weekly is too much of a commitment, you could opt for fortnightly or monthly sessions. You could perhaps run an initial series of sessions to gauge local interest.

- **Step 6: Staff Buy-In**

Unlike regular and easily explained library events like a Movie or Book Club, a lot of patrons may be unsure of what a CoderDojo will be in practice, and this will need to be explained clearly to all staff so that it can be disseminated to patrons, as well as procedures for booking (which is entirely online, and discussed in Step 8 below).

- **Step 7: Course Content**

Our Dojo is child-led and caters to each child's own level of ability. We have a small selection of handouts that we have collated over the years that we use to give the children small projects to work on.

We have found that Scratch¹⁸, a programming language, designed by MIT Media Lab's Lifelong Kindergarten, is great for beginners as it permits them "to create and experiment with code that doesn't have to be syntactically precise, [allowing them] to get a feel for working with conditions, parameters, and actions without getting tripped up by a misplaced comma or unclosed bracket" (Wisniewski, 2012, p. 59). They

¹⁶ CoderDojo Rathfarnham on Zen: <https://zen.coderdojo.com/dojo/ie/dublin/ballyroan-library-orchardstown-avenue-rathfarnham-dublin-14/rathfarnham>

¹⁷ http://kata.coderdojo.com/images/d/d6/CD_Start_Dojo.pdf

¹⁸ <https://scratch.mit.edu/>

have a great handout called “Getting Started with Scratch” which is the first one we give to an absolute beginner and is available here¹⁹.

There are plenty of free handouts available online. Good places to check are:

- Kata²⁰, CoderDojo’s wiki, has a vast array of downloadable handouts available
- Other Dojos often put up handouts they use for free online. Follow them online (Twitter seems to be the most commonly used social media for Dojos)
- Sites like CodeAcademy, or Code.org

When in doubt, consult with your mentors who should be able to point you in the right direction, or perhaps even write their own.

• **Step 8: Registration and Ticket Booking**

In 2015, CoderDojo revamped their website and completely changed their booking process. Before this, they suggested that a Dojo set up a free EventBrite account²¹, through which you can create an event and tickets (as long as the event is free, there is no charge) which was embedded into your Dojo page. This is the model that we still follow here, as our patrons are used to it. However, Eventbrite embedding is gone, so we now just post a text link on our page. This is perfectly adequate since, as CoderDojo state themselves, “Dojos are autonomous entities [and] all operate different registration systems and policies”²².

For each Dojo, on our EventBrite event page, we offer three types of ticket:

- Child’s PC Ticket (for those who wish to use our PCs);
- Child’s Laptop Ticket (for those who wish to bring their own laptop);
- Parent’s Ticket (in our Dojo, all children aged 12 or under must be accompanied by an adult – for more information, see step 10).

However, we would suggest, that new Dojos starting up avail of the current booking system, where one must first create one of four types of

account (Champion, Ninja²³ under 13, Ninja over 13, Parent/Guardian) and once they register to a specific Dojo, the champion can create an event, notify all their members, who can then book in – all through Zen.

• **Step 9: Marketing**

Although a lot of marketing will be done through simply having your Dojo listed through Zen and promoting it through social media, it is important to advertise the Dojo any way you can. We always advertise our Dojo in our monthly event brochures (both digital and print), our digital signage, posters, and through personal interactions. Other ideas could be to promote the service direct to schools and youth groups, or to liaise with your local newspaper.

• **Step 10: Child Protection**

Child Protection is an issue that must be borne in mind when running a Dojo. In CoderDojo Rathfarnham, all children aged 12 and under must be accompanied by an adult at all times. CoderDojo has their own Child Protection Policy, as well as support documents, and details on how to Garda vet all involved, as well as Child Protection training courses that they run²⁴.

Conclusion

The literature on CoderDojo, its implementation and use in libraries is scant. Besides Wisniewski’s short 2012 article, Sheridan, Goggin & O’Sullivan (2016) are one of the few to address CoderDojo and libraries in their fascinating conference paper that explores “the potential to link the digital competence which might be attained by participants with formal educational pathways thus potentially encouraging wider participation in third level education”, which could prove an effective route for demonstrating the value of CoderDojo to libraries in the future.

Hopefully this article will go some way to redress the lack of literature on the topic and perhaps even convince you to start your own library Dojo. If you have any further questions, please feel free to contact me, and if you would like to hear

19 <http://d.umn.edu/~sivelab/project/learningToCode/Getting-Started-Guide-Scratch2.pdf>

20 http://kata.coderdojo.com/wiki/Home_Page

21 Ours is here: <http://www.eventbrite.ie/o/coderdojo-rathfarnham-4896173973>

22 <https://coderdojo.com/attend/>

23 “Ninja” is Dojo-speak for a child.

24 http://kata.coderdojo.com/wiki/Child_Protection_Ireland

more and see our Dojo in action, CoderDojo Rathfarnham was featured in the Public Libraries 2020 project in a short video which is on YouTube²⁵.

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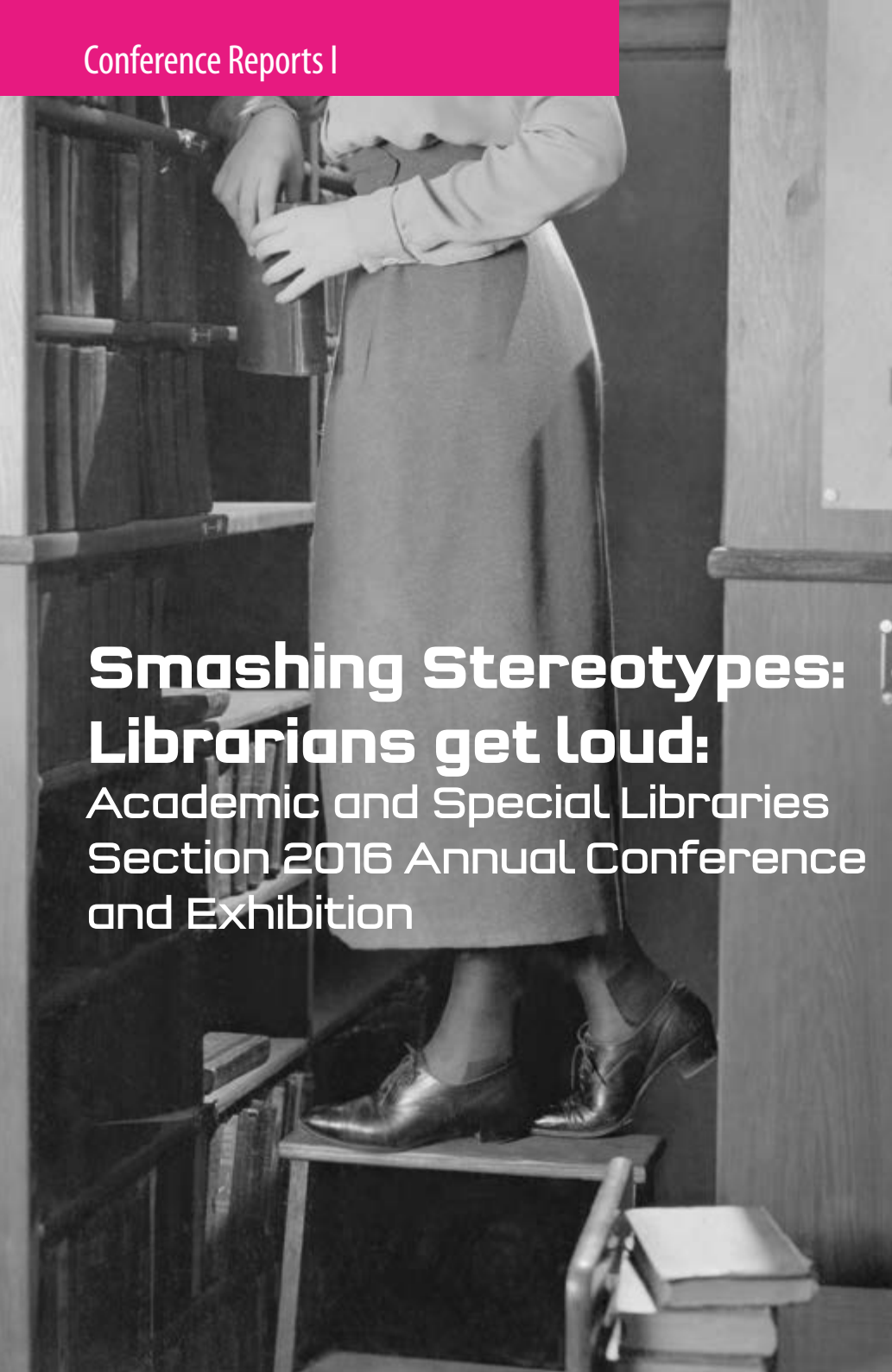
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25 "Coding is Child's Play" <https://www.youtube.com/watch?v=X1bUuJLcbal>



Smashing Stereotypes: Librarians get loud: Academic and Special Libraries Section 2016 Annual Conference and Exhibition

Radisson Blu Royal Hotel, Dublin: February 11 - 12, 2016

Together with parallel sessions and lightning sessions, there were nine poster presentations which were on display throughout. There were time slots when we could talk to the poster presenters and afterwards judge the poster we deemed best. Niamh O'Sullivan (Irish Blood Transfusion Service) won the competition. Her poster was full of colour, eye-catching, and just excellent. This was a great way to get talking on a one-to-one basis on a variety of LIS topics.

The first keynote speaker, Alison Macrina (Library Freedom Project), spoke about privacy and intellectual freedom in the age of mass surveillance. Alison had the audience at the edge of their seats as she spoke about the role she played in 'The Freedom Project'. She outlined how Edward Snowden influenced her in advocating for intellectual property.

National Library of Ireland Director Dr. Sandra Collins gave a thought-provoking keynote on "Learning while building a new strategy for the National Library of Ireland". She gave us a history of the National Library and statistical information on the institution. Sandra spoke about the value of a library discussion and also about the mission of libraries, which is to collect, preserve, and make accessible materials as they are memory institutions. We think this discussion resonated with many and reminded us that libraries also protect our history and culture.

The third keynote speaker was Jan Parry (former CILIP President and member of the Hillsborough Independent panel). She spoke on the essential role of the information professional in cases such as the Hillsborough tragedy.

In her talk 'Who's louder than a librarian from New York', Jane Burns (RCSI) discussed where opportunities for CPD could be found, which included other professions, on the job learning as well as personal interests and experiences. Her passion for the work she does was evident and it made us re-evaluate what we place an emphasis on in our CVs.

Parallel Sessions

- ‘Innovating our initiation: re-imagining a first year library orientation programme to closely align with the teaching and learning objectives’ was by Brigid Carey (Carlow IT). Brigid discussed how they placed a special emphasis on including students in the presentation aspect of the orientation which encouraged students to engage more with it. They also did a treasure hunt which helped students become familiar with the library in a fun way.
- ‘It’ll be alright on the night: DCU Library in Digital Humanities’ by Siobhán Dunne. Last year, DCU organised the DRHA (Digital Humanities & Research & Art) Conference. Siobhán discussed how they planned on making the conference a success. This included attracting big names. She also highlighted some of the challenges they faced, such as people coming in with different adaptors.
- ‘Raising Our Profile: 3 Approaches to be seen and heard’, by Laura Connaughton, Helen Fallon and Mary Delaney. They all addressed different aspects of promoting themselves. Laura spoke about making posters for conferences, Helen about writing articles and how to get published; and Mary on encouraging librarians to do PhDs. This workshop got a particularly positive reaction with many people from the audience asking excellent questions.
- Rudaí 23, was considered by Niamh O’Donovan, Stephanie Ronan and Caroline Rowan all mentioned the challenges they faced whilst conducting this course. As everyone on the committee lived in a different county, work was done remotely. They discussed the feedback that was received after the course, for example, that moderating it had helped improve completion rates and that having an active Facebook page had created a sense of community.

- ‘Make some noise with Social Media’ was given by Ronan Lynch (IT Carlow). One of the points that really hit home was the need for a commitment by the person or the team setting up Social Media for the library. Social media accounts are easy to set up but difficult to maintain. It is also important to decide on your content and tone and to be funny and creative with your posts and tweets.
- We had already heard from Alison Macrina the day before in the first Keynote talk where she urged us all to attend her parallel session, so I decided that I would like to find out more about safeguarding my digital privacy. The words I wrote to remind myself of what I thought at the time were ‘scary, confusing and mind boggling’. Many people are not concerned with their digital privacy and use the likes of Google because it is convenient and easy.

Lightening Talks

‘Shattering stereotypes – from shush to showcase’ This sketch was by Mary Dunne and Mairea Nelson. This was followed by Orla Nic Aodha and her talk on ‘The Spinster Librarian’ which dashed the stereotype of the role of women in 1916. The Heritage Council library intern Siobhan McGuinness shared the experiences she gained and the challenges she faced during her internship. The conference was rounded off by Elaine Bean (Maynooth University) who talked about her new role with the “Facilities and Events” team and urged everyone to take any opportunity that comes their way as you never know where it will lead you.

The conference made us think about us as librarians and to challenge the preconceived notions that ourselves and others impose on us.

Celine Campbell, St. Patrick’s College, Dublin City University and Saoirse Reynolds, Maynooth University were recipients of A& SL bursaries to attend the conference.

Librarians Information Literacy Annual Conference (LILAC) 2016

University College Dublin: March 21 - 23, 2016

Lessons learned at LILAC 2016

Librarians Information Literacy Annual Conference (LILAC) is organised by CILIP's Information Literacy Group and is the biggest gathering of information literacy librarians in the UK. This year it was hosted by UCD in the O'Brien Centre for Science and some 300 delegates attended.

Over three days delegates enjoyed very different keynotes, multiple workshops, papers, interactive posters, a networking evening in the Chester Beatty Library and a Conference Dinner at Royal Hospital, Kilmainham. Key themes included the role of evidence-based research in librarianship; engaging learners through games; and the strategic importance of digital literacy to library and information services.

Research

I attended a workshop with Jane Secker (LSE) and Mary Delaney (IT Carlow). Participants were encouraged to take on the researcher's identity to foster a deeper understanding of the research process while exploring the challenges faced by practicing librarians undertaking doctoral research. Other notable sessions which addressed the value of practitioner research included 'What can a user experience (UX) approach tell us about the undergraduate research process' (Siobhan Dunne, DCU) and Eamon Tewell, Natasha Tomlin and Kimberley Mullins (Long Island University) on 'What actually happens: an ethnographic investigation of student library use'. In their refreshing twist on traditional research methodologies, Alan Carbery and Lindsey Godwin (Champlain College, Vermont) explained how to go about advocating for positive change through research which utilises appreciative inquiry.

Engaging learners through games

Nicola Whitton (Manchester Metropolitan University) and Alex Moseley's (University of Leicester) keynote on the first day actively demonstrated how gaming theory can be used to engage learners through creativity, collaboration, puzzle-solving, competition and narrative. A new feature of the conference this year was the *Lagadothon* where participants could showcase new and innovative information literacy games, products and tools. The winner was Andrew Walsh from the University of Huddersfield. He was awarded £500 by CILIP to enable him to turn his creation ('*Escaping the induction*') into a prototype which can be used by others in the information literacy community.

Reflective practice

The relatively new ACRL Framework for Information Literacy - which shifts the focus from a 'skills' based approach to a more conceptual model has stimulated much innovation in American Higher Education by embracing critical pedagogy, collaboration and reflective practice. Many sessions grappled with how the Framework could be applied in practice. The keynote speech on the second day proved popular as Char Booth (California State

University, San Marcos) examined how asking reflective questions about perspective could transform the anxiety librarians often feel about their teaching role into insight about learning. She also addressed issues of social justice and how librarians can foster critical information literacy in students by applying a reflective lens to their own teaching and their assumptions about learners. This thread was picked up by Alan Carbery and Sean Leahy as they described an inquiry-based, sequential, and embedded information literacy programme (developed in Champlain College, Vermont) which raises student consciousness about the production, dissemination and consumption of information.

Digital literacy

The third and final keynote was delivered by James Clay and focused on JISC's drive to improve digital capability across the Higher Education sector in the UK through a framework which allows institutions to map the skills required by different roles, and equip staff with the tools and resources they need to support learners. The importance of developing digital literacy was echoed in many of the other talks throughout the conference. The 'All Aboard' project to map digital skills in Irish Higher Education was described by Liz Dore (University of Limerick) and Blaneeth McSharry (NUIG). Further exploring the strategic importance of digital and other literacies for libraries in Ireland was the LAI Taskforce for Information Literacy. They emphasised the need for libraries to form collaborative partnerships with other key stakeholders and advocate for the crucial role that library and information services play in enhancing our communities through greater information and digital literacy.

Slides and further conference reports are available online at:

<http://www.lilacconference.com/lilac-archive/lilac-2016-1>

Genevieve Larkin, Assistant Librarian, Marino Institute of Education and recipient of LAI Academic and Special libraries Section bursary.

Open Repositories 2016 Conference Report

**11th International Open Repositories Conference,
13-16 June 2016, Trinity College Dublin**

Bringing together those involved in the design, development, and use of open digital repositories, this conference offers several parallel sessions, panels, developer tracks and repository software interest group meetings. Many sessions were live streamed and are available on the [OR2016 YouTube channel](#).

Laura Czerniewicz (University of Cape Town) set the tone with her thought provoking opening keynote "[Knowledge Inequalities: A Marginal View of the Digital Landscape](#)". She noted that open access publishing platforms disproportionately favour research produced in the 'Global North', while at the same time high-quality, locally relevant research from Asia, Africa and Latin America is seldom cited in high-ranking journals and becomes ever more invisible. She notes "a knowledge production and dissemination system that sidelines three quarters of the world is bad for everyone." (Czerniewicz, 2016, slide 27). She questioned the assumption that "digital" equals "open", and proposed that digital does not guarantee open access, instead adding further layers of complexity to the production and dissemination of knowledge.

Themes of particular relevance to the library community include:

- **Cultural heritage repositories:** Presentations considered new repositories for cultural heritage material of all types. A selection included [Leiden Digital Special Collections Repository](#), the [International Image Interoperability Framework](#), the [Biodiversity Heritage Library](#) and the [Latin American Digital Initiatives](#) project. All five projects deployed technology to enhance data reuse and scholarly collaborations.
- **Integration of persistent identifiers:** Persistent identifiers to disambiguate researchers' names and provide permanent links to publications and data are the building blocks of the new scholarly publications landscape. Several talks covered the topic including '[Using ORCID records and DOI metadata to build reference lists](#)'. Case studies from Germany, Italy, the U.K. and the U.S. were described proving that persistent identifiers ensure vocabulary consistency, support interoperability and facilitate compliance with open access funder mandates.
- **Research data management:** Currently a much discussed topic, particularly since the European Commission published their [Guidelines on open access to scientific publications and research data in Horizon 2020](#), (European Commission Directorate-General for Research and Innovation, 2016) which mandates that all publications and data produced by Horizon

2020 projects be deposited in open access repositories. Various case studies were considered including topics such as collaboration in data management; workflows to facilitate easy deposit and data analysis; and preservation of research data. These included the [Texas Research Data Repository](#), the [Structural Biology Data Grid](#) and the newly redeveloped Durham High Energy Physics Database (HEPData). Research data is part of what universities measure for research impact, and its long-term deposit and preservation is an essential component of research support, in which librarians should be involved.

Services to support open scholarly communications workflows: With a changing scholarly publishing environment, several papers focused on services to help researchers. Workflows that help integrate Current Research Information Systems (CRIS) with Institutional Repositories (IRs) and other scholarly communication activities such as managing Article Processing Charges (APCs) and tracking open access funder mandates featured in several sessions.

Adam Field (SHERPA), introduced Sherpa Services 2.0, a plan to redesign the SHERPA platforms to respond to the technological changes and new policy requirements that are emerging in the open access environment. Case studies from the University of St. Andrews, Dartmouth College (US), the University of Minho and the National Foundation for Science and Technology (both Portugal), King Abdullah University (Saudi Arabia) and Imperial College London among others provided inspiring examples of best practice for scholarly communications workflows. These highlighted the important role of librarians in facilitating collaboration between libraries, individual researchers and academic departments, and research offices.

- **Metrics and other tools to evaluate research:** In the era of university rankings, measuring the quality and quantity of research outputs by individuals and institutions has become a central tool for academic advancement and promoting institutional prestige. Three sessions considered metrics and analytics, examining free tools to collect metrics

for research evaluation and practical techniques to make repository statistics more accurate. Petr Knoth and Dragomira Herrmannova (CORE: Connecting Repositories), introduced Semantometrics, a full-text based research evaluation method which uses textual analysis metrics for research evaluation. This is a welcome improvement on measurements such as the Journal Impact Factor or simple citation counts,

- **Rights:** Two sessions discussed issues related to rights in digital repositories. The paper 'Implementing orphan works legislation at the Digital Repository of Ireland', by Rebecca Grant (DRI), Kathryn Cassidy (DRI) and myself, discussed implementing workflows for ingesting orphan works into the Digital Repository of Ireland, reviewing the [European Union Intellectual Property Office's Orphan Works Database](#) and making suggestions for better interoperability with other systems. The 'Rights' panel, introduced [Rightsstatements.org](#), a joint project between Europeana and the Digital Public Library of America that has created a set of standardised statements to summarise the copyright status of items in digital collections. Both contributions underlined the complexity of the current copyright landscape for cultural heritage materials, and the need for simplification at an international level to encourage open access.

Irish librarians featured prominently. Joseph Greene (UCD Library) spoke both at Developer Track 1 and at Panel 5 on excluding robots from repository download counts, and found the UCD Research Repository's statistics on percentage of downloads by robots mirrored those of other European IRs.

Padraic Stack (Dublin City Libraries) and Audrey Drohan (UCD Library) were members of one of the runner-up teams in the ideas challenge, 'Team Half Octopus', which proposed a system that would allow easy discovery of open access scholarly literature with an attractive browsing interface. The winner of the challenge was "The Magic Plan", which would allow researchers to deposit publications effortlessly and was proposed by Graham Triggs and Mike Conlon (Duraspace), Tom Cramer (Stanford), Jiri Kuncar (CERN) and Justin Simpson (Artefactual).

Rufus Pollock's closing keynote, "[Making an Open Information Age](#)" brought us back to the challenges of open access. Following an introduction to the history of copyright that mentioned St. Columba and charmed the Irish in the audience, Pollock reinforced the openness message by arguing that control and access to information is the biggest social and political issue of the 21st century.

The open access movement is reaching a tipping point. Major research funders¹ are now making open access to research outputs a condition of grant funding. At the same time, the open access citation advantage is increasingly clear (Piwowar and Vision, 2013).

Technological means exist to make open access standard, and librarians have the information management and relationship building skills that are essential to communicate the open access narrative; the question is, do we as a community have the will and determination to help open access succeed?

Marta Bustillo is Assistant Librarian, The Library of Trinity College Dublin

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¹ such as the European Commission, the Wellcome Trust and several national funders including the Irish Research Council and Science Foundation Ireland

IFLA World Library and Information Congress

Columbus, Ohio, USA: 13-19 August 2016

While Rio de Janeiro played host to 206 countries competing in the 2016 Olympics this August, Columbus Ohio, USA hosted the "Library Olympics" with almost 4,000 librarians and information specialists from 137 countries at IFLA's World Library and Information Congress (WLIC). I was recipient of the American Library Association 2016 WLIC Fellowship and was in Columbus for six days of learning, discussions and networking with over 200 meetings, workshops, presentations, parallel and poster sessions from which to choose.

I had understood that WLIC was a prodigious event but it was truly awe inspiring to enter an arena with a couple of thousand librarians. The diversity of the audience means that there are seven official languages and an army of translators and volunteers to ensure that the event runs smoothly and everyone is orientated effectively.



One of the biggest challenges when attending WLIC is planning your schedule. My approach was to rise early, pack a lot in and try to attend at least one session per day that was outside my sectoral interests. With so many diverse topics on offer, this was easy to achieve. The orientation session for WLIC first timers was really useful and provided advice on scheduling as well as the important social and networking aspects of IFLA.

This year's WLIC theme was "Connections, Collaboration, Community," and these concepts featured heavily in many of the conference sessions.

Because libraries are essential to global development, IFLA was instrumental in getting "access to information" included as part of the 17 Sustainable Development Goals of the United Nations to be achieved by 2030. Sustainable Development Target 16.10 is to "ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements." The 2030 Agenda is a global plan of action for people, the planet, and prosperity and unsurprisingly it featured in many of the sessions at WLIC 2016.

Library designs that embrace the community was a theme of a session entitled "What Comes After the 'Third Place'? Visionary Libraries—Space and Users" discussing the library as both the third place and as a community gathering point that is vibrant and changes according to user's needs.

Service to immigrant populations is an increasingly important part of the library's mission, as refugees or displaced persons are relocated around the world. Many sessions outlined approaches to the provision of library services to migrant global populations, newcomers and refugees. I particularly enjoyed a session on a library project in the Netherlands that provides family literacy services to newly arrived families in their own homes.

Larger conference sessions and plenary sessions were complemented by smaller



scale workshops that gave participants the opportunity to contextualize issues. One such session was a round table workshop on Continuing Professional Development and Workplace Learning.

Poster sessions gave a flavour of the many replicable initiatives from around the world. I was interested in participatory projects in libraries, the growth and shift of the maker movement and the harnessing of the open online education phenomenon.

While I tried to attend a diverse range of sessions, some of my colleagues on the ALA WLIC Fellowship Programme were academic and special librarians and during our get-togethers they briefed me on the sessions they attended on issues such as Copyright, Disaster Planning, theft and Freedom of Access to Information and Freedom of Expression (FAIFE).

One of the highlights of WLIC was networking with librarians I met between sessions. When else do you get the opportunity to discuss community engagement with a librarian from Alaska, preservation with a librarian from Jamaica and indigenous communities with a librarian from New Zealand?

Just like the Olympics has its village, WLIC had its cultural activities. These included an opening ceremony with as much razzmatazz as any Broadway show and a spectacular American themed cultural night in the Center of Science and Industry. Our national flag was also flying high at the very convivial Irish Caucus in Columbus.

In conclusion, WLIC provided an unparalleled professional development opportunity, the exposure to innovation and a reaffirmation of the power of libraries and librarians to be a positive force for good on a global scale.

Conference proceedings are available to view at <http://library.ifla.org/view/conferences/2016/>

Eileen Morrissey, Wexford County Librarian

UKSG* 39th Annual Conference and Exhibition

Bournemouth International Centre: 11 - 13 April, 2016

For those involved in Information Resources in the UK and Ireland, UKSG is perhaps the most important event in the conference calendar. It gives delegates the opportunity to network with colleagues from around the world and to meet with publishers, content providers and subscription agents.

With over 900 delegates to network with, 3 days of plenary sessions, dozens of lightning talks and breakout sessions to attend and numerous publishers to meet, UKSG is not for the faint hearted! I will not attempt to condense the whole conference into this report and will focus instead on the standout talks and themes.

* United Kingdom Serials Group

A theme which surfaced throughout the conference was the relationship between publishers and libraries. It is a challenging time for this relationship; new subscription models are emerging, open access journals are growing in importance and publishers are looking to sell large expensive bundles while libraries are looking for more tailored content.

Dominic Broadhurst (University of Manchester) discussed the 'Books Right Here Right now' project, a radical new subscription model. This was initiated at the University of Manchester in order to bring about an improved and more equitable student experience; in this model students do not pay for their core text-books.

The project meant a move away from licences or credit systems and instead gave one copy of core e-books to each student – these were accessed through their virtual learning environment (VLE). The books they had access to depended on their course (so students did not have access to all core textbook, just the ones they need for their specific courses). Overall feedback has been positive, the fact that there is no direct cost to students and that there is 24/7 access to their core textbooks are major plus points.

Student engagement was another theme which came up throughout the conference. Sarah Pittaway (University of Worcester) spoke about how her library had been engaging students. Sarah began by admitting that student engagement can mean all things to all people but she defined it as 'the participation of students in quality enhancement and quality assurance processes, resulting in the improvement of their education experience'. The library has hired two student engagement co-ordinators who liaise between students and staff, allowing students to have their voice heard by the library. Students have worked, in partnership with library staff, on various projects such as the creation of a 'top-tips' sheet for the library and the development of a self-guided tour for new students.

The reaction to the engagement project has been positive, it has allowed students to become stakeholders in the library and to feel like an important part of it. Sarah did however raise a note of caution; there is a possibility of raising student expectations too high - not everything students want can be delivered.

Another topic which cropped up throughout the conference was the continuing importance of print books. While e-books continue to grow print books are not going away – there will always be an important place for them in libraries. A number of speakers mentioned that patrons use the formats in different ways; e-books are largely used for quick reference while print is often preferred for in-depth study of a topic.

I found the social aspect of the conference of major importance. As an Information Resources librarian, I spend much of my time communicating with reps and product managers over the phone or by email. UKSG attracts all the major players in the field and allows you to put faces to email addresses; chatting to these contacts leads to a strengthened relationship between librarians and vendors and ultimately translates into a better service for patrons.

Attending UKSG was a great experience: several days of networking with colleagues, talking to publishers and attending talks and breakout sessions left me ready to return to Ireland inspired and ready to implement what I had learned.

Colm O'Connor, Information Resources Librarian, RCSI

Library Association of Ireland launches Professional Knowledge and Skills Base (PKSB)

Laura Connaughton

What is it?

Earlier this year I was pleased to have the opportunity to use the *Professional Knowledge and Skills Base (PKSB)* online tool to assess my library knowledge and skills and to identify gaps which might inform my continuing professional development.

The *Professional Knowledge and Skills Base (PKSB)* was developed by the Chartered Institute of Library and Information Professionals (CILIP) (<http://www.cilip.org.uk/>) in the UK through consultation with employers and the library and information community. It was later customised by the Library Association of Ireland (LAI) and is available free of charge to LAI members.

How does it work?

PKSB is available via the Library Association (<https://libraryassociation.ie/>) website as an editable PDF document (<https://libraryassociation.ie/career/pksb>). The toolkit document can be downloaded and saved to your desktop where you can update it regularly with your skills analysis.

The toolkit is divided into two main areas, Professional Expertise and Generic Skills. At the core of both of these are Ethics and Values. Each area is broken down into further detail with each section having between 4

and 8 further knowledge and skill headings. I found this method really helpful in terms of formulating skills as the headings are very clear.

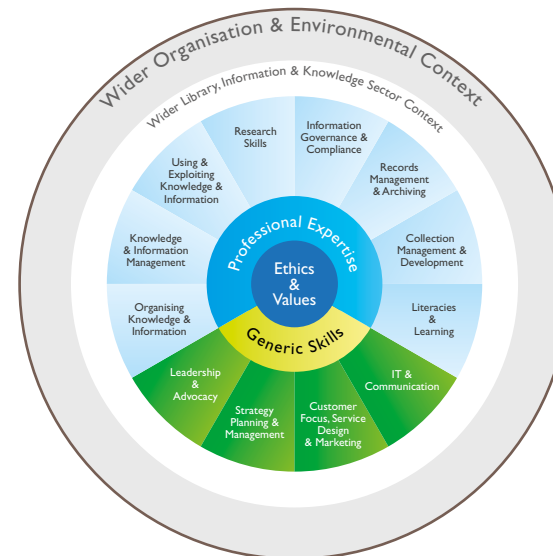


Figure 1: My Professional Knowledge and Skills Base

You can download the toolkit from <https://libraryassociation.ie/career/pksb>. To access the document, you enter your name, LAI membership number and date before you begin to fill in the various fields.

There are four self-assessment ratings: None (0), Basic (1), Good (2),



Comprehensive (3) and Advanced (4). These ratings are thoroughly explained on page 4 of the toolkit. I found it useful to refer back to these ratings periodically when completing the toolkit. I was able to score my level of knowledge and skills using the ratings and it helped highlight areas that I need to develop.

I would recommend you go through the completed toolkit with your manager as a way of jointly identifying areas you feel you need to develop.

Some tips

- Open and save the PDF in order to fill in the form which is easy to do as it is similar to a word document.
- You need to have your LAI membership number to progress. This is entered on page seven and you need to do this before you can start to enter information in the fields.
- In terms of time taken to fill it in, I spent about 20 minutes on it every other day over the course of two months. One tip is to complete one section at a time.
- At 45 pages, it is quite long. However the knowledge/skills area is already filled in for the user, this makes it more straightforward as you then just need to fill in your current and ideal rating.
- Each users level of knowledge will, of course, vary depending on grade, where you work etc. It is a large document and all areas might not be immediately relevant to each individual, but remember that you can work within your own context.

Reflection

I liked the structure of this toolkit and found it very easy to follow. It helped me to see where I might increase my knowledge in certain areas or develop skills in other areas. It also got me thinking how I might fill those gaps. One area I identified as needing development was the section on "Collection Management and Development". Maynooth University (MU) library has just completed a new Collection Development Policy and as part of my role as subject librarian I will be involved in the implementation of this policy. The knowledge and skills area helped me identify areas that I need to develop such as collection evaluation and information quality and acquisition.

Collection evaluation is vital to ensuring that the material we select for purchase or accept as donations meet our collection user needs. This will also give me the knowledge to evaluate material against a set of pre-determined criteria. The PKSB determines other factors in this area such as how to select materials and resources keeping in mind open access, repositories and new forms of publication. The PKSB highlighted to me that this is an area which I feel I need to improve my skills on. Some of the competencies I feel I am strongest in are in the generic skills category such as Leadership and Advocacy, Strategy Planning and Management, Customer Focus, Service Design and Marketing and IT and Communication. As a librarian working in Information Services these competencies are vital to my position in MU library. As a subject librarian, I also have strong competencies and professional expertise in areas such as Research Skills, Literacies and Learning, Knowledge and Information Management.

Having completed the PKSB, I now have a toolkit document which I can refer back to periodically and perhaps use in a future application for Fellowship of the Library Association of Ireland (FLAI). It would have been useful to have had the PKSB to inform my application for the ALAI in 2015. At present we are working on a new Strategic Plan for Maynooth University Library. As part of this we are undertaking a Strategic Staff Development Initiative (SSDI) and some of the insights I have gained will be useful in that broader endeavour.

The toolkit is a great starting point to assess skills and knowledge, identify gaps and start thinking of how they can be addressed in consultation with your manager. It could be a particularly useful tool for organisations who do appraisals or PMDS. It is an excellent structure that has the potential to feed into a skills analysis template for staff training and further development and has the potential to contribute to local and national CPD planning.

For more information please see www.libraryassociation.ie/pksb or contact pksb@libraryassociation.ie

Laura Connaughton, BA, MLIS, ALAI is Assistant Librarian, Maynooth University Library

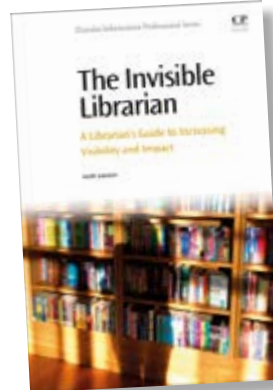
The Invisible Librarian: A Librarian's Guide to Increasing Visibility and Impact

Aoife Lawton. London: Chandos Publishing, 2016. 349p.p. ISBN 978-0-08-100171-4. €56.95. Pbk.

This publication fills a gap in the literature on the subject of visibility of librarians and the massive ramifications that being invisible to one's stakeholders and users can have, such as the inability to demonstrate the value and impact of libraries, under-use of services due to stakeholders being unaware of them and a general misunderstanding of what librarians actually do. Such opacity around the role and librarian's inability to accurately, concisely and in jargon-free language demonstrate its importance has led to severe cutbacks and library closures, most notably in the UK.

Lawton's book can be divided into three main sections. The first, comprises an introduction and an opening chapter called "Step into the Shoes of a Librarian". I was delighted to find that this was written in a Choose Your Own Adventure format, whereby the reader was presented with a drastic scenario and given three options to solve it; once picked, the reader was sent to the relevant page to see if their approach was successful. This does a good job of setting out realistic worst case scenarios stemming from librarian's invisibility, and how to solve them, as well as pitfalls to avoid.

Comprising a large section of the book are case studies about librarian's visibility in different sectors and Lawton is to be commended for including several different types of librarians (academic, school, public, health and special), a focus which continues through the book. Each sector is introduced with an excellent overview of the issues facing them currently and each interviewee is asked roughly the same questions (how they increase visibility, demonstrate value and impact, challenging scenarios, visibility online, etc.). They are also asked to gauge their visibility with stakeholders and users of their service, both at time of appointment and currently, and to discuss how and why this has changed. These case studies are filled to the brim with practical advice, ideas, tips and information,



so much so that thankfully Lawton provides a helpful, concise summary at the end of each sector's case studies, reminding us of the breadth of the information covered. However, it is to Lawton's credit that these case studies give not just practical advice but also a real sense of the interviewees as both professionals and people.

Closing the book are three chapters detailing how to measure one's own visibility, plans to improve it and strategies to improve visibility, value and impact, as well as a conclusion. The chapter on measuring one's own visibility provides an examination of stakeholders one must consider, as well as frameworks, exercises and auditing techniques to improve one's visibility, both in terms of the physical library and one's online presence, as well as sector specific ideas. The chapter on the Visibility Improvement Plan puts together a ten point plan to increase visibility ranging from strong strategic planning, to keeping all stakeholders informed, to having a "lift speech" prepared, to tailoring services to one's users. Despite a possibility for such management speak to veer into wishy-washy territory, Lawton keeps things concrete with practical, evidence-based suggestions. The following chapter provides tangible strategies to increase visibility and impact through many proactive actions, such as implementing roving librarians, getting outside of the library, strategies for online visibility, and much more. Concluding the book is a look at future trends in libraries that unfortunately feels somewhat disjointed and out of place with the preceding chapters. There is a very helpful appendix detailing a blank library visibility survey.

Lawton's *The Invisible Librarian* is an excellent, practical, necessary, informative and timely book that is highly recommended.

Mark Ward, Library Assistant, South Dublin Libraries



Nodlaig Hardiman, 1935 - 2016 - an appreciation

Nodlaig Hardiman, who died on 17th February 2016, had a long and distinguished career in public libraries, making a significant contribution to the profession.

Joining the then Dublin Corporation as a library assistant in 1954, she gained a Fellowship of the Library Association of Ireland and was appointed librarian in 1964. In 1970 she was promoted to Senior Librarian, setting up the Commerce and Technology Library in Capel Street, a service which still exists in the form of the Business Information Centre at the Central Library, ILAC Centre.

In 1979, Nodlaig oversaw the introduction of Dublin City's first computerised library system, and in 1980 she was promoted to Divisional Librarian, the post from which she retired on 21st December 2000. During her time as Divisional Librarian she continued to introduce modern information technology into the work of the libraries, while not neglecting her responsibilities for the Gilbert Library and Special Collections.

Nodlaig Hardiman's professional interest in bibliography and local studies bore fruit in her long-standing involvement with the internationally renowned Gilbert Library, the core collection around which Dublin City's Dublin and Irish Collections are built. Her wide knowledge and experience proved invaluable in the development of the City's specially built headquarters and reference services at the Dublin City Library and Archive, Pearse Street.

Her admiration of Sir John T Gilbert – she used to call him the man in her life – led to her editing, along with colleagues, a volume on him during his centenary year and she also initiated the annual John T Gilbert Lecture series, which is now in its nineteenth year.

She was editor of *A Directory of Dublin for 1738*, which Dublin City Public Libraries published to critical acclaim.

Throughout her 46 years long career, Nodlaig maintained a strong professional focus. She was for a long time an active member of, and prime mover in, the Library Association of Ireland. She was for many years Honorary Secretary of the Association working tirelessly to raise standards in the profession. All of us who work as librarians now owe her a great debt of gratitude both for the central role she played in making professional education an essential requirement for Librarian posts and for her role in the establishment of the staff education support scheme.

As a member of the North-South Liaison Committee, Nodlaig was instrumental in organising many of the Association's annual conferences, keeping the links between North and South alive and well, at a time when, as she often said, quoting Myles na gCopaleen, 'it was neither popular nor profitable'.

In 1986/7 she was elected as President of the Association, a role which she filled with her customary dedication and professionalism. On her retirement she was made a 'life member' in

recognition of her service to the Association and the profession.

As all who knew and worked with Nodlaig can attest, she didn't suffer fools gladly: she set such high standards for her own work and for the work of her colleagues.

She was remarkably well-read and very knowledgeable and generous in sharing her knowledge and expertise.

Nodlaig had a mischievous sense of humour, and was a very funny storyteller, enlivening many a tea break with tales from her career – nearly all true and mostly scandalous.

In her long career, through her dedication, erudition and professionalism, Nodlaig made a significant contribution to Dublin City Public Libraries, to the Library Association of Ireland, to the wider library community, and to the working lives of her many colleagues.

To coin a phrase she was fond of, Nodlaig Hardiman was a woman of 'capernosity and function' - Ní bheidh a leithéid ann arís.

Brendan Teeling is Deputy Librarian, Dublin City Libraries and former Honorary Secretary, Library Association of Ireland.

Anne Coughlan, d.2016



Anne was a native of County Offaly. She grew up on the family farm at Geashill, ten miles from Tullamore.

Educated at the Sacred Heart School(Tullamore) and University College Dublin, she began her library career with Laois County Library service in the 1960s. She always acknowledged the influence of Paddy White, who was Laois County Librarian at that time, on her approach to the profession of librarianship. Her rigorous and effective management of the library service in Offaly owed much to his example. After obtaining her Diploma in Librarianship (1972), she was appointed as County Librarian at Tullamore in her home county of Offaly. She succeeded Paddy Daly who had held the post for many years. Anne held the post of County Librarian from 1973 - 2008 (the first 3 years being in an Acting capacity). Ann also held an FLAI.

Anne was one of a number of young women

appointed as County Librarians in the 1970s-Kathleen Browne, Helen Kilcline and Hanna O'Sullivan.

She set about developing the service throughout the county. Her first priority was to establish the Library Headquarters and Main Branch Library at O'Connor Square in modern accommodation. This she achieved in quite a short space of time. She embarked on a programme of upgrading the network of Branch Libraries throughout the county. Starting with Daingean and extending to Edenderry, Banagher, Ferbane and Clara. All were bright, modern, purpose built buildings. Within ten years most of the infrastructure for the library service in the county was in place. Most of it happened during the recessionary period of the 1980s, but because the County Council had adopted the library development plan and with the approval of An Chomhairle Leabharlanna the necessary rolling funding and staffing was forthcoming. The one exception was Birr library. The belated completion of the Birr library project after 2000 was an exceptional heritage development that encompassed the best design with careful restoration of a nineteenth century convent building. The discovery of long forgotten Pugin style roof beams during the renovation now look down upon the main reading room adding to the sense of sensitive development.

The Schools Service to primary schools in the county was one of her most passionate objectives. In spite of funding difficulties, the service was maintained and developed and was never allowed to suffer any major curtailment.

Another service dear to her heart was the development of the Local Studies Department at Tullamore Headquarters. She was a pioneer in seeking out and protecting local archives. A photographic collection was built up and modern facilities were provided for researchers.

Anne embraced the provision of exhibitions in libraries around the county, from the National Library of Ireland, The National Museum and elsewhere.

Above all Anne Coughlan believed that the role of the Library Service was to serve the wider community and be a vital part of it. She worked closely with her local authority colleagues to ensure that support and funding became available for worthwhile projects. She prepared her budgets meticulously and always kept control of expenditure. She also worked with her colleagues in the wider library world and was a diligent and regular attendee at County Librarian Section meetings and conferences of the LAI.

She dedicated her working life to the Library Service in Offaly and Ireland. Coming from a sporting family (her brother Larry played football for Offaly and won an all-Ireland medal when Offaly beat Kerry (1972)), Anne was a keen follower of sport. She had a lifelong interest in tennis and was a talented player. She was an active member of Tullamore Golf Club. She travelled widely, including to France and Russia.

Anne Coughlan left a legacy of clear achievement in County Offaly and beyond. Four members of her staff went on to become County Librarians in their own right; a lasting testament to her inspirational style.

Brendan Martin (Wicklow) and Tom King (formerly Carlow).

Additional information was provided by Deirdre Ellis-King and Norma McDermott

Catherine Hayes/ Cait Bean Ui hAodha, 1917 - 2016



Catherine (Kitty) Hayes (nee Dunphy), former Waterford County Librarian, died 17th April in her 100th year.

Educated at University College Dublin, she held a BA, HDE, and Diploma in Library Training. She was also a Fellow of the Library Association of Ireland.

She had extensive experience as an Assistant County Librarian in Limerick, Galway and Mayo.

She was appointed as Waterford County Librarian in 1961 in succession to the County's first Librarian Fergus Murphy, and retired from that post in 1981. (Donald Brady was appointed in Feb. 1982). While there, she developed the local studies service and supported the Carnegie libraries.

Pre-deceased by her husband Dermot, she is survived by her children Terry and Ivan and extended family.

Marjory Sliney, based on information provided by Deirdre Ellis-King and Norma McDermott.

NEWS from the STACKS

Forthcoming Conferences

<http://www.summitofthebook2016.com>

2017

<http://www.isast.org>

Joint CILIP Ireland/LAI Annual Conference, 29-31 March, Tullamore.

Details will be available later.

<http://eahil2017.net>

<http://liber2017.lis.upatras.gr>

<http://www.nextlibrary.net/program-2017>

<http://2017.ifla.org>

Copyright News

After many years the Treaty of Marrakech came into force on 30th September 2016. For more details see: <http://www.ifla.org/node/10918>

Open Data Engagement Fund

This Fund was recently announced by Minister of State, Eoghan Murphy. Details are available here: <http://www.per.gov.ie/en/minister-of-state-murphy-launches-open-data-engagement-fund/>

People

Retirement: **Jane Alger** (Dublin City) and **Karen Latimer** (QUB). We wish them well in their retirement.

New Appointments: **Siobhan Dunne**, TCD Library, Head of Teaching, Research and User Experience; **Caitriona Honahan**, TCD Library, Subject Librarian, **Eileen Morrissey**, Wexford County Librarian

Kalpana Shankar is Professor of Information and Communication Studies, School of Information and Communication Studies, University College, Dublin

Awards: **Dr. Raymond Refousse** (formerly RCB Library) has been awarded the Distinguished Service Award by the Archives and Records Association (UK and Ireland)

Librarians Abroad

Maynooth University Archive on exhibit at Quinnipiac University

The MU Ken Saro-Wiwa Archive will be exhibited at Quinnipiac University in Connecticut during the coming months. The exhibition of items from the archive of the death-row correspondence of Nigerian writer and activist Ken Saro-Wiwa – was launched on the 4th of October at the University Library.



Picture: Helen Fallon, Deputy University Librarian, MU, with Quinnipiac President John L. Lahey at the opening event

LAI President Philip Cohen reports:

The IFLA Annual Congress took place this year in Columbus, Ohio, attended by more than 3,000 delegates from around the world (see separate report by Eileen Morrissey).



Three delegates made the trip from Ireland: Philip Cohen, Eileen Morrissey and Cathal McCauley. Whilst there, they were joined by Susan Reilly (LIBER) and Lorcan Dempsey (OCLC) from the diaspora to hold an Irish Caucus meeting to mark our presence at the event.

The Congress itself was packed with a huge number of plenary sessions, presentations and workshops from more than 40 Groups and Sections - with the final day offering a variety of tours and visits to local libraries. Proceedings of sessions are available at <http://library.ifla.org/view/conferences/2016/>

Many IFLA Sections organise Satellite Conferences immediately before or after the Congress. I attended the Library Buildings and Equipment Section Conference in Chicago. The programme and presentations from that are at <http://www.ifla.org/node/10870?og=61> The Information Coordinator for the Section is Cathal McCauley. He and Hugh Murphy gave a great account at the Conference of the (relatively) new Maynooth University Library.

I thoroughly enjoyed the experience, learnt a lot and came back re-energised. I would strongly recommend LAI members to consider going to future Congresses (IFLA sponsorship is available). Next year, IFLA is in Poland and we may well bid to host a future Congress in Dublin. Watch this space!

CPD Opportunities

Details of LAI CPD are available at:

<https://libraryassociation.ie/events>

Details of CILIP Ireland CPD are available at:

<http://www.cilip.org.uk/about/devolved-nations/cilip-ireland>

Details of DBS CPD are available at:

<https://sites.google.com/site/dbslibraryseminar/>

Details of UCD ICS CPD are available at:

<http://www.ucd.ie/ics/>