

The ANZTLA *E*Journal

Australian and New Zealand Theological Library Association ∞ No. 15 (2015)



Issue Fifteen of *The ANZTLA EJournal* marks a change in the editorial processes for the production of this EJournal – Kerrie Stevens, Eve James and Huw Sandaver will now be working as an editorial team. This issue includes papers from the 2015 ANZTLA Annual Conference, held in Auckland, New Zealand, presented under the theme of “Ngā kete e toru”, or “The three baskets of knowledge”. The relevance of this theme is explained below. Enjoy the papers presented in this issue.

Tānenuiarangi was the special man chosen before some of his jealous brothers to be the one who would go and gather the three baskets of knowledge. The three baskets were way beyond the clouds deep into heaven

and space. Tānenuiarangi was carried up to heaven by the regal kotuku (white heron) and also by the whanau-puhi (children of the wind).

Tānenuiarangi also built a Whare Wānanga (house of learning) back here on earth that was to be a sacred and worthy place to hold the three baskets of knowledge. He called this first special house Wharekura. Once Tānenuiarangi had successfully gathered up the baskets the sky turned orange and red (sunrise, sunset) and all here in the world of Papatūānuku (Earth Mother) knew he had completed his task.

The first and second baskets contained karakia and the knowledge of all things in the care of Ranginui (Sky Father), Papatūānuku and all of their children. The third basket held the knowledge to do with all things creative and is offered in a way that would help the ascent and wellbeing of all people.

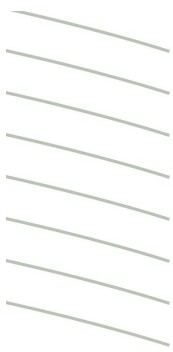
If you look closely high up in space amongst the stars and the constellations you can see Tānenuiarangi gathering the three baskets that hold such wondrous knowledge. Already the sky is turning orange and red with his success.

Let the spirit of the kotuku come to you and lift you, as it did Tānenuiarangi to the fantastic places that are quietly waiting to be discovered. Don't wait for Tānenuiarangi to come to you. Go to him, surround yourself with those who are just as curious and seek knowledge.

Find and learn all you want in that sacred house called Wharekura and have a fantastic journey learning.

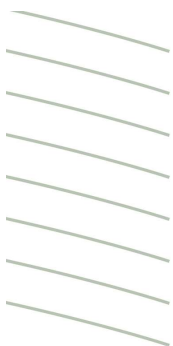
Kerrie Stevens, Eve James and Huw Sandaver

Editorial team



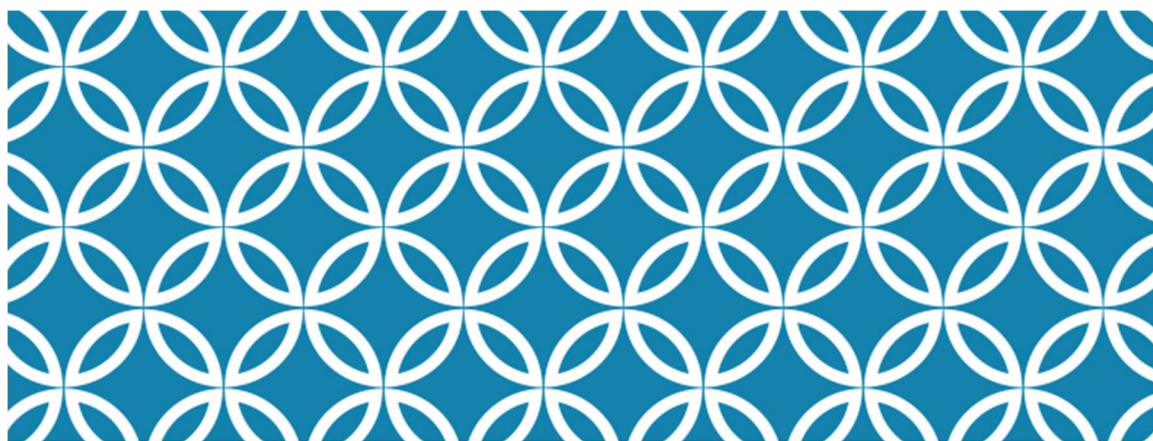
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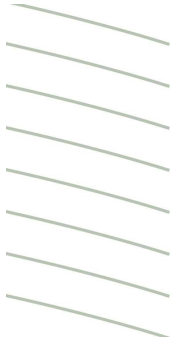
Jeanette Little Scholarship Scheme Recipient Report

by Lily-Ann Chambers



**JLSS PRESENTATION
ANZTLA CONFERENCE**

Lily-Ann Chambers
Judith Bright Theological
Library SUVA

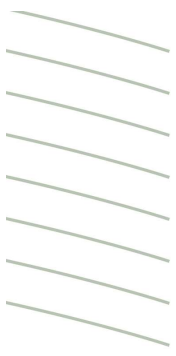


WHO AM I?



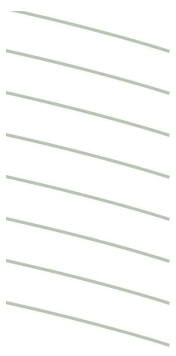
WHERE AM I FROM?





WHERE I WORK?





JUDITH BRIGHT THEOLOGICAL LIBRARY



JUDITH BRIGHT THEOLOGICAL LIBRARY DEDICATION- AUGUST 2014



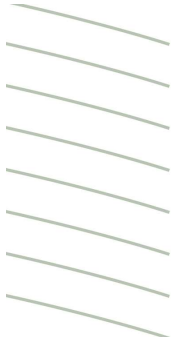
Vinaka Vakalevu



Jeanette Little Scholarship Scheme Recipient Report

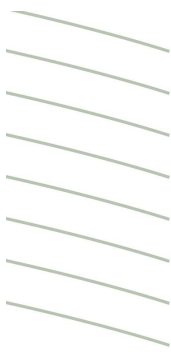
by Tamari Sasau





WHO AM I?





Role

King maker



Rabbit Fish

Being a I-Taukei (Indigenous Fijian)



Owl



Erythrina Variegata

MY FAMILY



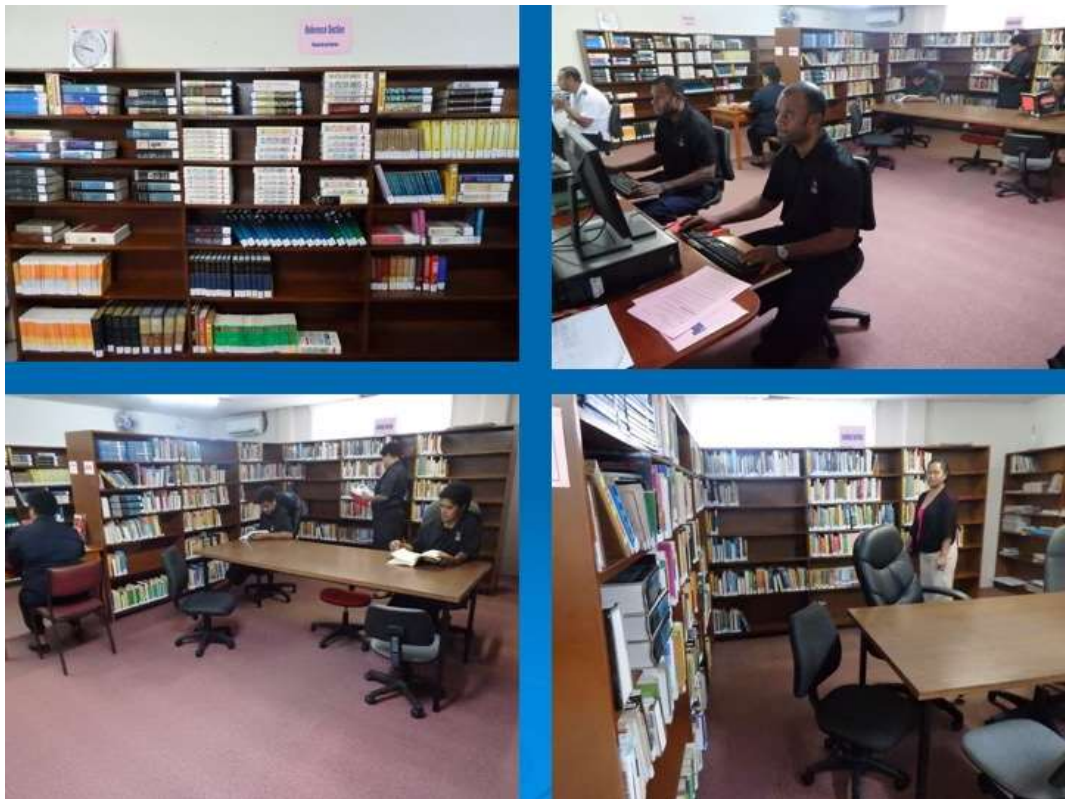
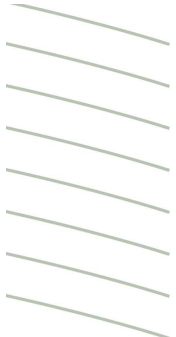
Tamari Sasau



Eparama Sasau



Temo Sasau





WORK

**Library Assistant
Booth College of Mission
School For Officers Training
Suva, Fiji**

BCM Human Resource

- ✚ **3 Staff (including Library Assistant)**
- ✚ **7 students (Cadets)**
- ✚ **Working hours: 8.30am – 5.00pm**

ROLE

- ✚ **Bibliographical entry on books in to database**
- ✚ **Manage library and its resources (including recording of books borrowed and returned)**
- ✚ **Secretarial work for BCM**



WHY WORK AT BCM

- ✦ **Employment opportunity**
- ✦ **Personal Development**
- ✦ **Capacity building opportunity**
- ✦ **Stepping stone to bigger things**

VISION

- ✦ **To be the best librarian I can be**
- ✦ **Make the most of the information I have access to, especially in the library**



EXPECTATION FOR THIS CONFERENCE

- ✝ Learn Good Practice through the exhibitions included in the conference and also activities of librarians from other libraries**
- ✝ Interact with participants in order to learn one new thing each day**
- ✝ I want to learn from you all**

ACKNOWLEDGEMENTS

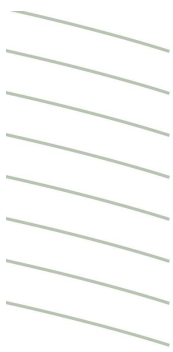
God

Jeanette Little Scholarship Scheme

Australian and New Zealand Theological Library Association

Beverley McKenzie, Librarian - BCM NZ

Booth College of Mission, Fiji



Jeanette Little Scholarship Scheme Recipient Report

by Sarah Zaku





BRIEF BACKGROUND ON MYSELF

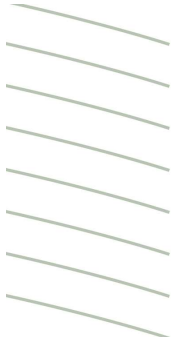


- ❖ SARAH SAMA ZAKU
- ❖ Assistant Librarian
- ❖ Work at Bishop Patteson Theological College in Charles Elliot Fox Library
- ❖ 8 years working in Charles Elliot Fox Library
- ❖ From Library Attendant to Library Assistant
- ❖ Have two siblings in the family
- ❖ Parents are missionaries
- ❖ Recently got Married



Above is the Picture of my Beautiful Parents

Jenny and Atkin



Map of Solomon Islands

- ◆ Originated from Western Province and Ysabel Provinces
- ◆ Bishop Patteson Theological College is located 30km out from the Capital of Honiara also is in the Province of Guadalcanal



Welcome to Bishop Patteson Theological College and Charles Elliot Fox Library

- The purpose of Charles Elliot Fox Library is to provide an efficient library service to staff and students in the Anglican Church of the Solomon Islands and the surrounding Pacific The United Church of Solomon Islands.
- Includes one regularly for Solomon Islands, Vanuatu and Papua New Guinea.
- Three library staff.
- There are 30 students in total doing an Honours program. All of them are returned staff and ministers.
- We have eight full-time lecturers with few readers and deacons holders.



Library from the inside



Circulation desk

- ◆ Book loan to members (staffs, students, the BPTC Community)
- ◆ The library have no form of automated management system



Pacific Collection shelf

- ◆ Restricted materials only to be use in the library



Collections

- ◆ Present holding – 3899 (some are still in process)
- ◆ Donation/gifts are large in supporting the collections

Few more Pictures in the library



Manuel System (Uses catalogue for Author, Title and Subject entries)

- All resources are catalogue using
- ◆ Dewey DC
 - ◆ Sears Subject Headings
 - ◆ Recently start importing data entries from Trave and Library of Congress



Periodicals and Journals

- ◆ Very much lack of Periodicals/Journals



General Collection

- ◆ ¾ of our books are very old
- ◆ Most of the books are dated last 10-20 years ago



My Role within the Organisation

- ❖ Assistant Librarian
- ❖ Work within the Catalogue Division
- ❖ Delegated the responsibility for the functions of the unit.
- ❖ The Unit must have a work programme and produce monthly statistics for assessment.
- ❖ Answerable to the Librarian

Why I am doing what I'm doing

- ❖ Being in a theological college change ever aspect of my life
- ❖ Growing up with Parents who are missionaries I wanted to have the same experience they've come across when they are in mission but by working in a theological library I have come to experience their mission in another way
- ❖ Want to know more about God, people and the world



Dreams, aims and aspiration

To be thankful with all that I have

- ❖ To work as long as God wants me to in Bishop Patteson Theological College.
- ❖ To be able to achieve some of the goals that library desperately needs.
- ❖ Be able to complete my studies.
- ❖ To be the best in what I do and to share my knowledge with others.

Charles Elliot Fox Library

- ❖ To have a have automated management system
- ❖ To have fully air-condition in the library building
- ❖ Rare /special collection to be store away in a separate cool room.
- ❖ Have Access to 24hr power supply
- ❖ Trainings and workshops for the library staffs
- ❖ Up to date with library collections (Books and Periodicals)

LASTLY BUT NOT THE LEST

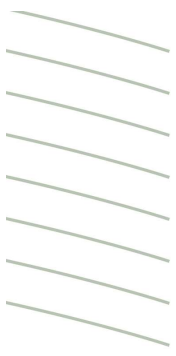
I wish to express my thanks to the ANZTLA Board for accepting my application and to offer me this Jeanette Little Sponsorship Scheme.

Without your acceptance I will not make it this far to be able to learn more from you all who are here in this conference that have so much experience in library and scholars in this field.

I hope to take back what I will learn from this conference and implement it.

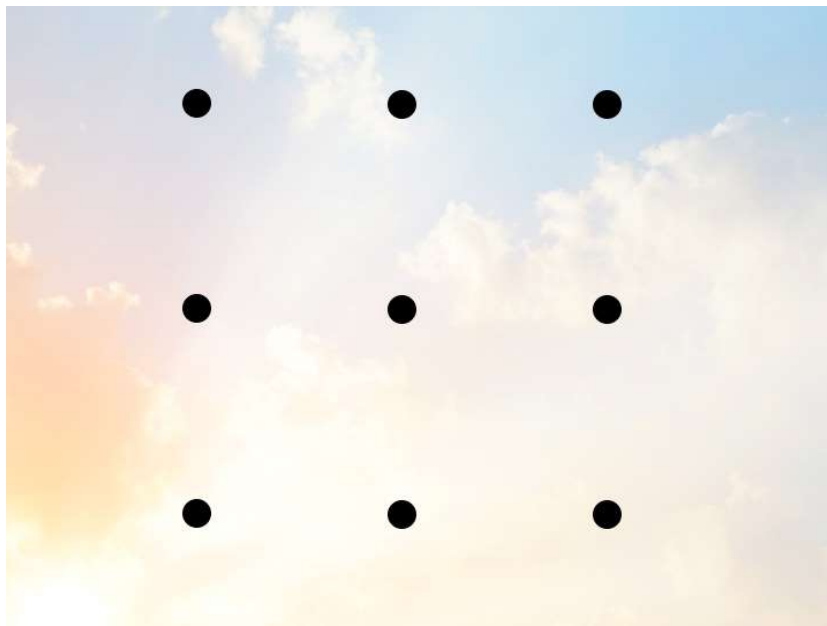
Thank you to you all

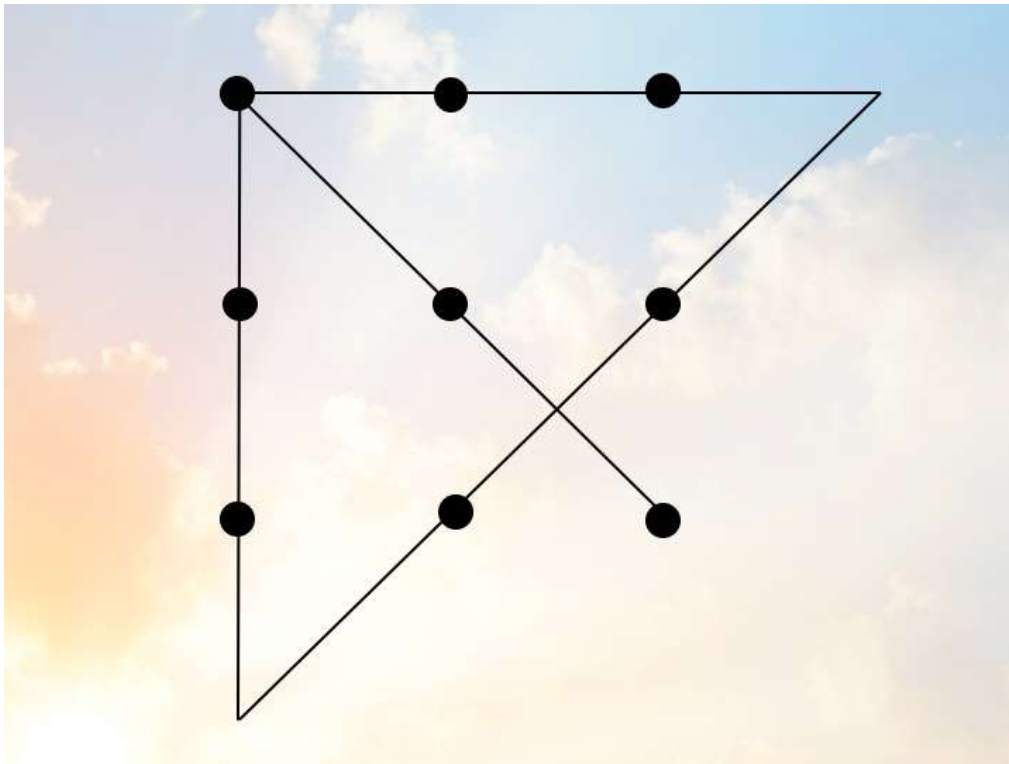
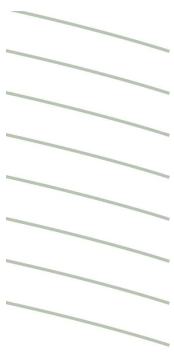
To God be the glory



Brave New World : Venturing Beyond the Library Walls into the Frontier of Blended Learning in Theological Education

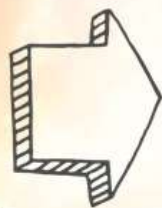
by Lyndelle Gunton and Anna Lagos



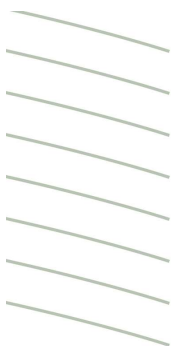


A COMMON PROBLEM

- Needed to replace a Library Technician
- Wanted to establish some online courses
- Needed to improve the IT support of the library
- Needed to increase library usage
- Limited budget



LEARNING & TEACHING LIBRARIANS

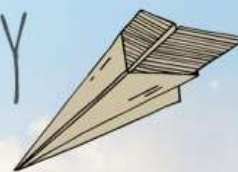


THE CONCEPT

Develop a strategy to intentionally engage with existing and potential clients in innovative and meaningful ways to better serve the information needs of Trinity College Queensland students and staff, and the wider community of the Uniting Church in Queensland.



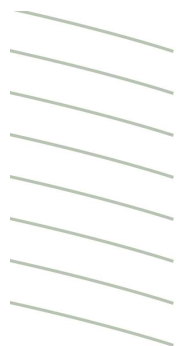
OUR STRATEGY



- Move towards blended learning model
- Engage people any way possible
 - Face to face
 - Print
 - Online

Always with the intention of increasing client's awareness & usage of the library and college offerings





WHAT HAVE WE DONE?



- Using Moodle we've built an online learning platform > we call it OLÉ
- 18 courses to date
- Using all the functions of OLÉ from a repository to self-paced learning through interactive content and student engagement
- Synchronous and asynchronous learning options



HOW ARE THE LIBRARIANS INVOLVED?

- Assisting the teachers with new ways to develop and present information
- Administrative tasks – enrolling students etc
- Advising on copyright permissions
- Tech support for online learners
- Current awareness about Moodle and teaching and learning research & trends





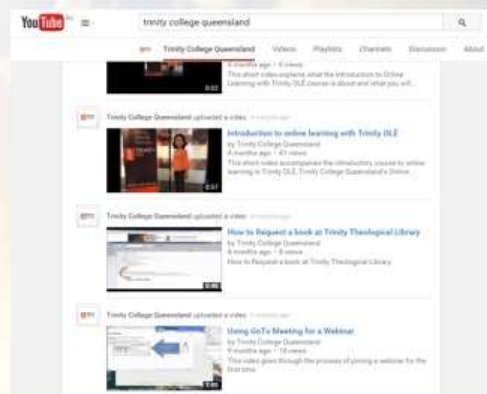
SUPPORTING BLENDED LEARNING

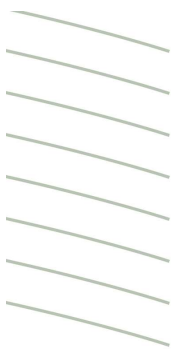
- Information literacy support
- Developed an Introduction to Online Learning Course
- Self-paced reading for CEM course
- Live-streamed guest lectures on YouTube
- Reviewing and providing feedback on course materials developed



INTERESTING... BUT CHEAP!

- Created videos using Camtasia & Tellgamiis
- Hosted how-to videos on YouTube
- Use free online tools such as PicMonkey or PiktoChart to create graphics



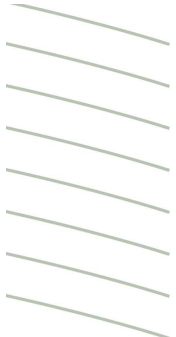


BUT, WE NEED PEOPLE TO USE IT!

Engagement with the wider church and student body

- Face to face
- Online
- Print

TRINITY THEOLOGICAL LIBRARY



FACE TO FACE



- Get people into the library
- Make sure people know where you are
- Be present outside the library
- Show & Tell to stakeholders



FACE TO FACE



TRINITY THEOLOGICAL LIBRARY'S

CHARGING STATION

CHARGE YOUR DEVICES HERE!

WE CAN CHARGE

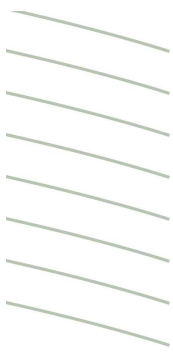
- APPLE DEVICES OLD AND NEW
- SOME ANDROID DEVICES

We will not leave devices unattended, but we are not taking responsibility for lost/damaged devices.



TRINITY THEOLOGICAL LIBRARY





FACE TO FACE



Christmas Book Drive 2014

Gift a children's book to an Indigenous child!



Celebrate the spirit of Christmas with those who need it most

All gifts of books will be sent to Indigenous children in the remote communities of Napranum, Old Mapoon, Aurukun and Morringbar Island, just in time for Christmas! Let's make the mission of Indigenous Education possible!

Books that can be used as Sunday School resources are preferred, but any/all types of children's books are welcome.

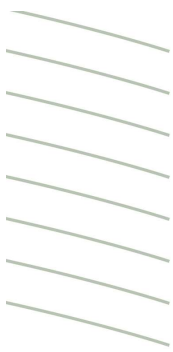
Please bring your books untagged on or before 4 December 2014. Just leave them under the Christmas Tree in the Trinity Theological Library.



MISSION POSSIBLE

FACE TO FACE





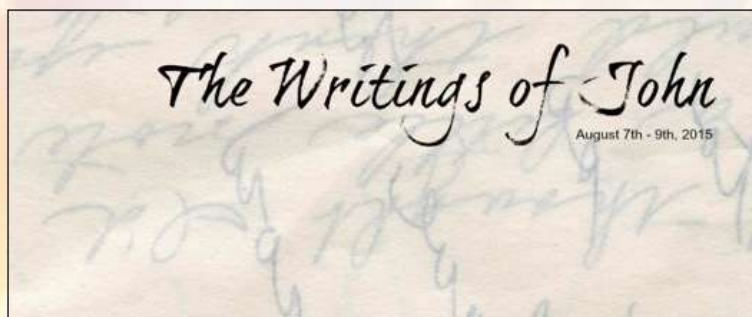
ONLINE

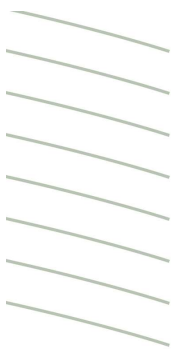
- The digital library – YouTube channel, how-to clips, Tellagami promo clips, ebooks, website, storify newsletters
- Beyond the library – recording and broadcasting educational events on YouTube, social media presence, Introduction to OLÉ course, IL support for online course design and delivery



ONLINE

- You don't need to be an IT expert or a graphic designer





IN PRINT

BECAUSE WE ALL LOVE BOOKS

- Ads in Queensland church magazine
- Library Survival Guide
- Infographics



Empowering students & staff members and other readers

Empowering students & staff members and other readers

Empowering students & staff members and other readers

LEADING THE WAY: LEARNING TO SERVE

Who do we serve?

- FAMILIES & CHILDREN
- YOUTH & YOUNG ADULTS
- ADULTS, LEADERS & MEMBERS



The library you didn't know you had

Trinity Theological Library is a free resource for the whole Trinity Living Church community. It uses the right mix of online and physical books to support your learning.

Speak to our librarians about becoming a member today! Ask about our support for regional members.

1377 9960 | library.trinity.qld.edu.au | Level 1, Living Church Centre, Bayfax St, Archerfield QLD 4064



How?



Pathways to Learning

- Children & Families
- Youth
- Point of Discernment
- Ordination & After
- Adult Faith



✓ HAS IT WORKED?

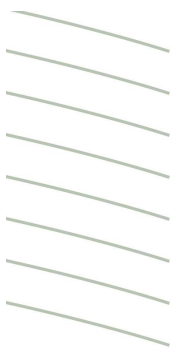
- Great uptake of some online courses, significant growth from 2012
- Discussion forum are being utilised
- Growing confidence in teaching staff and students in using technology
- Development in educators use of new technologies
- Planning for moving sections into online space
- Marketing engagements has improved



- Increased membership from church community
- Increased number of active borrowers
- Increased number of student enrolments (online)
- Increased requests for information/reference support
- Increased requests for librarian/library presence at educational events
- Greater collaboration in planning for educational activities
- Increased library participation in wider church activities



EVIDENCE IN THE LIBRARY



THERE HAVE BEEN CHALLENGES



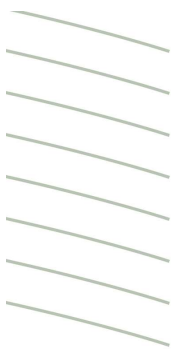
- Participants' computer skills – how do you give personal attention to everyone?
- Balancing library tasks with Trinity OLE issues
- Trying to do everything at once
- Staff support
- Aligning our vision for the future with stakeholders



WHAT'S NEXT?

- Continue to evaluate current courses by gathering and analysing feedback from participants
- Strategic planning for prioritising projects with TCQ staff and the wider Qld Synod of the UCA.
- Training staff to identify, select and use a range of teaching tools across the blended learning continuum
- Extending our service offerings to a wider audience





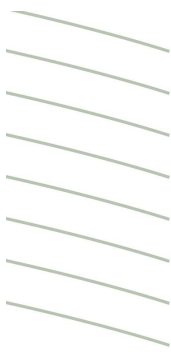
NEW WAYS OF BEING LIBRARY?

- Develop blended learning skills by enrolling in a MOOC.
- Develop an in depth understanding of your clients and how they prefer to learn. Meet them in their spaces and connect with them using the tools they prefer to use.
- Offer training for online content developers about incorporating IL principles into design and delivery
- Use an existing OL platform to deliver IL training or other skill development
- Consider using free tools to deliver information about library products & services in different formats



A BRAVE NEW WORLD?



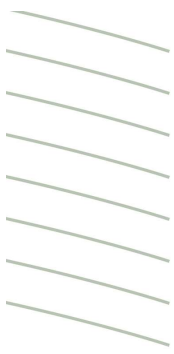


"IT WORKED ON THE 4TH TRY"

Lyndelle Gunton
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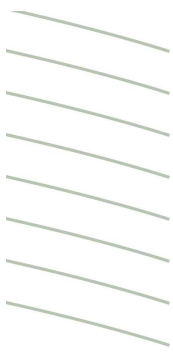




What a Ride - Change @ the Presbyterian Research Centre

by Anne Jackman

The Archive & Library for the
Presbyterian Church of Aotearoa NZ



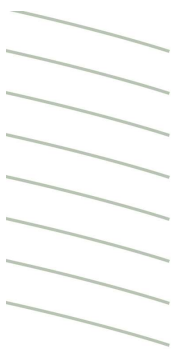
Our role

- Preserving the history of the life of the Presbyterian Church in NZ
- Supporting the Knox Centre for Ministry & Leadership staff & students
- Providing resources for ministers, and those working in the church
- Giving access to all members of the church, and others with an interest in theology

Knox College site, Dunedin



Archive
and
Library



We also

- Support the academic programs of the Universities in NZ, particularly the University of Otago
- Work within the heritage sector (GLAM) to ensure NZ's heritage resources are protected
- Provide access to groups such as genealogists, independent historians



Hewitson Library

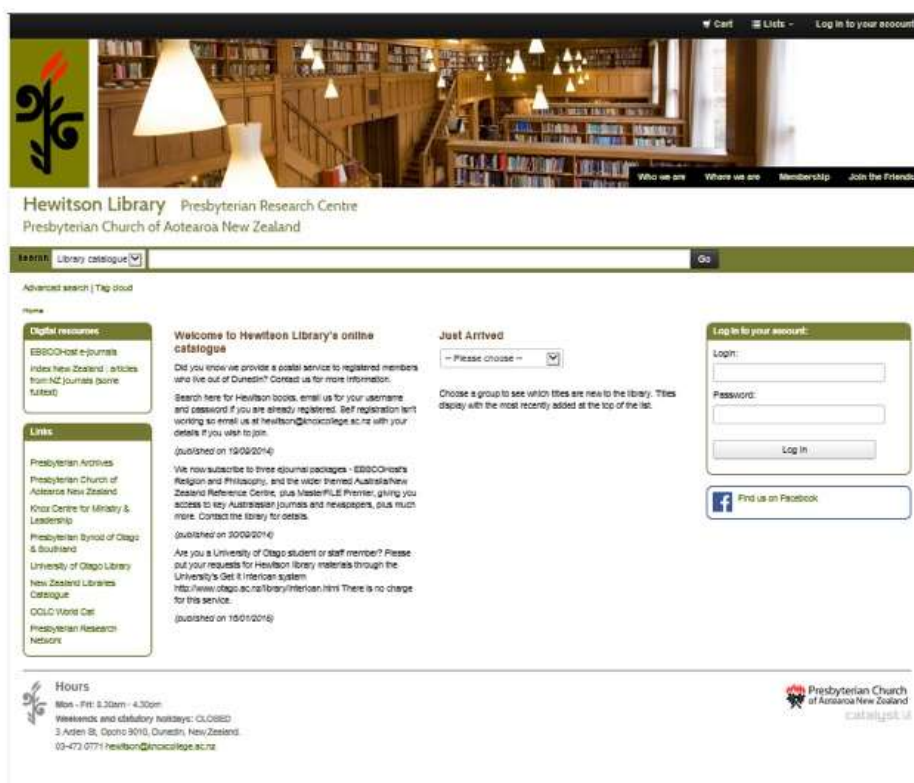
Archive





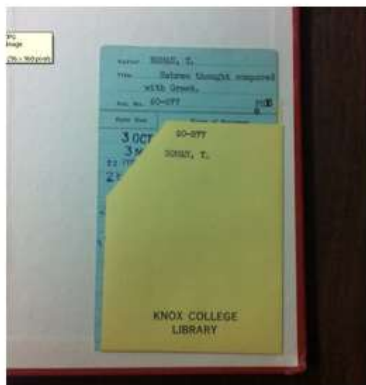
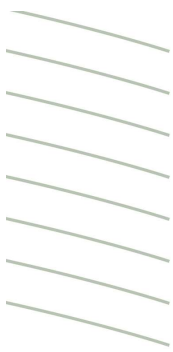
Strategies

- Work to a plan, be clear about priorities
- Bring the staff along with you
- Target key members of stakeholder groups
- Use accessible technology, often at little or no cost
- Be visible and noisy
- Show increased value to funders
- Improve online presence
- Be open to opportunities



Successes

- Better balance of use by key groups
- Supportive manager
- Some wins in funding
- Staff own the processes
- Some way towards better online presence
- Positive feedback and appreciation
- Collaborations with external organisations
- Capacity to deal with born digital



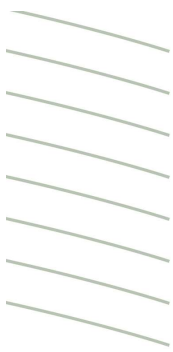
From a manual system



To the benefits of an automated one

Thank you

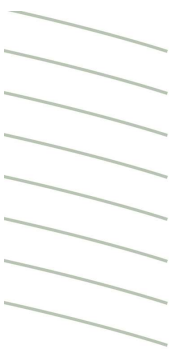
anne.jackman@knoxcollege.ac.nz



Some photographs from our collection
for question time ...



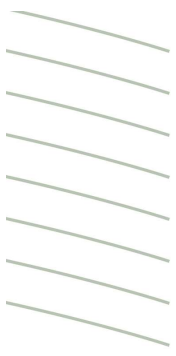
Alexander Don Album: Nokomai River Congregation 14.1.1903 [PCANZ Archives A-512-49.8]



Canton - Canal at Shameen



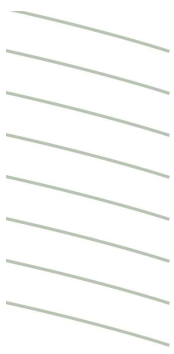
Canton – street scene



Dr Annand's study, Mission House, Tangoa, c1899 [PCANZ Archives A-517-79.4-6]



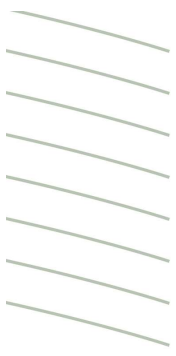
Volunteer party to New Hebrides – fence building



Postcard of a 'tea party' held by the Tokomairiro Presbyterian Women's Missionary Union (PWMU)



St Johns (Wellington) and St Paul's (Christchurch) Bible Classes, 1898 [PCANZ Archives P-S19-2]

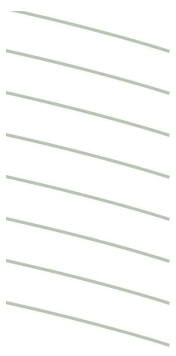


Children from a PSSA Home. n.d. [PCANZ Archives A-518-76-3001]



Rt. Hon. R. J. Seddon declaring the school open

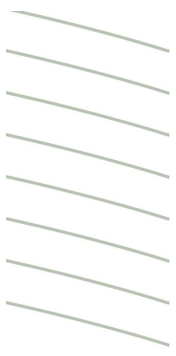
Rt Hon Seddon opening Turakina Maori Girls' School, 13 April 1905 [PCANZ Archives A-52-8.47-114]



Rev. D.C. Herron conducting military funeral at Gommecourt, France, 1918 [PCANZ Archives P-L22-22(A)]



The women attending their first Assembly as Elders are: (l-r) Mrs W.H.O Johnston, Tokomaru Bay; Sister Margaret Hewson, Wellington, Mrs. E.M. Webb, Papatoetoe.



Rev K A Hadfield standing on a steel girder overlooking Cathedral Square, Christchurch, during the construction of the Bank of New Zealand building, 1966 [PCANZ Archives, P-A120.25-51]



Beyond the Catalogue

by *Ksenija Obradovic*



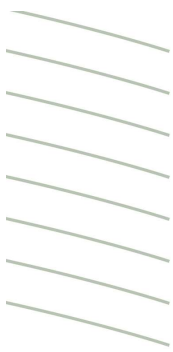
Beyond the Catalogue

**BibFrame, Linked Data and Ending the
Invisible Library**

Ksenija Mincic-Obradovic



THE UNIVERSITY
OF AUCKLAND
LIBRARIES AND LEARNING SERVICES

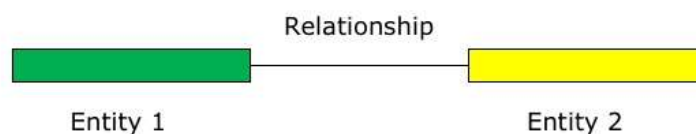


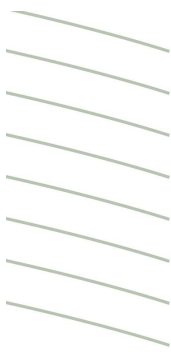
- Much of library data is **tied** directly to its ILS, with MARC used for internal and external data communication
- **Linked Data** is seen as the next common infrastructure for communicating **library data** and **embedding** it into the **semantic web**
- **BibFrame** - an alternative to MARC, developed to be more **compatible with the Internet and Linked Data environment** , and to offer new opportunities to leverage information



FRBR (Functional Requirements for Bibliographic Records)

An Entity-Relationship Model





FRBR Entities



#1

**Work
Expression
Manifestation
Item**

#2

**Person
Family
Corporate body**

#3

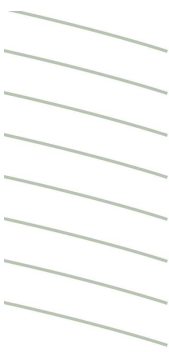
**Concept
Object
Event
Place**

FRAD (Functional Requirements for Authority Data)



The FRBR model can be used to

- Cluster bibliographic records retrieved via search
- Display search results in more meaningful ways
- Assist users in selecting items



Home Search

William Garden Cowie
[Advanced Search](#) [Find a Library](#)

Search results for 'William Garden Cowie'

Format

- All Formats (102)
- Article (58)
- Chapter (19)
- Book (40)
 - Print book (37)
 - Microform (4)
 - eBook (2)
- Encyclopedia article (2)
- Map (1)
- Musical score (1)

Refine Your Search

Author

- [William Garden Cowie](#) (28)
- [William H. Cozette](#) (2)
- [Macaulay, Ronald](#) (2)
- [A. R. Buckland](#) (1)
- [Alves, Celia](#) (1)
- [Show more...](#)

Year

- [2014](#) (9)
- [2013](#) (9)
- [2011](#) (10)
- [2010](#) (9)
- [2008](#) (10)
- [Show more...](#)

Results 1-10 of about 102 (.41 seconds)

Select All Clear All Save to: [New List] Save

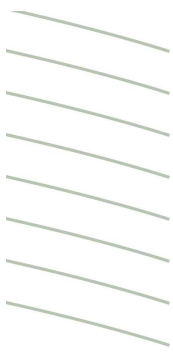
- [A kindly Christian gentleman : William Garden Cowie, Bishop of Auckland, 1869-1902](#)
 by Frank Wright
 Print book : Biography
 Language: English
 Publisher: Auckland, N.Z. : Polygraphia, 2007.
 Database: WorldCat
- [Our last year in New Zealand, 1887.](#)
 by William Garden Cowie, Bp.
 Print book : [View all formats and languages >](#)
 Language: English
 Publisher: L. K. Paul, Trench, 1888.
 Database: WorldCat.
[View all editions >](#)
- [Notes of a visit to Norfolk Island in November 1872 : from the journal of the Bishop of Auckland : with a s](#)
 by William Garden Cowie
 Print book
 Language: English
 Publisher: Auckland [N.Z.] : William Atkin, 1873.
 Database: WorldCat.

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Displaying Editions 1 - 3 out of 3

Select All Clear All Save to: [New List] Save

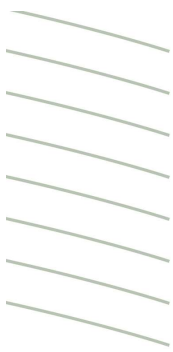
	Title / Author	Type	Language	Date / Edition	Publication
<input type="checkbox"/> 1.	Our last year in New Zealand, 1887 by William Garden Cowie, bisschop van Auckland	Print book	English	1888	London : Kegan Paul, Trench
<input type="checkbox"/> 2.	Our last year in New Zealand, 1887. by William Garden Cowie, Bp.	Print book	English	1888	L. K. Paul, Trench
<input type="checkbox"/> 3.	Our last year in New Zealand, 1887 by William Garden Cowie, Bp.	eBook : Document	English	1888	L. K. Paul, Trench



RDA (Resource Description and Access)

- The new, unified cataloguing standard
- Designed for the digital world and an expanding universe of metadata users



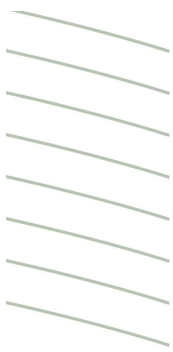


- **New MARC fields** for RDA attributes have been established for names and for resources (works and expressions)



New MARC Authority fields for name attributes:

- [046 - Special Coded Dates \(R\)](#)
- [370 - Associated Place \(R\)](#)
- [371 - Address \(R\)](#)
- [372 - Field of Activity \(R\)](#)
- [373 - Affiliation \(R\)](#)
- [374 - Occupation \(R\)](#)
- [375 - Gender \(R\)](#)
- [376 - Family Information \(R\)](#)
- [377 - Associated Language \(R\)](#)



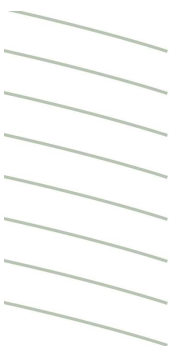
AACR2

245 1 0 \$a Ready for advanced. \$p Teacher's book \$h [kit]



RDA

336 #a text #b txt #2 rdacontent
336 #a two-dimensional moving image #b tdi #2 rdacontent
336 #a spoken word #b spw #2 rdacontent
337 #a unmediated #b n #2 rdamedia
337 #a video #b v #2 rdamedia
337 #a audio #b s #2 rdamedia
338 #a volume #b nc #2 rdacarrier
338 #a video disc #b sd #2 rdacarrier
338 #a other audio carrier #b sz #2 rdacarrier

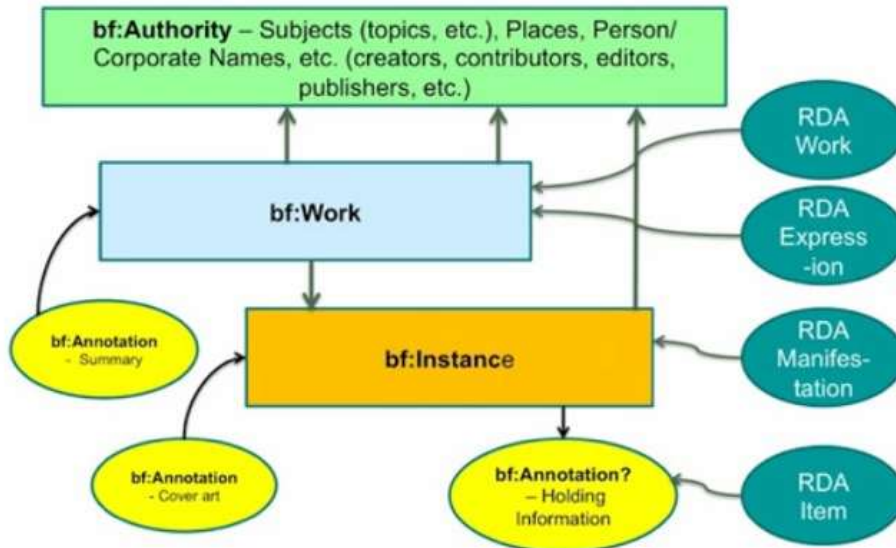


- Enables Linked Data functionality
- The model and its components are still in discussion and development



- 2011, May – BibFrame initiative announced
- 2011, Oct. – BibFrame Plan published – Linked Data model to be used
- 2012/2013 – Early experimenter investigation (NLM, George Eashington University, OCLC, Princeton, BL, DNB, LC)
- 2014 – Testbed, discussion, shared tools (editor, transformations)
- 2015 – Revised vocabulary and LC pilot

The BibFrame Model

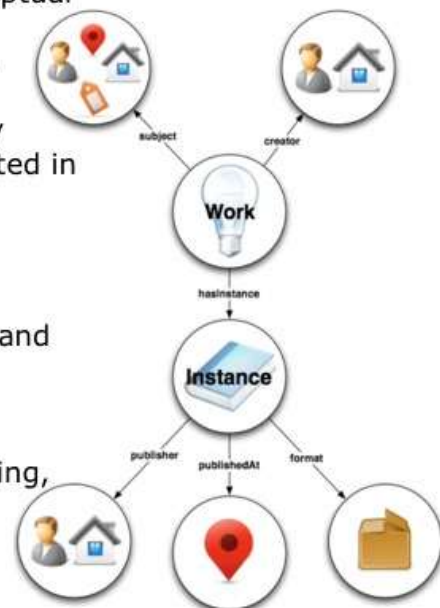


Creative Work - a resource reflecting a conceptual essence of the cataloging resource.

Instance - a resource reflecting an individual, material embodiment of the Work.

Authority - a resource reflecting key authority concepts that have defined relationships reflected in the Work and Instance. Example of **Authority Resources** include *People, Places, Topics, Organizations*, etc. One important concept in Authority is domain, which is the entity taking responsibility for the recognition, organization and maintenance (to ensure integrity) of the authoritative resources.

Annotation - a resource that enhances our knowledge about another resource when knowing, minimally, 'who' is doing the annotating is important. Library Holdings, Cover Art and Reviews are examples types.



<http://www.loc.gov/bibframe/docs/model.html>

Issues still to be solved

- Specifying relationships between works and instances more explicitly than in the past
 - How much detail? What lists to use?
- Should all instances be split by carrier or just by different media?
 - Paperback, hardback, library binding for books?
 - Print version, electronic version, audio version?
 - Vinyl 78, vinyl 45, tape, CD, stream?
 - VCR, DVD, Blu-ray, reel?
- Should we develop authorities for more entities?
 - Publisher names? Publication places?

BibFrame Initiative

- <http://www.loc.gov/bibframe/>

Try out BibFrame Editor

- <http://bibframe.org/tools/editor/>

BIBFRAME Editor
Get the code [here](#). In the meantime, select a Profile below to get started.

BIBFRAME - Kitchen Sink Profiles

[New HeldItem](#)

[New Instance](#)

[New Work](#)

[New Work, Instance, & HeldItem](#)

BIBFRAME - Simple Monograph

[New Holding](#)

[New Instance](#)

[New Work](#)

[New Monograph \(New Work, Instance, and Holding\)](#)

Work

Authorized access point

Simple label

Work title

Any title

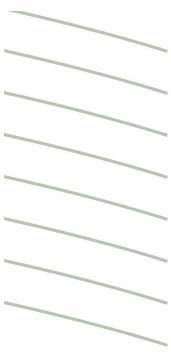
Title variation

Associated agent:

Creator role:

Contributor role:

Signatory to a treaty



Linked Data

Is structured, machine-readable data



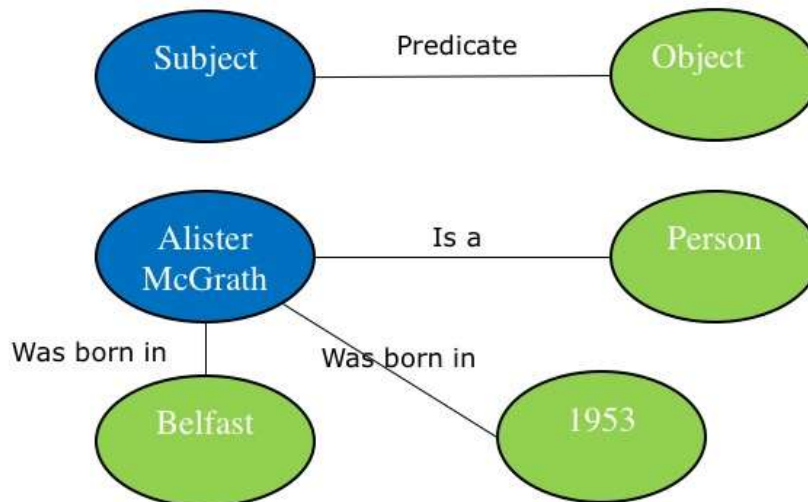
Can be incorporated into online content easily



Can improve visibility of library collections

The screenshot shows a Google search for 'Bergoglio, Jorge Mario'. The search results list several articles and news items, including 'Pope Francis - Wikipedia, the free encyclopedia', 'Biography: who is JORGE MARIO BERGOGLIO? - News.va', 'Jorge Mario Bergoglio: from railway worker's son to Pope ...', 'Jorge Mario Bergoglio - Newsfeed - Time', 'Can God Forgive Jorge Mario Bergoglio? » CounterPunch ...', 'Washington's Pope? Who is Pope Francis? | Global ...', 'Accused Criminal becomes first Jesuit Pope - Cardinal ...', 'Pope Francis profile: who is Argentina's Jorge Mario ...', and 'Pope Francis - Biography - Pope - Biography.com'. On the right side, there is a knowledge panel for 'Pope Francis' with a grid of images, a brief biography, and sections for 'Profiles' (Twitter, YouTube), 'Books', and 'People also search for' (Pope Benedict XVI, Pope John Paul II, Francis of Assisi, Pope John XXIII, Regina Maria Savori).

RDF Triples

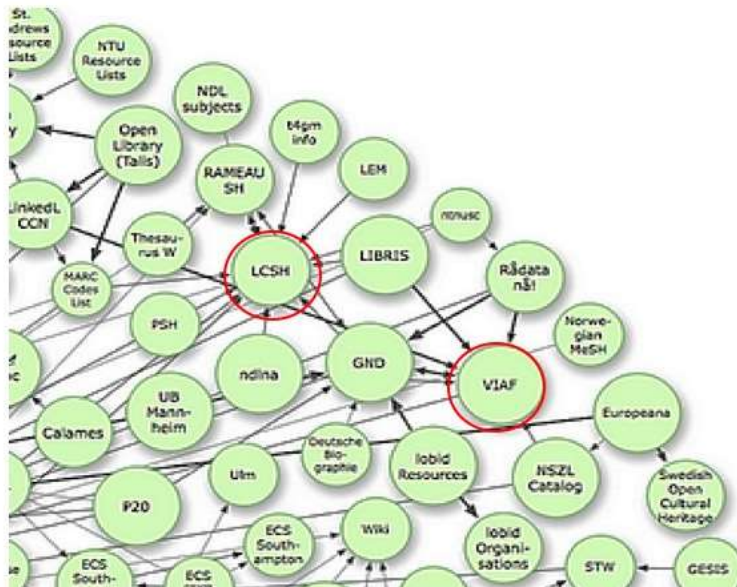
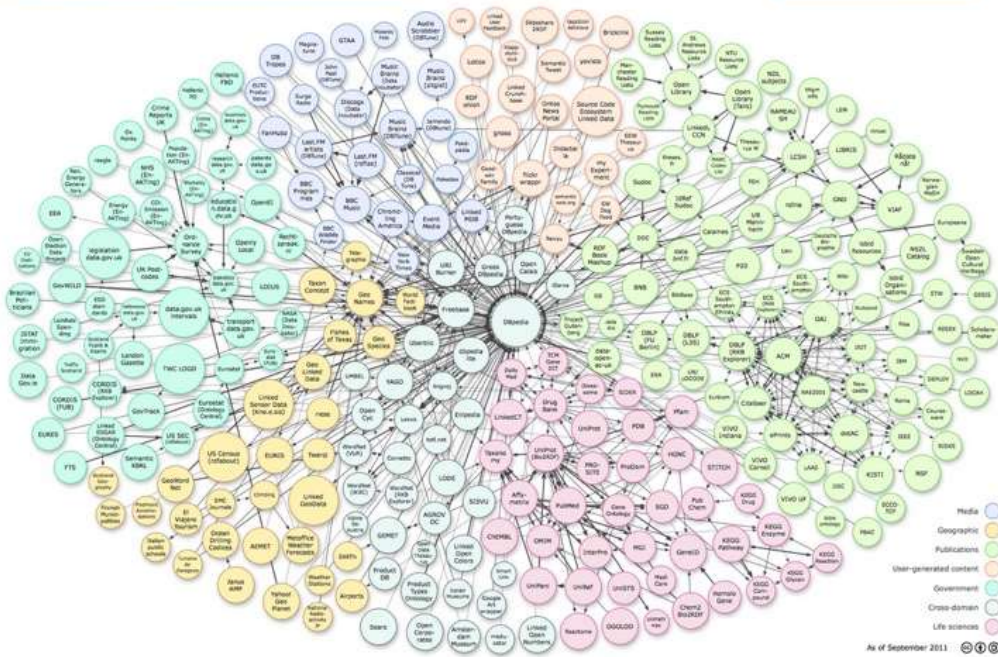


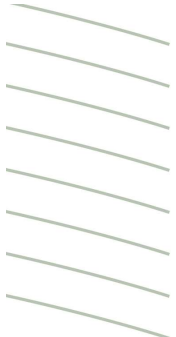
Data instead of records

Examples of Datasets

- DBpedia – 3.4 million concepts described by 1 billion triples, including abstracts in 11 different languages (extracted data from Wikipedia)
- GeoNames - provides RDF descriptions of more than 7.5 million geographical features worldwide

The Web of Data





VIAF
Virtual International Authority File

Search

Select Field: All Headings | Select Index: All VIAF | Search Term: Kallistos, Bishop of Diokleia, 1934 **Search**

18 headings found for *Kallistos, Bishop of Diokleia, 1934*

Heading	Type	Sample Title
1 Ware, Kallistos, 1934-... Kallistos, Bishop of Diokleia, 1934. Kallistos, archimandrite. Ware, Kallistos 1934- bishop. Ware, Kallistos. Kallistos van Diokleia metropoliet. Ware, Timothy, 1934. Kallistos Ware English theologian. Kallistos, biskup z Diokleia, 1934. Kallistos, biskup Diokleje. Ware, Kallistos, biskop, 1934-. Ware, Kallistos Timothy, 1934-. Ware, Timothy. 1934	Personal	Act out of sillness the influence of fourteenth-century hesychaism on Byzantine ... Act out of sillness the influence of fourteenth-century hesychaism on Byzantine ... Anglican-Orthodox dialogue : the Moscow statement agreed by the Anglican-Ortho ... Der Aufstieg zu Gott : Glaube und geistliches Leben nach ostkirchlicher Überlieferung ... De kracht van de naam het Jezusgebed in de orthodoxe spiritualiteit Ekklesia kai kosmos, 2002: art of prayer : an Orthodox anthology Sita jména Pravoslavna crkva / Timothy Ware (Kallistos, biskup Diokleje). Zagreb, 2005. Abba, 2003: De leer over de Kerk in herenigingsgesprekken Der Aufstieg zu Gott : Glaube und geistliches Leben nach ostkirchlicher Überlieferung ...
2 Gillet, Lev. Moine de l'Église d'Orient, Un (1892-1980). Gillet, Louis 1892-1980. Moine de l'Église d'Orient, Un, 1893-1980. Mönnik van de Oosterse Kerk, een, 1893-1980. Moine de l'Église d'Orient, 1892-1980. Moine de l'Église d'Orient, 1893-1980. Gillet, Lev, 1893-1980. Gillet, Lev 1892-1980. Lev Gillet Monk, ecumenist. جليل، لوي	Personal	Amour sans limites Amour sans limites Une Anglaise à Berlin : notes intimes de la princesse Bücher sur les évènem ... Au coeur de la fournaise Amour sans limites Une Anglaise à Berlin : notes intimes de la princesse Bücher sur les évènem ... Amor sense limits Amour sans limites Taubé und das Lamm The year of grace of the Lord, 1980:

**LIBRARY OF CONGRESS
LINKED DATA SERVICE**

- [Linked Data Service](#)
- [About](#)
- [Main Dataset Descriptions](#)
- [Preservation Dataset Descriptions](#)
- [Small Datasets Descriptions](#)
- [Search](#)
- [Download](#)
- [Technical Center](#)
- [Contact Us](#)

LC Linked Data Service
Authorities and Vocabularies



Search

Enter Keyword or Phrase

All
LC Subject Headings
LC Name Authority File
LC Classification
LC Children's Subject Headings

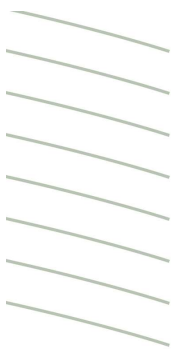
**Please Note: LC Classification entries are not included in general search results. You must explicitly select LC Classification in order to search the scheme. This is temporary while the impact of adding LCC to the current system is better understood.

Search **Reset**

Available Datasets

The Linked Data Service provides access to commonly found standards and vocabularies promulgated by the Library of Congress. This includes data values and the controlled vocabularies that house them. The following are currently offered as part of this service:

- > [LC Subject Headings](#)
- > [LC Name Authority File](#)
- > [LC Classification](#)
- > [LC Children's Subject Headings](#)
- > [LC Genre/Form Terms](#)
- > [LC Medium of Performance Thesaurus for Music](#)
- > [Thesaurus for Graphic Materials](#)
- > [AFS Ethnographic Thesaurus](#)
- > [Cultural Heritage Organizations](#)
- > [LC Demographic Group Terms](#)
- > [LC Demographic Group Terms](#)
- > [MARC Relators](#)
- > [MARC Countries](#)
- > [MARC Geographic Areas](#)
- > [MARC Languages](#)
- > [ISO639-1 Languages](#)
- > [ISO639-2 Languages](#)
- > [ISO639-3 Languages](#)
- > [Extended Date/Time Format](#)
- Schemes and smaller codetlists
- > [Identifiers](#)
- > [Carriers](#)
- > [Content Types](#)
- > [Media Types](#)
- > [Resource Types](#)
- > [Publication Frequencies](#)
- > [Resource Components](#)
- > [MARC Genre/Form Schemes](#)
- > [MARC Subject Schemes](#)



Show 10 articles

Title	Sources
"Go Joyfully"	[Icons]
"Pojekt radošnie" - misterium šimeroci i zmartwy chęstania	[Icons]
Power of the name: the Jesus prayer in Orthodox spirituality	[Icons]
Innocent Kingdum	[Icons]
How to read your Bible	[Icons]
Orthodox church	[Icons]
Orthodox.wiki	[Icons]
A la rencontre du mystère : comprendre le christianisme orthodoxe aujourd'hui	[Icons]
Abba, 2008	[Icons]
Act out of stillness the influence of fourteenth-century hesychasm on Byzantine and Slav civilization	[Icons]

Showing 1 to 10 of 76 articles

Selected Co-authors

Countries of Publication (21)

Publication Statistics

Selected Publishers (17)

- Penguin Books (29)
- Les Éds. du Cerf le Sel de la terre (25)
- Faber and Faber (23)
- St. Vladimir's Seminary Press (17)
- Desclée de Brouwer (13)
- Herder (12)
- Bractko Młodzieży Pracoławanej w Polsce (12)
- Abbaye de Bellefontaine (10)
- Parafia Pracoławana św. Jerzego (9)
- Pracoławana Diecezja Lubelsko-Chełmska (8)
- Orthodox Logos (2)
- مكتبة النور (1)
- Prosvjeta (1)
- Les Éditions du Cerf (1)

Schema.org

General purpose vocabulary for describing things on the web used by millions of domains.



Thing > Person

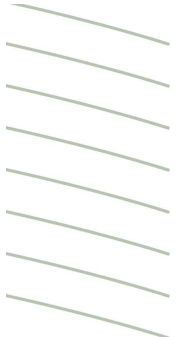
A person (alive, dead, undead, or fictional).

Usage: Over 1,000,000 domains

[more...]

Property	Expected Type	Description
Properties from Person		
additionalName	Text	An additional name for a Person, can be used for a middle name.
address	PostalAddress	Physical address of the item.
affiliation	Organization	An organization that this person is affiliated with. For example, a school/university, a club, or a team.
alumniOf	EducationalOrganization	An educational organizations that the person is an alumni of. Inverse property: alumni .
award	Text	An award won by or for this item. Supersedes awards .
birthDate	Date	Date of birth.
birthPlace	Place	The place where the person was born.
brand	Brand or Organization	The brand(s) associated with a product or service, or the brand(s) maintained by an organization or business person.
children	Person	A child of the person.
colleague	Person	A colleague of the person. Supersedes colleagues .
contactPoint	ContactPoint	A contact point for a person or organization. Supersedes contactPoints .
deathDate	Date	Date of death.
deathPlace	Place	The place where the person died.
duns	Text	The Dun & Bradstreet DUNS number for identifying an organization or business person.

OCLC working to expand Schema.org to better accommodate library data



ISNI



(International Standard Name Identifier)

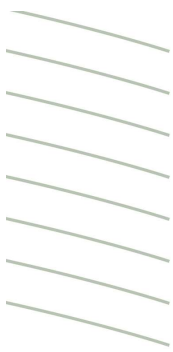
- The ISNI database is built from hundreds of databases worldwide, and based on linking through matching algorithms
- ISNIs are freely available and widely diffused.
- Each assigned ISNI is accessible by a persistent URI in the form **http://isni.org/isni/[isni]** for example:
<http://isni.org/isni/0000000114473392>

3 major types of links



The screenshot shows a search result for 'ksenija mincic' with the ISNI 0000 0001 1447 3392. The record includes the following details:

- Name:** Minčić, Ksenija; Minčić-Obradović, Ksenija; Obradović, Ksenija; Obradović, Ksenija Minčić; Минчић-Обрадовић, Ксенија
- Creation class:** Language material; Text
- Creation role:** author
- Related names:** Grbić, Dušica; Grković-Mejzoc, Jasmina; Jerković, Vera; Јерковић, Вера; Škorić, Katica; University Library Affiliation (see also from); Vuksanović, Miro (1944-); Грбић, Душлица; Грковић-Мејзоч, Јасмина
- Titles:** Apostoli; Ćirilicom štampane knjige 15-17. veka Biblioteke Matice srpske; E-Books in academic libraries; Апостоли; Цирилицом штампане књиге 15-17 века Библиотеке Матиче српске
- Sources:** VIAF DNB LC LNB NLP NTA NUKAT RERO SUDOC; BNF; BOWKER



ORCID (Open Researcher and Contributor ID)

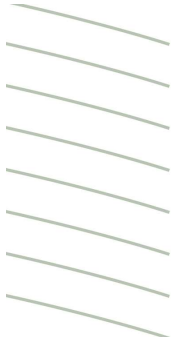
Nonproprietary alphanumeric code to uniquely identify scientific and other academic authors

	
Full name	Open Researcher and Contributor ID
Number issued	> 1,000,000
Introduced	16 October 2012
Managing organisation	ORCID, Inc.
Number of digits	16
Check digit	MOD 11-2
Example	http://orcid.org/0000-0001-5882-6823
Website	orcid.org 



ORCID

- Becoming increasingly popular in the academic world
- Used by publishers (Thomson Reuters; Elsevier, Springer, etc.)
- Used in research data registers and research management systems (DataCite, Symplectic Elements, PURE)



Ending the Invisible Library

Google

Web Images News Videos Maps More Search tools

About 2,860 results (0.64 seconds)

Knowing Christ Alister McGrath (Instance) - Denver Public ...
labs.libhub.org/denverpl/resource/HShohXAC/
 Knowing Christ Alister McGrath. type: http://bibfra.me/vocab-lite/Instance. rdf-schema#label: Knowing Christ Alister McGrath. title: Knowing Christ. titleStatement ...

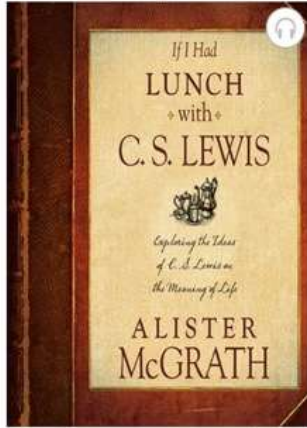
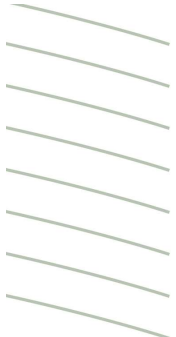
Knowing Christ Alister McGrath (Instance) - Denver Public ...
labs.libhub.org/denverpl/.../Knowing%20Christ%20%20Alister%20McG...
 Libhub : Denver Public Library ... rdf-schema#label: Knowing Christ Alister McGrath. title: Knowing Christ. titleStatement: Alister McGrath. creator - McGrath ...

The Christian theology reader edited by Alister E. McGrath ...
labs.libhub.org/denverpl/resource/MUzAfb8p/
 The Christian theology reader edited by Alister E. McGrath ... by Alister E. McGrath (Work) - Denver Public Library : Libhub by Denver Public Library is licensed ...

[et al.] ; John Armstrong, general editor - - Denver Pul
labs.libhub.org/denverpl/portal/.../JumOZtkD/
 rdf-schema#label: Roman Catholicism, evangelical Protestants analyze wl unites us, Alister McGrath ... [et al.] ; John Armstrong, general editor.

Thinking Matters | Resources
thinkingmatters.org.nz/resources/
 The Gosoel as Public Truth by Alister McGrath – MP3: What is the Gosoel? by Don ...





Sample

If I Had Lunch with C. S. Lewis

Exploring the Ideas of C. S. Lewis on the Meaning of Life
by Alister McGrath
Ralph Lister

Place a Hold

Add to Wish List

★★★★★
Sign in & rate this title.

Have you ever wondered...

- whether God exists?
- whether life has meaning?
- whether pain and suffering have a purpose?



Available formats -

- OverDrive Listen
- OverDrive MP3 Audiobook

Edition -

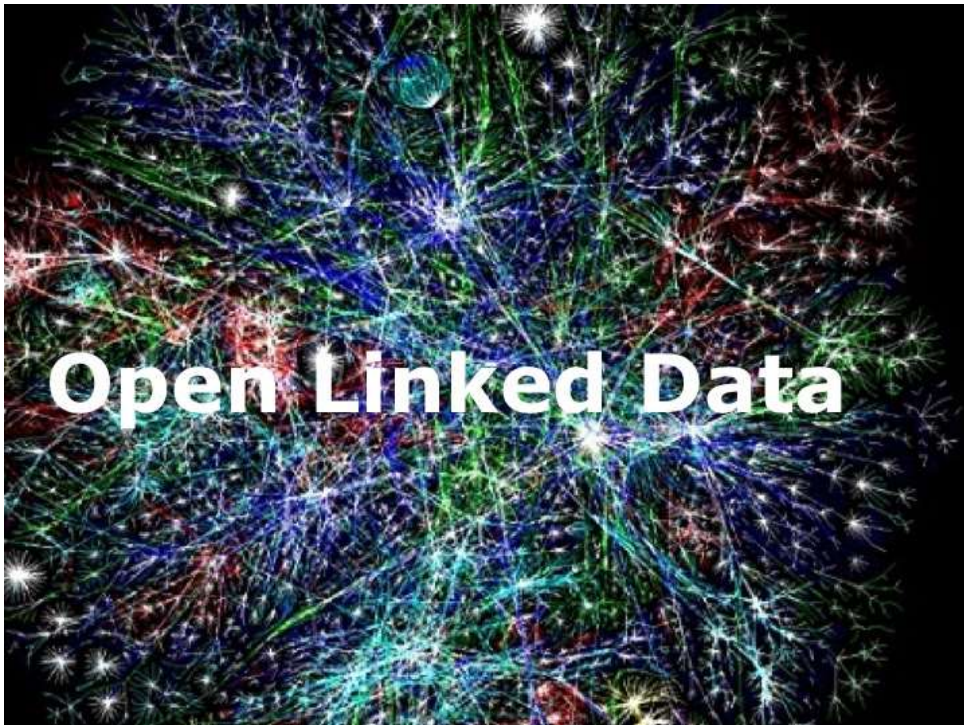
Unabridged

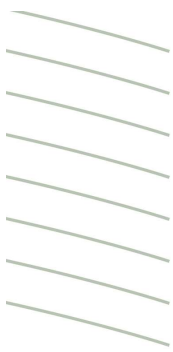
Subjects -

- Biography & Autobiography
- Nonfiction
- Religion & Spirituality

Copies -

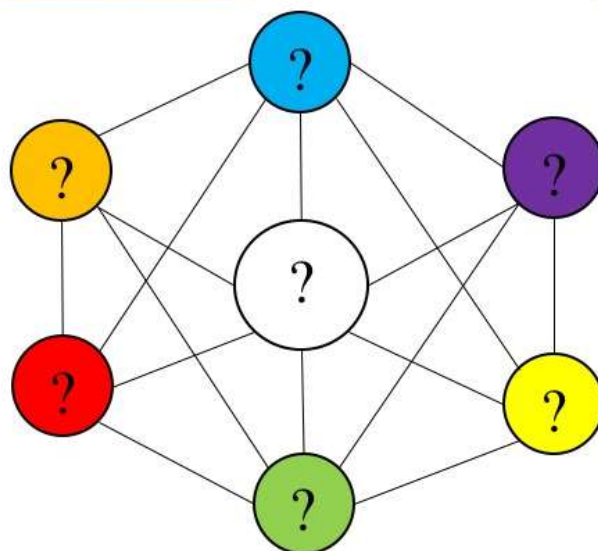
Available:	0
Library copies:	1

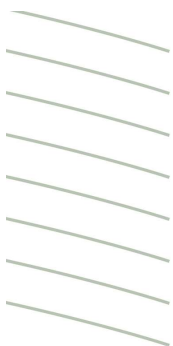




"I believe everyone benefits from the visibility of libraries and their content on the Web."

Dr. Eric Miller @ Zepheira





CREDITS

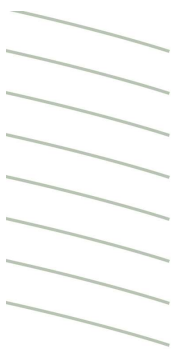
<http://www.loc.gov/bibframe/docs/images/bibframe.png>

<http://bibframe.org/>

http://sr.wikipedia.org/wiki/Linked_data

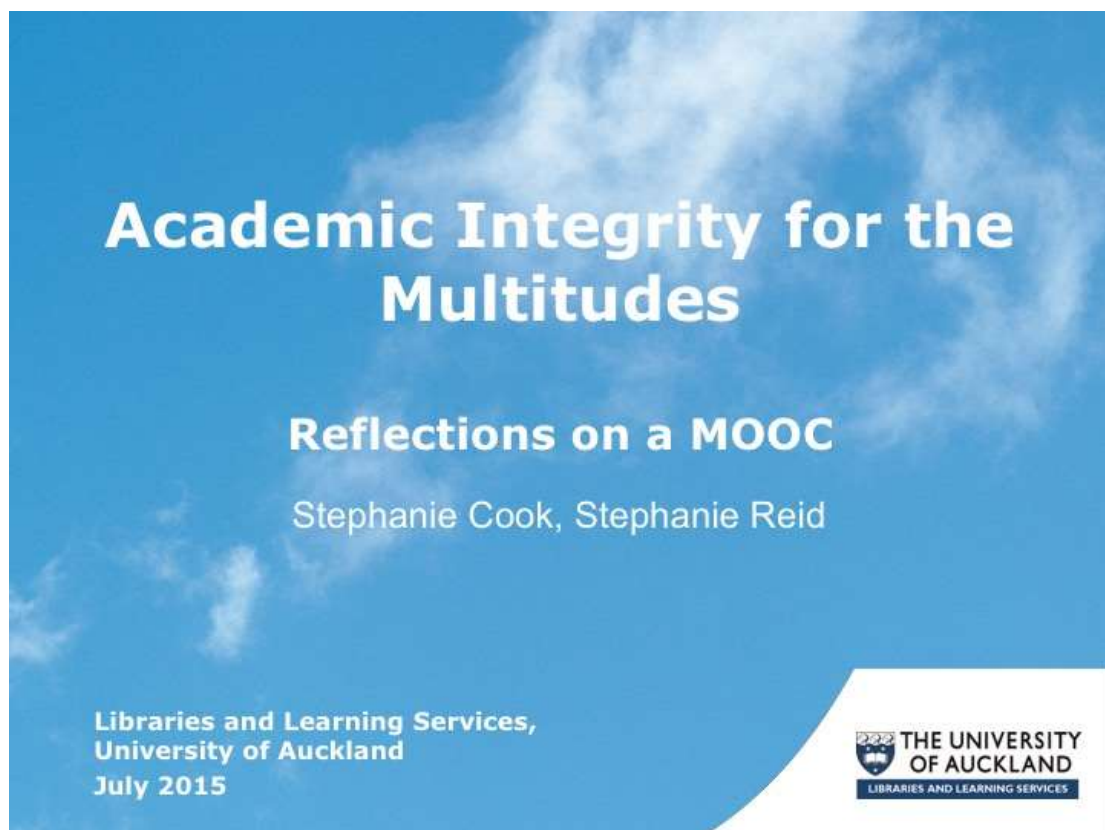
<http://blog.kareldonk.com/the-global-brain/>

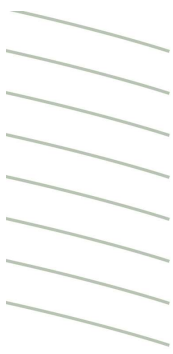
Photo of RDA cake courtesy of D. fritz



Academic Integrity for the Multitudes : Reflections on a MOOC

by Stephanie Reid and Tricia Bingham





The University of Auckland

- 40,000+ students
- 8 faculties
- 5 campuses in Auckland



UoA AI policies and guidelines

University regulations, statutes and guidelines

All students should be aware of the following:

[Student Academic Conduct Statute](#)

This Statute describes and classifies academic misconduct and academic misconduct in examinations; sets out the procedures for dealing with allegations of academic misconduct in courses, research and examinations; states the penalties that may be imposed for academic misconduct, and the grounds and processes for review.

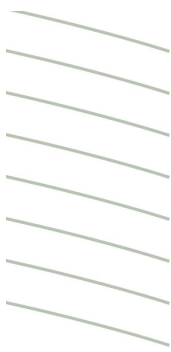
[The Use of Third Party Assistance in Undergraduate and Postgraduate Coursework: Guidelines for Students](#)

These Guidelines explain how to use help from others and the limits of this assistance.

Policies and guidelines applicable to research may be found [here](#)

Cheating is dealt with in the following official regulations and Statutes of the University, published in the University Calendar:

- Enrolment and Programme Regulations, Clause 6 b (iii)
- Examination Regulations, Clauses 2, 7, 8, 9
- Statute for Student Discipline (2013)



UoA AI policies and guidelines

'ACADEMIC MISCONDUCT' AND 'ACADEMIC MISCONDUCT IN EXAMINATIONS'

The following are examples of academic misconduct and academic misconduct in examinations. This list is not exhaustive:

- a) Using the work of others without explicit acknowledgement and referencing, that is, plagiarism. It includes: use of other people's data without acknowledgement; use of published or unpublished expressions and ideas from other people without adequate attribution; use of published or unpublished charts, diagrams.
- b) Copying from another student's work (with or without their knowledge).
- c) Using coursework that had been submitted previously at any educational institution by the student.
- d) Submitting without acknowledgement work to which others have contributed.
- e) Submitting the same, or a substantially similar, assignment for more than one assessment.
- f) Submitting for assessment material obtained from commercial essay or assignment services, including web-based sources.
- g) Impersonation or arranging to impersonate someone else during the performance of academic work or any examination.
- h) Cheating in examinations by bringing prohibited materials and devices into an examination room; referring to such material in the course of the examination.
- i) Misrepresenting disability, temporary illness or injury or exceptional circumstances beyond the student's control, and then claiming special conditions and/or special consideration.
- j) Misrepresenting or presenting false or misleading information in application for course credit.

- k) Claiming results that have not been obtained.
- l) The fabrication or falsification of data, including changing research records.
- m) Misleading assertion of authorship, including failing to acknowledge work primarily produced by any other person.
- n) A breach of a duty of confidentiality, privacy or the terms of any ethical approvals.
- o) Interference, including taking, requesting or materially damaging any research-related material of another researcher intentionally and without authorisation, including the apparatus, reagents, biological materials, writings, data, hardware, software, or any other substance or device or data used or produced in the conduct of research.
- p) Other serious misdemeanours in specific disciplines including breaches of the Code of Conduct for Research, and relevant professional practices and codes of ethics. This includes, but is not restricted to, departing from protocols approved by the University in the course of human or animal experimentation, behavioural standards whilst on clinical assignment or similar course or programme placements.

3 CLASSIFYING ACADEMIC MISCONDUCT AND ACADEMIC MISCONDUCT IN EXAMINATIONS

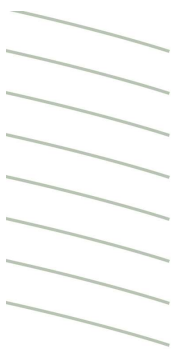
Instances of academic misconduct and academic misconduct in examinations ('misconduct') may be classified by reference to the intention of the offender, the degree of culpability attending the offence and the magnitude of the offence:

- a) **Intention:** Misconduct may be deliberate, that is, carried out with an adequate understanding of the requirements of academic integrity, or inadvertent, that is, carried out in ignorance of these requirements and/or their appropriate application.
- b) **Culpability:** the blame attributed to a student who has engaged in misconduct will vary according to presuppositions on which the student acted; misconduct may thus be either naive or non-naive.

Developing the AI course



- Identified initial course topics
- Identified best practice
- Developed personae
- Developed paper prototype
- Developed online prototype
- Usability testing



Identified initial course topics

- Collected AI content was organised into 5 themes
- 5 **themes** became the 5 course **modules** covering:
 - University environment
 - Academic dishonesty
 - Referencing
 - Copyright
 - Consequences



Identified best practice

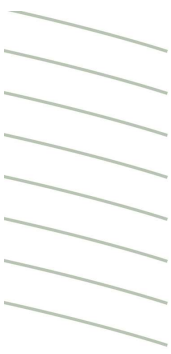
Reviewed

- Literature
- other AI websites and tutorials

- contextualised information, scenario based
- interactive, audiovisual content
- humour

Attended 5th APCEI



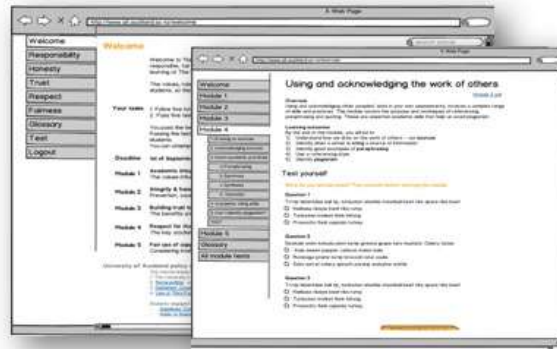


Developed paper prototype

- Mock-up of online course on paper
- Usability testing - 4 student participants
- Complete tasks and interact with functions of paper prototype
- "Think out loud"

Feedback:

- "Seems like a chore"



Developed personae



Lisa
 A **1st year** undergraduate
New Zealand student



Jian
 A **1st year** undergraduate
international student



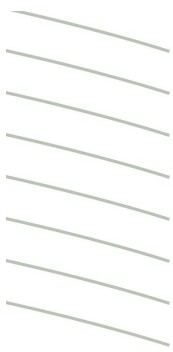
Niko
 A **taught Masters**
 student from Tonga



Ursula
 A **New Zealand**
returning student



Banika
 A **research Masters**
 international student



Developed online prototype

- Online prototype for one module with different types of activities
- Usability testing
- Developed content for remaining modules
- Content finalised and validated – accuracy and context

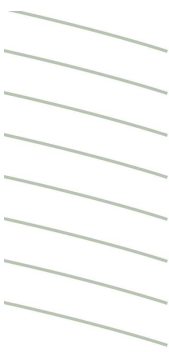


Usability testing

- Five groups in total (between Oct 2011 – Jun 2012)
- 2-hour sessions followed by discussion


Demographics

Total participants	19
UG	9
PG	4
PhD	5
ESOL	5 or more
Mature	6
IT savvy	16
IT non-savvy	3
Total male	8
Total female	11



What did we find out about our students?

✘ Disliked:

- Large sections of text – students don't read!
- Starting with the actual course modules – went straight to the course assessment
- 'Timer' for each module – distracting 

● Liked:

- Use of humour
- Activities and instant feedback
- Real-life scenarios to explain how policies applied to them
- The course was a fun way to understand policies

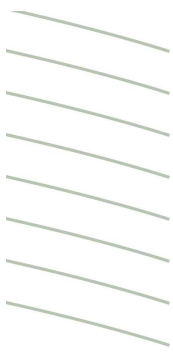


Understanding our international students' needs

- Included in usability testing
- Oxford 3000™ checker
- Ask students to highlight difficult words

Result from checking against the Oxford 3000™

Module 2 Ensuring your work fairly reflects your learning **Video-Overview** of what why how of for this **module** How do I produce university work that truly reflects what I have learnt? You need to understand practices rules and boundaries that define academic integrity in order to produce genuine academic work and avoid academic dishonesty. Real scenarios and examples in this module will help you to identify what the University considers to be your creation thoughts arguments and conclusions based on evidence and what you must acknowledge as other people's work the evidence your creative work builds upon. Realise your responsibilities when collaborating with other students. Recognise the benefits and limits of giving and getting help. 2.1 Examples of academic dishonesty At the University of Auckland it is unacceptable to Present another person's work as your own Provide other students with your work Cheat during an examination Make false claims Vaino explains the dangers of copying other people's work Work through exercises below to further your understanding Exercise 1 Avoid presenting other people's work as your own David is running out of time He copies sections from a classmate's essay believing this is all right as long as it's not the entire essay Acceptable Not acceptable Copying someone else's work is cheating regardless of the amount of material copied Both David and his fellow student can receive a zero mark and/or the academic department may begin the University disciplinary procedure It is better to submit a shorter piece of work and improve the time management skills for later. Honesty's assignment requires him to to submit a technical drawing He thinks he can submit a piece of work he used in another course Since it's his own work it can't be cheating Acceptable Not acceptable The purpose of any assessment is to produce an original piece of work independently Resubmitting work produced for another course does not fulfill the requirements of honesty and originality Exercise 2 Avoid giving your work to others it is acceptable to Check your friend's work and give feedback Acceptable It is acceptable it can help improve their work or reassure them It's not cheating as you're not doing their work for them Not acceptable Let someone include your chart or diagram in their essay Acceptable Not acceptable It is not acceptable if someone presents your work as their own since is guilty of academic dishonesty You are also at fault for permitting them to use your work in such a way Exercise 3 Do the right thing during exam Move the mouse over the image to see what is permitted in exams Writing after the permitted time Not permitted The purpose of the exam is to test your ability to express your knowledge within the given amount of time Any work written over the permitted time will not be marked and you may receive an official warning letter Taking a break during an exam Permitted You are allowed to leave the room but must be accompanied by an exam supervisor Attempting to contact someone during the time e.g from a restroom is forbidden Getting someone to sit an exam for you Not permitted In addition to cheating on exam you are asking someone to impersonate you which is also illegal Such a transgression would possibly have other consequences in addition to failing the exam Showing up without your ID card Permitted if you do not have your ID card you will still be permitted to sit your examination You will undergo an ID check after the exam at the Examination Centre Leaving early Permitted You can leave the exam after a certain period of time but you will not be allowed back in This is solely your decision and will not affect the marking Bringing notes into the exam room Not



Applying a student-centred approach

- Accommodate different learning styles e.g. cartoon, videos, short text messages

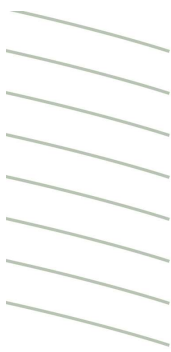
Exercise 1: Group assignments

1. When collecting notes and other material in a group project, you should:
 - Dispose of them afterwards so you don't get accused of copying.
 - Keep a detailed reference for each piece of information.
 - Put it all on Facebook so other people can add to it.
 - You should not make your work in progress publicly available without consulting your lecturer first. Also, if you make your work available for others to copy, even unintentionally, your own integrity as a student is compromised.
2. You should keep your own notes and copies of work in progress so that
 - You can have them to remember your friends from uni.
 - You can show how you contributed to the group.
 - It is good to have evidence of your own participation and contribution, as this shows that you have done your share of work. It can also be proof that you provided original work and not a copy.
 - You can use them in an individual assignment.



AI: A student perspective





Piloted course July - Aug 2012

Courses	Total students enrolled
COMPSCI 101	261
DANCE 112	34
HISTORY 103	455
SPEECH SCIENCE	63
Tuakana	73
PhD students	723
Total participants in pilot	1609

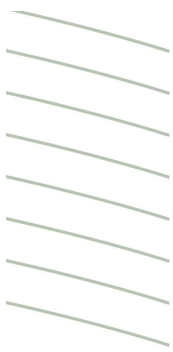
- 5 weeks to complete course
- Online survey & follow-up focus groups



Policy to Practice...

The collage illustrates the transition from policy to practice through an online learning interface. It features several overlapping screenshots:

- A list of questions on the left, such as "Using the work of others without explicit acknowledgment and referencing, that is, plagiarism, it includes: use of other people's data without acknowledgment from other people, unpublished the..."
- A central screenshot titled "Using and acknowledging the work of others" which includes a "Test yourself" section with multiple-choice questions.
- A screenshot titled "1.1 Your graduate profile" with the sub-heading "Working towards you" and the text "Let's look into the future".
- A screenshot titled "3.1 Quoting, paraphrasing and summarising" which includes an illustration of students and a section for "Work through the exercises below to further your understanding".



Recommendations

- Involve students throughout the entire course design
- Develop personae
- Contextualise policy information – use scenario-based discipline-specific examples
- Collaboration:
 - within team
 - across institution
- Communication - roadshow to all faculties

ACADINT A01
Academic Integrity

enter keywords search

THE UNIVERSITY OF AUCKLAND
NEW ZEALAND
Te Whare Wānanga o Tāmaki Raukōwhiri

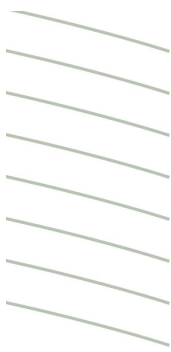
Site Map | Glossary | Help

Home page of the AI module

Academic Integrity

Click here for course assessment

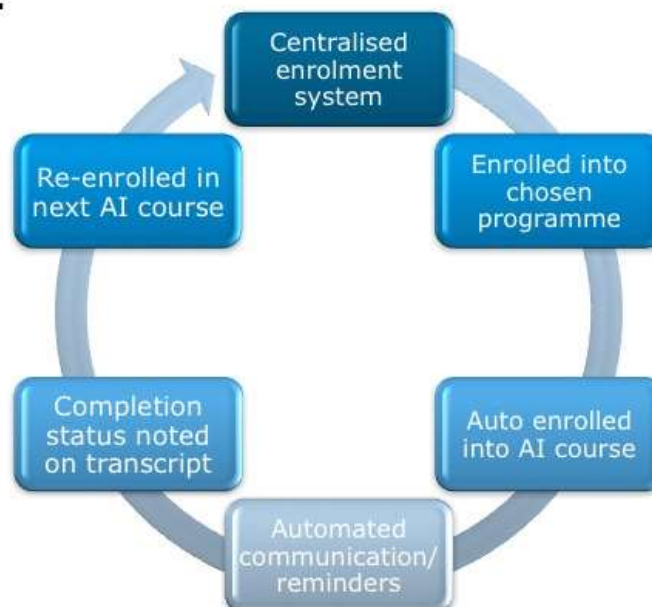
- Start - Introduction**
- Module 1** Academic integrity at university
- Module 2** Avoiding academic dishonesty
- Module 3** Using and acknowledging the work of others
- Module 4** Using copyrighted material correctly
- Module 5** Consequences of academic dishonesty at The University of Auckland

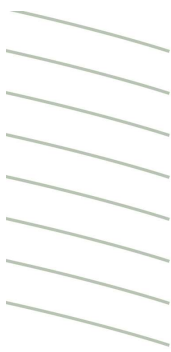


AI team



Institution wide implementation 2014





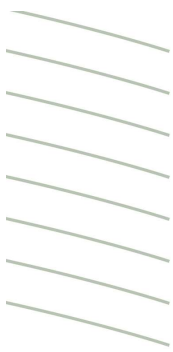
AI MOOC 2014

<https://www.futurelearn.com/courses/academic-integrity>



Course trailer





Research driven and student-centred design



- Research on MOOCs e.g. xMOOC or cMOOC
- Research FutureLearn MOOC environment
- 2 rounds usability testing
- Revised content & design to fit new platform

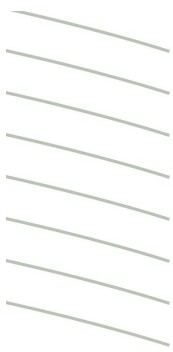


Course foundation

- Fundamental Values
- Honesty
- Respect
- Trust
- Fairness
- Responsibility
- Courage



-Fundamental Values project, International Center for Academic Integrity.

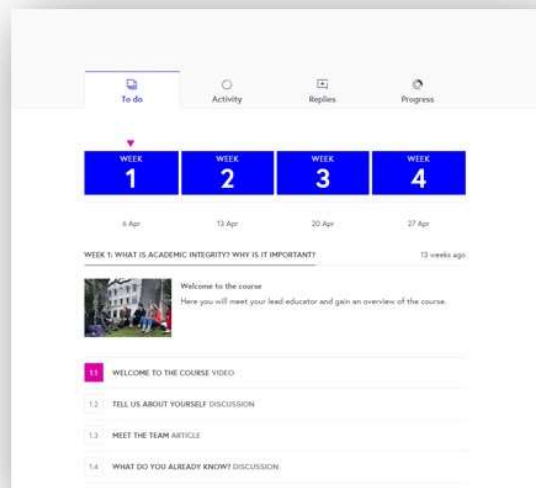


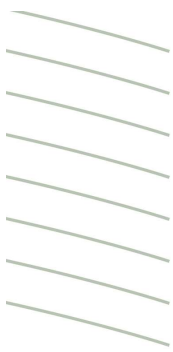
Fundamental values

- Underpin the course
- Woven into narratives
- Ask students to reflect on how these values apply to them
- Provides context
- Holistic approach



Course structure





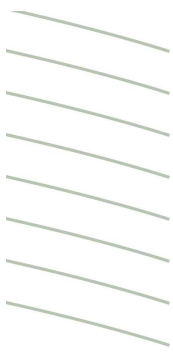
Narrative approach

- Scenarios-generates discussion (group work)



Narrative approach-group work





Recommendations


- Collaborate
- Visuals
- Use of narrative
- Personae
- Community of learners
- Online discussion
- Usability testing
- Focus groups



Comments from learners

 [Follow](#) 10 NOV
I consider this course will be very exciting and help me in my postgraduate programme next year in Nova Scotia.

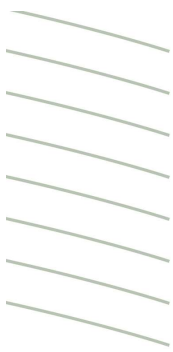
[Like](#) • [Reply](#)

 [Follow](#) 10 NOV
Hi Everyone from not so sunny Wales! I am looking to learn more about this subject as I would one day like to take on a University degree and understand more about AI

[Like](#) • [Reply](#)

 [Follow](#) 10 NOV
Hello everyone! I am a director of an academic integrity office in the U.S., outreach coordinator with the International Center for Academic Integrity (ICAI), ethics lecturer,


[Like](#) • [Reply](#)




Comments from learners

 This was an excellent course! Thank you so much for offering it. May I have permission to show this course to my secondary students as a way to teach academic integrity? It's such a great introduction to what academic integrity is and why it's important. Thank you again!

[Like](#) • [Reply](#)

 This struck a real chord with me as I have students who are from different cultural groups and face dilemmas when they feel that they are not helping out a person from their own cultural group (they feel it is their duty)...

[Like](#) • [Reply](#)

 Great week! Learnt a lot. Highlight was self plagiarism as an act of academic dishonesty. Looking forward to week three.

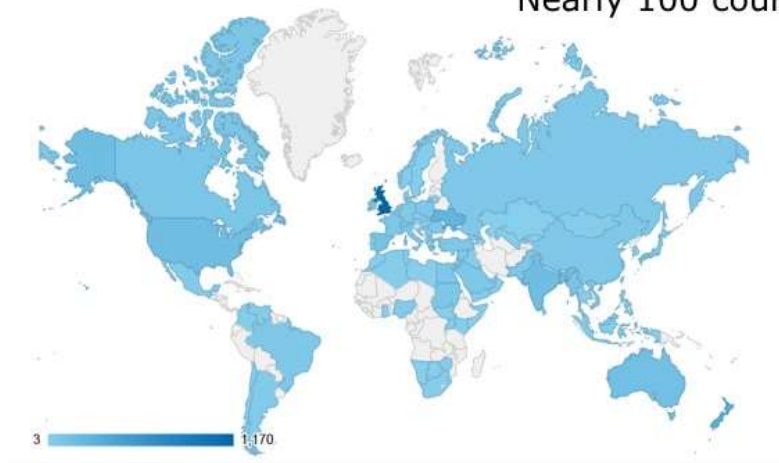
[Like](#) • [Reply](#)

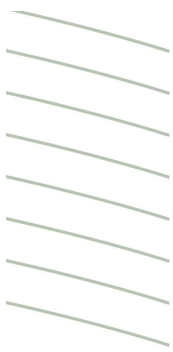
 Enjoyed the saga conclusion! Thank you for the hints, tips, scenarios, and explanations. I saw a difference in my comments.

[Like](#) • [Reply](#)

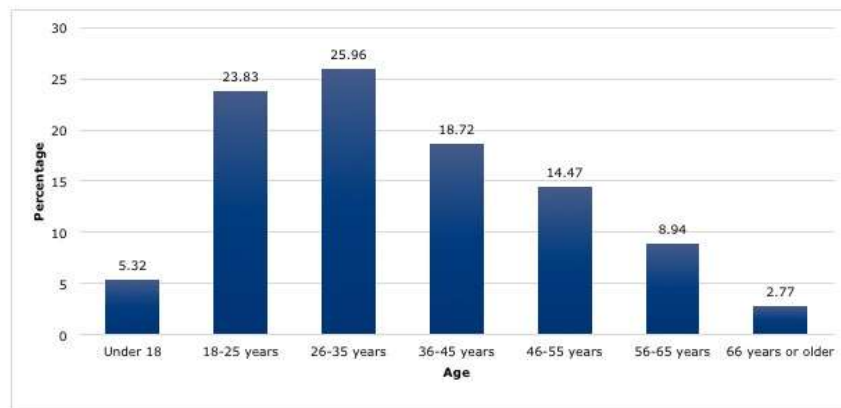
MOOC Learners overview

Nearly 100 countries





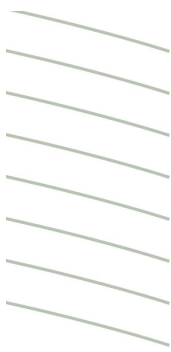
Age groups



Two Academic integrity (AI) courses

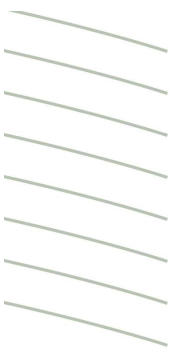
- **Compulsory AI** course (2014-)
 - Own platform
 - More control over design
 - Content for local audience





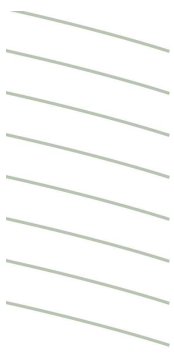
- **AI MOOC** (2014-)
- (Massive Open Online Courses)
 - FutureLearn platform
 - Guided by producer
 - Content for global audience





<https://www.futurelearn.com/courses/academic-integrity>





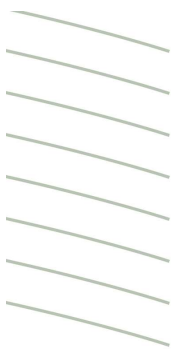
Lightning Talk: Let's Piece It Together

by Anne Bartley



Let's piece it together

Socialising, relaxation and thinking without thinking :
Jigsaw puzzles in the library



Lightning talk



Socialising and community



Colleen Goulding using jigsaw puzzles to cope
with stress post-quake in Christchurch

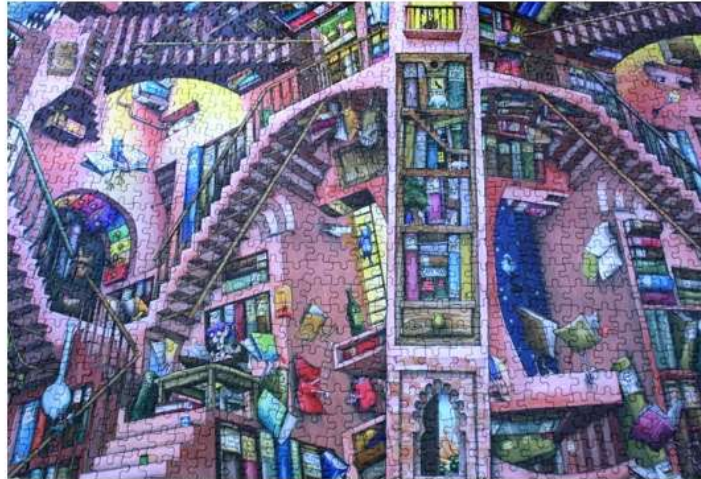
Christchurch Press April 2011



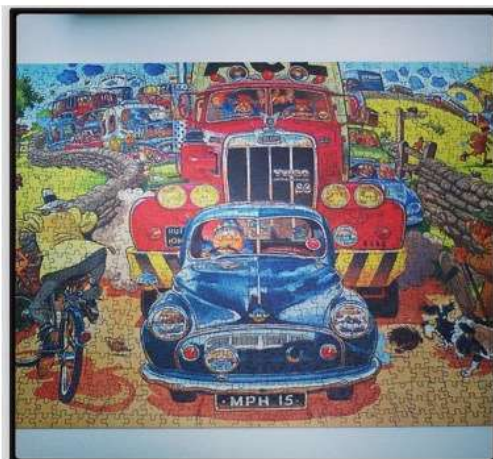
Types of Jigsaws
Traditional jigsaw



Library topical jigsaw
visual learning



The first WASGIJ
Spatial learning ?



What did the vicar see at the church fete?



What the vicar saw!





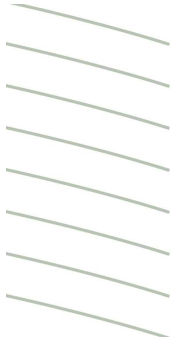
Lightning Talk: Nifty Newsletters

by Kerrie Stevens



Nifty Newsletters

Kerrie Stevens
College Librarian
Harvest Bible College
kstevens@harvest.edu.au



Version 3 - 2014



Library Newsletter
Aug 2014
Volume 1, Issue 3.5

Library Newsletter
Apr 2014
Volume 1, Issue 4

Library Newsletter
Jan-Jul 2014
Volume 1, Issue 3.7

- Standardised layout
- Continuity

Current Version - 2015



Harvest Bible College
Library Newsletter
Volume 2 Number 4 June 2015

Harvest Bible College
Library Newsletter
Volume 2 Number 1-2 Jan-Feb 2015

Harvest Bible College
Library Newsletter
Volume 2 Number 2 March 2015

Harvest Bible College
Library Newsletter
Volume 2 Number 3 April 2015

Harvest Bible College
Library Newsletter
Volume 2 Number 1 July 2015

Harvest Bible College
Library News
Volume 2 Number 5 May 2015

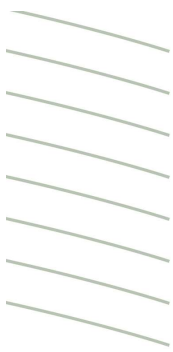
Harvest Bible College
Library Newsletter
Volume 2 Number 4 April 2015

IMAGINE

GIVE HAPPY LIVE HAPPY



issuu.com



Newsletter Content

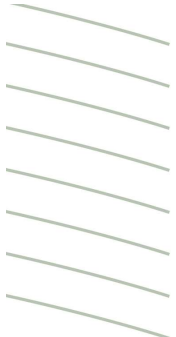


- New Books & Resources
- Library related events
- Useful resources you've discovered
- Anything likely to encourage someone to use the library

Newsletter Content cont



- Public Holidays in the coming months
- Journal contents
- Library contact information



Journal Contents

52 Anastylis at Machaerus
David Sims
 Machaerus—Jordan's palace fortress where Salome danced and John the Baptist was beheaded—remains obscure to many readers of the Dead Sea. This impressive site has recently been excavated using an innovative technique original to the site. David Sims explains this process, radical analysis.

63 Commemorating a Covenant
 This monumental finding dates exactly the Great High Place. These artefacts—some more than 10 feet tall—have intrigued visitors for years. What's the purpose of these stones? Where they set up to commemorate a covenant made in the past?
Biblical Archaeology Review v41(1) Jan-Feb 2015

NEWS	REACTIVITY & RESISTANCE
04. Flipping walls	15. Being up stairs
05. VU: Pinner takes into LA	16. Student's fight against face
06. Digital decision drivers	17. Free of business
07. Hanging for Christmas	18. From the environment research to
08. Making MIT	19. VCS COPPER
09. How Much These jobs	20. Future state of the
INTERNATIONAL EDUCATION	21. Latest work on the
10. Learning from the past	22. Latest work on the
11. What went right and wrong	23. VET & LIFE
12. What have gone	24. University's role
POLICY & REFORM	25. University's role
13. The year in review and what's	26. University's role
14. What's next	27. University's role
15. What's next	28. University's role
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Campus Review v24(12) Dec 2014

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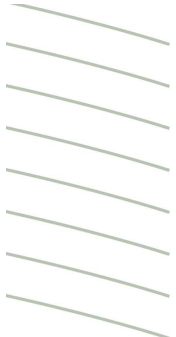
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 Stoney Creek VIC 3179
 Ph: 03 8739 1155
info@harvest.edu.au

QLD
 2 Maki Court
 Burleigh Heads QLD 4220
 Ph: 07 5522 4966
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Remember to always include a page of contact details



Newsletter Distribution



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Email Sign-up

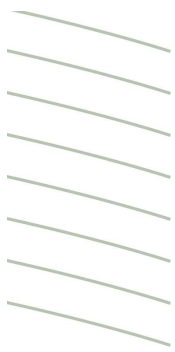


The screenshot shows a library catalogue page with several sections:

- Recently added items:** A carousel of book covers, including "Path Seeking Understanding" by Daniel L. Migliore.
- Harvest Textbooks:** A section with a link to purchase textbooks online.
- Books for Sale:** A section with a link to view limited stock of textbooks.
- Improve Our Catalogue:** A section with a link to provide feedback on the catalogue.
- Library Newsletter:** A sign-up form with fields for "Email Address", "First Name", and "Last Name", and a "Subscribe" button. This section is circled in red.

Below the carousel, there is a welcome message: "Welcome to the Harvest Bible College Library Catalogue! 'Help' instructions are linked under 'Useful Information'. Contact your librarian if you don't know your login & password."

Sign-up box on library catalogue page



How long does it take?



TOTAL = >30 mins per month*
*once initially set up

Initial set-up & trials = a few hours-weeks
practicing & testing

Who Can Do This?



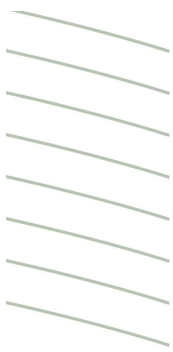
YOU!



FREE stuff to use



- MailChimp – <http://mailchimp.com>
- Issuu – <http://issuu.com>
- Adobe Reader – <https://get.adobe.com/reader/>
- PDFill PDFImageWriter –
<http://www.pdfill.com/freewriter.html>
- Screencast-o-matic - <http://screencast-o-matic.com/>



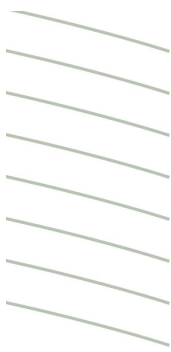
Electronic Resources and Digitization

by Nica Tsakmakis

E-books in theological libraries



Nica Tsakmakis
Australian Catholic University



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OXFORD BIBLICAL STUDIES ONLINE

Search Oxford Biblical Studies

ADVANCED SEARCH BROWSE BIBLE TEXTS TIMELINES

PRINT EMAIL CITE

The Bible: Authorized King James Version

Platform: Acknowledgments Introduction Select Bibliography The Holy Bible Introduction Old Testament The First Book of Moses, Called Genesis

Chapter 1

1 In the beginning God created the heaven and the earth.

2 And the earth was without form, and void, and darkness was upon the face of the deep. And the Spirit of God moved upon the face of the waters.

3 And God said, Let there be light, and there was light.

4 And God saw the light, that it was good: and God divided the light from the darkness.

5 And God called the light Day, and the darkness he called Night. And the evening and the morning were the first day.

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Notes

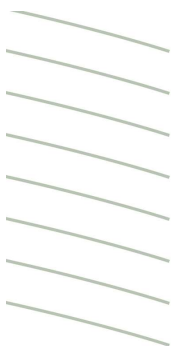
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- 2 THE NATURE OF THE BIBLE
- 3 MAJOR GENRES
- 4 RELIGIOUS THEMES
- 5 THE BIBLE AND HISTORY
- 6 THE SOCIAL WORLD OF THE BIBLE
- 7 BIBLICAL INTERPRETATION TODAY
- BIBLIOGRAPHY
- INDEX

Instant access and searchability



However, laptops are a bit more expensive. You can opt for a cheaper Chromebook for just a few hundred dollars. This only meant for casual use, like checking email, browsing the web, etc. If you're looking for something that's more full-featured, you'll be paying a bit more. MacBooks themselves start at \$899, which is almost twice the cost of an iPad, but it'll let you do a lot more while you're on the go.



If you're having trouble deciding between the two, here are some things that you should know which

E-book platforms

INGRAM



<http://ezproxy>



iBooks



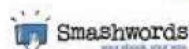
Aldiko



BARNES & NOBLE



txtr



Safari Books Online



OverDrive

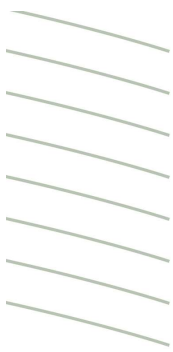
Scribd



BAKER & TAYLOR



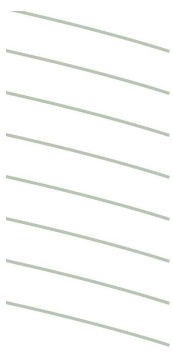
... more on the way!



- Pay for the initial start-up
- Buy the e-book
- Pay for the platform

Reading e-books





“we are providing digital resources for analog students and faculty”

Your opinion of eBooks

Summary | Design Survey | Collect Responses | Analyze Results

DESIGN SUMMARY

Your opinion of eBooks
Created on 4/14/2015

- Questions: 9, Pages: 1
- Survey language: English
- Theme: Aqua

Upgrade to add your logo

Upgrade to add logic

Edit Design | Preview Survey

RESPONSE SUMMARY SURVEY ALERTS: ON

33
Total Responses

OPEN
Overall Survey Status

Collectors

Web Link 1 | Responses: 33 | Since 4/14/2015 | OPEN

Responses Volume 3/2/2015 - 5/25/2015

Date	Responses
3/2/2015	0
3/9/2015	0
3/16/2015	0
3/23/2015	0
3/30/2015	0
4/6/2015	0
4/13/2015	22
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4/27/2015	5
5/4/2015	0
5/11/2015	0
5/18/2015	0
5/25/2015	1

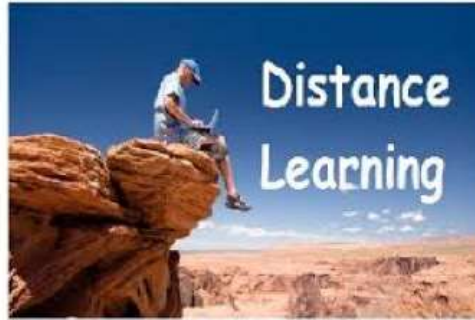
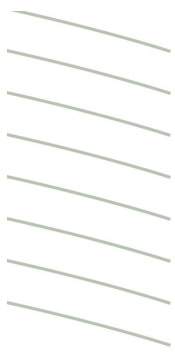
Analyze Results

KNOW WHERE YOU REALLY STAND

SurveyMonkey Benchmarks makes it easy to:

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- Compare yourself to industry leaders
- Identify best practices

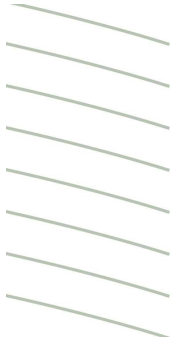
The survey



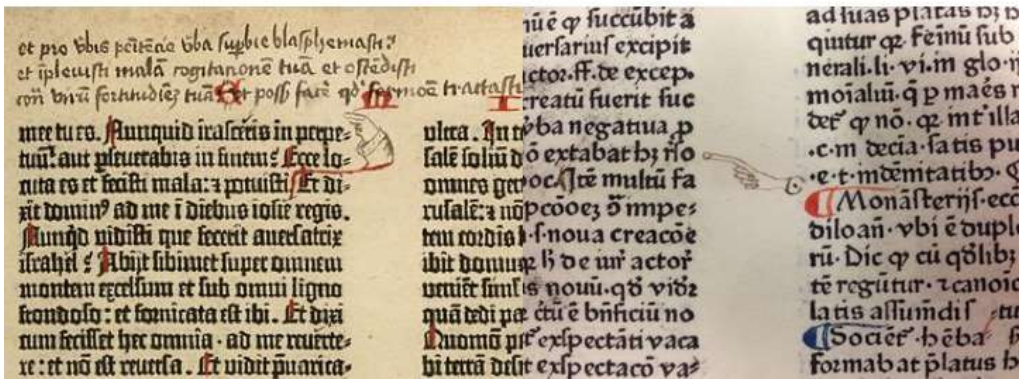
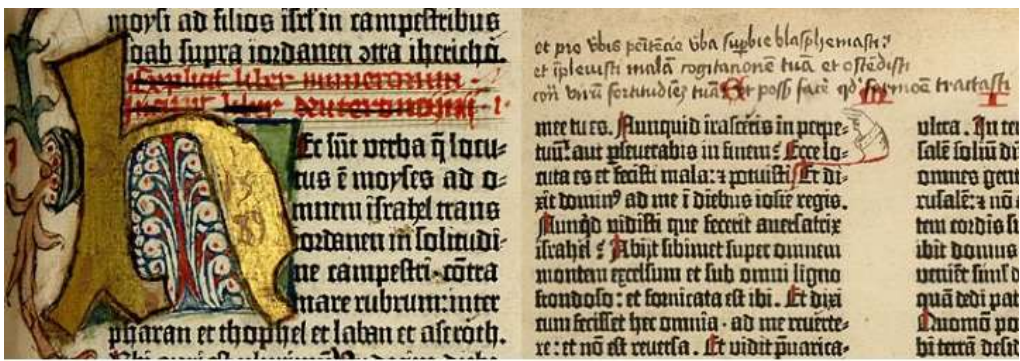
“e-books are purchased to support distance learners”

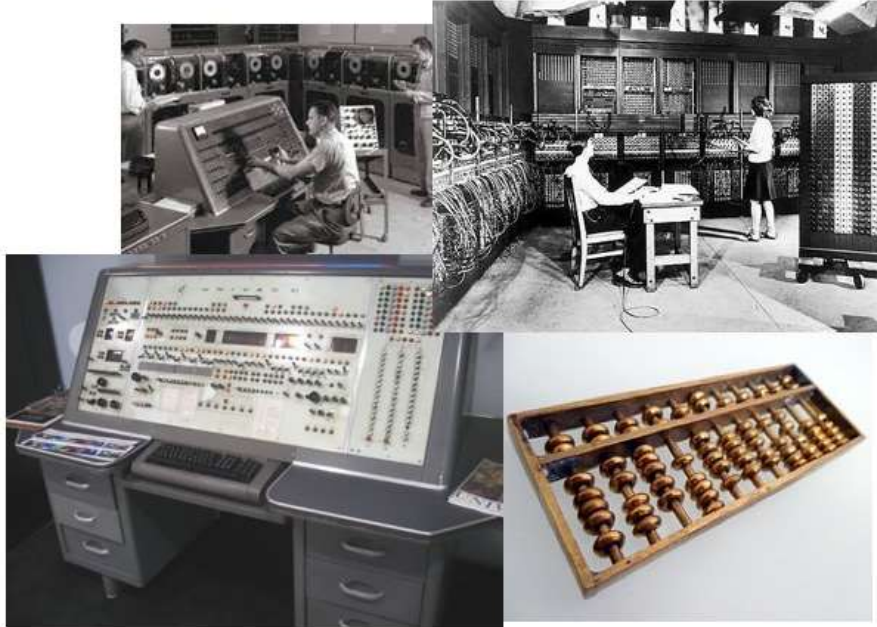
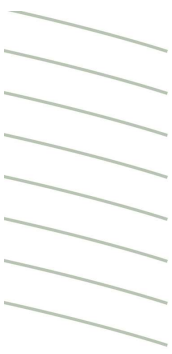


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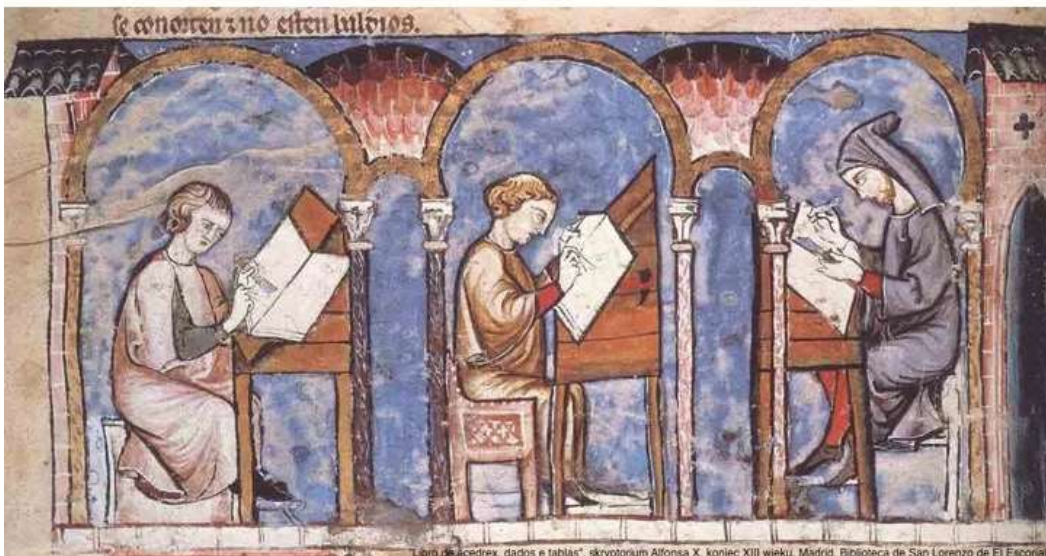


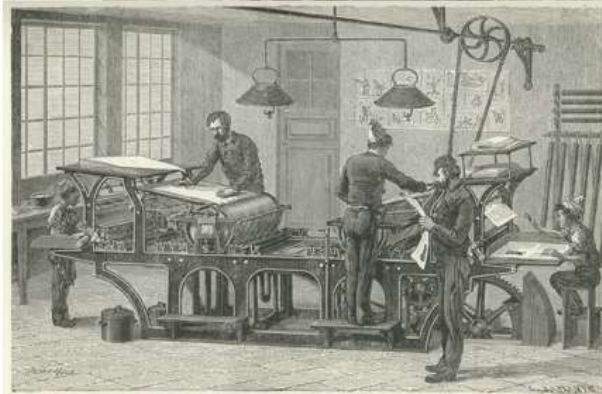
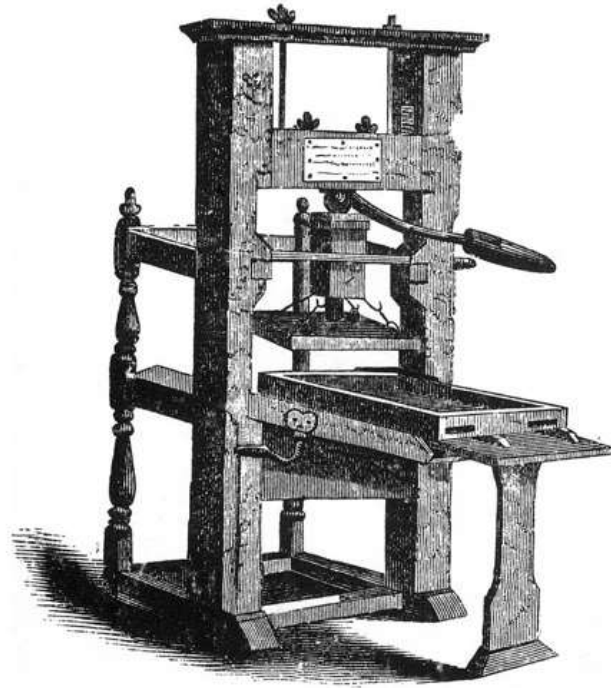
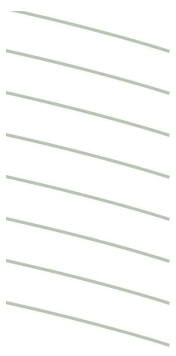
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anywhere you have
a connection

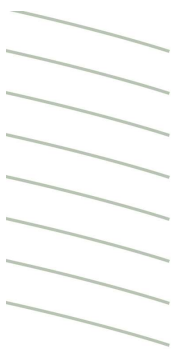




Does computer literacy make a difference?







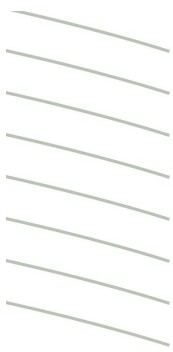
The electronic bookshelf



“”Oh, the death of the printed word!”







Church Papers Online

by Judith Bright

Church Papers Online

A case study in digitisation



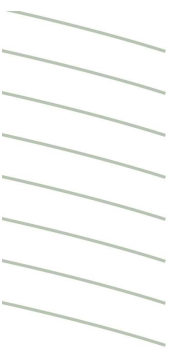


Digitisation Project Goal

- To get content more widely available
- Preservation of “at risk” copies
- Successful pilot project to inform direction

A Plan and a Framework

- Find a partner with the know-how
- Find a web platform for delivery
- Acquire access to missing issues
- Get funding



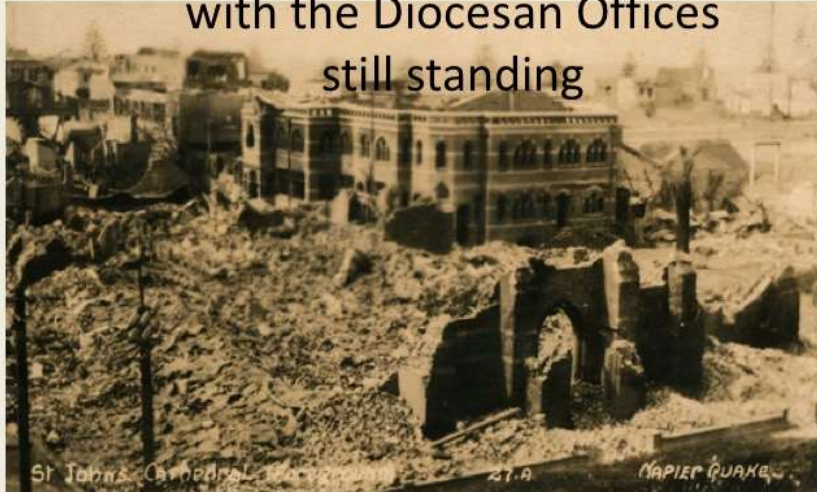
Story telling time



The Waiapu Church Gazette



Napier Cathedral in 1931 with the Diocesan Offices still standing




PAPERSPAST and the Waiapu Church Gazette

PAPERSPAST

Papers Past Home Introduction Search Browse

Papers Past > Browse > Browse by region

Browse by region

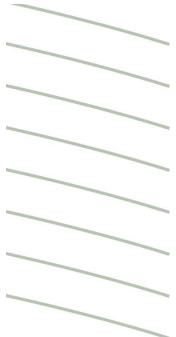


Click on the map to browse a newspaper by region.

Newspapers available for: Hawke's Bay (6)

- [Bush Advocate \(Hawke's Bay, 1888-1909\)](#)
- [Daily Telegraph \(Hawke's Bay, 1881-1901\)](#)
- [Hawke's Bay Herald \(Hawke's Bay, 1857-1900\)](#)
- [Hawke's Bay Weekly Times \(Hawke's Bay, 1867-1868\)](#)
- [Waiapu Church Gazette \(Hawke's Bay, 1910-1945\)](#)
- [Waiapu Church Times \(Hawke's Bay, 1907-1908\)](#)

By Puke Mātauranga & Anatawhiri
NATIONAL LIBRARY OF NEW ZEALAND



**National Newspaper – Church & People
1946-1976**



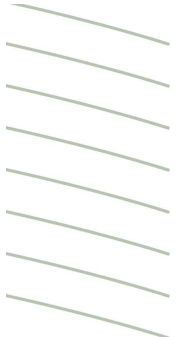
National Newspaper –

***Church and People*
1946-1976**

Second for digitisation

**Picking up themes
of post-WW2 life**





Church and People 1946-1976

Did not meet revised
criteria for PapersPast



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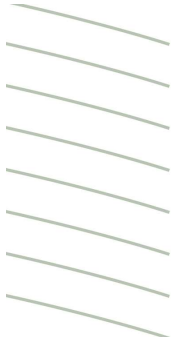
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Church Papers
Online link

www.kinderlibrary.ac.nz

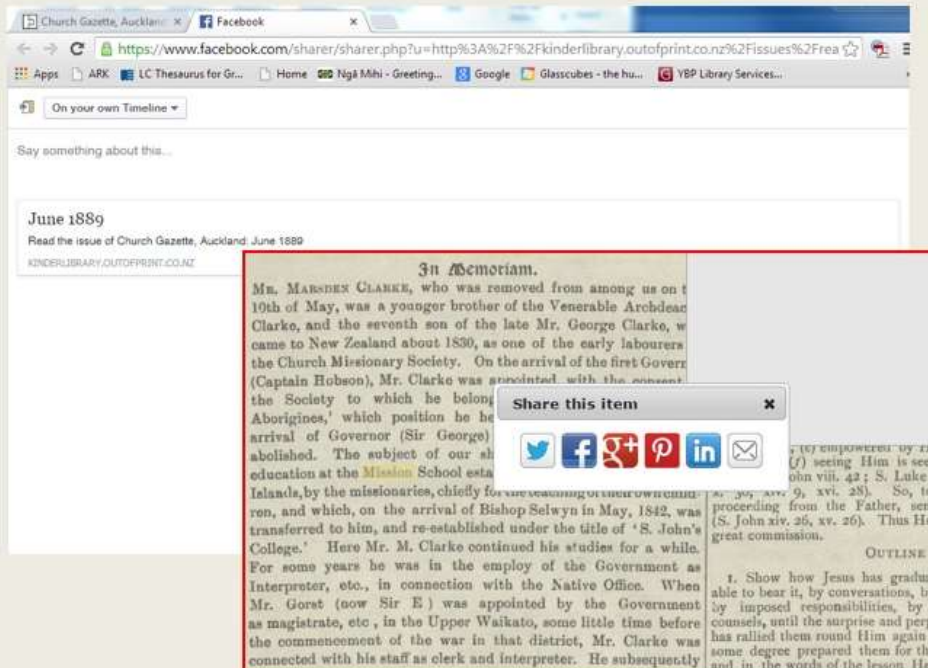
<http://kinderlibrary.outofprint.co.nz>



Current Titles



Sharing directly from the search



Our favourite search example



ELECTRONIC CHURCH

Television, telephones and time switch at St. Mark's, Wellington

The new St. Mark's Church, Wellington, which is to be opened on November 28, will have a closed-circuit television system. It is believed to be the first installation in a New Zealand church.

The system will link the altar at the back of the nave, the organ pipes and the parish hall. The organ pipes will be the first of a series of the new and

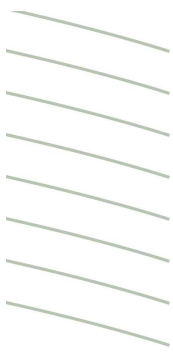
dedicated by the Bishop of Wellington, the Right Rev. H. W. Baines, in the presence of the Governor-General and Lady Ferguson. The service will begin in the old church with an act of consecration. Then the procession will move to the new church.

Apart from those who will be in the new church there will be overflow congregations in the old church, in the parish hall and in the school assembly hall. They will see what is going on by means of the closed-circuit television.

The vicar, the Rev. Matthew Caddis, is expecting a gathering of 1800. Early application for a ticket is advised.

Building of the new church and hall is ahead of schedule.

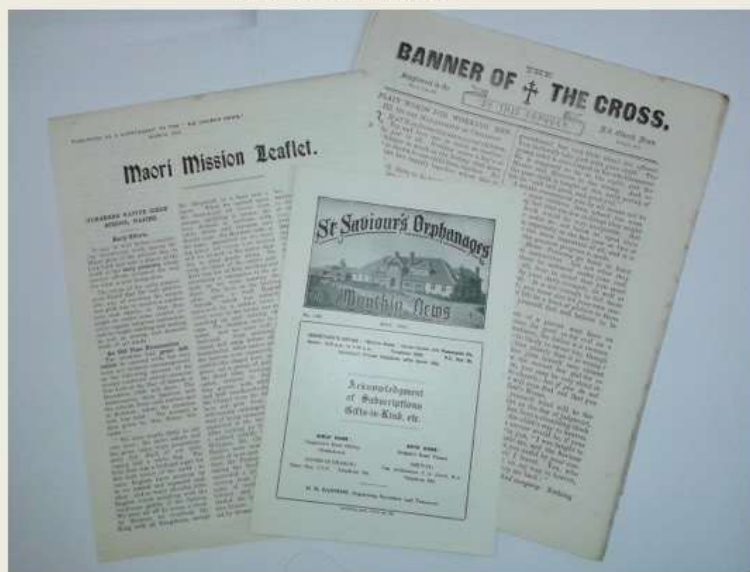
In contrast to the modern one: features of the church the font will incorporate some New Zealand history. Part of it will be the top stone of the original MarSDen Cross at Keri Keri. The stone fell off and was found in a paddock. The font will also incorporate a millstone brought to New Zealand prop by the Rev. J. Butler in 1819. Another piece of history in the church will be the existing way processional cross; it is made from timber of Lincoln Cathedral, which was dedicated in first 1092. This will be used for special occasions in the new church.

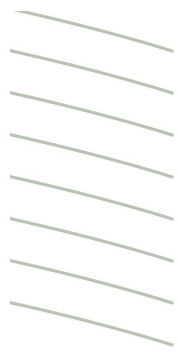


Criteria for Selecting Titles

- National
- At risk: climate, single copies, earthquake
- Heavily used by researchers
- Regional titles that were wider than just local church news
- Small, interesting, unknown

Interesting little titles hidden in volumes





What did we learn?

Scanning

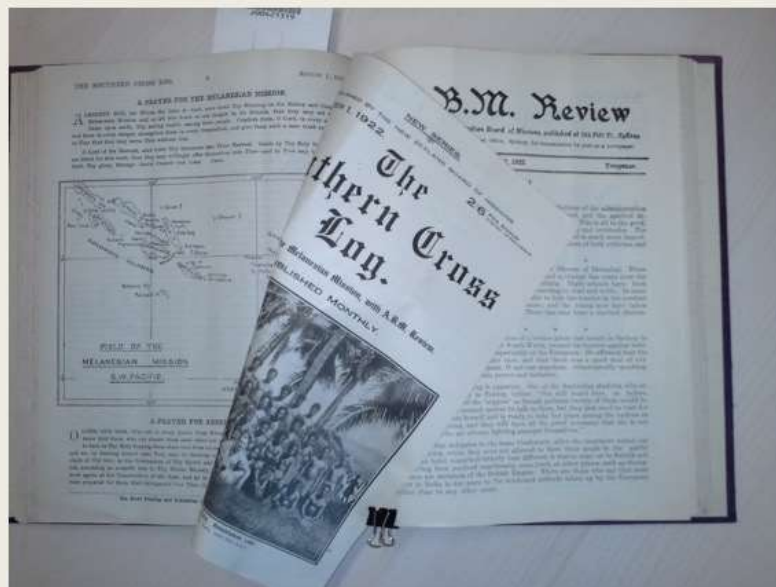
with trimmed duplicate volumes
or bound volume and camera capture

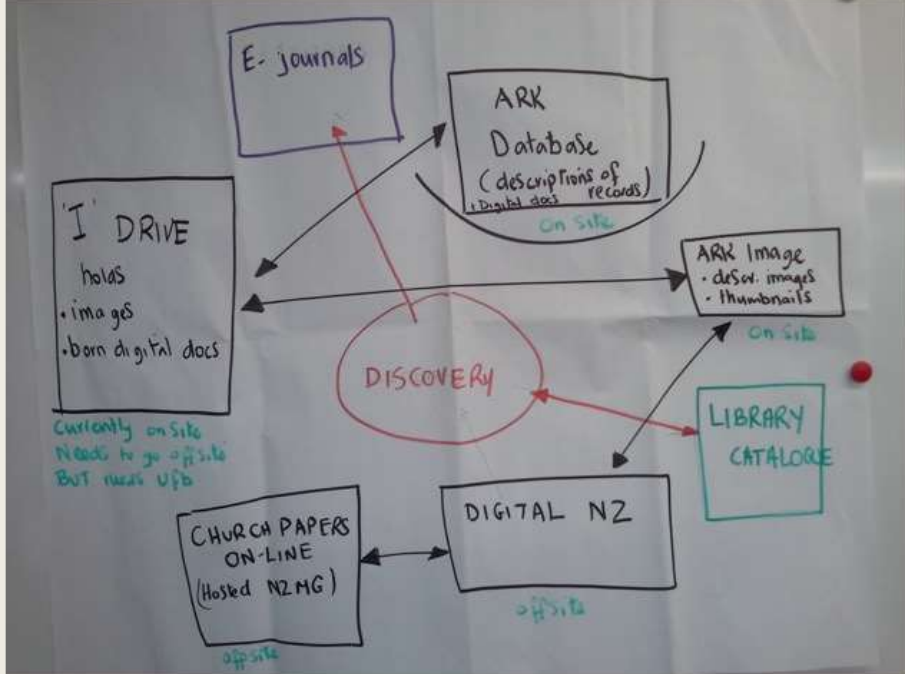
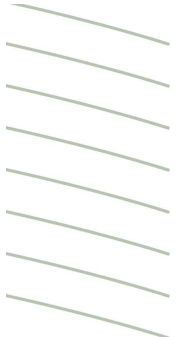


Spreadsheets

	A	B	C	D	E	F	G
33	1906	11	131	april	108	annual report	
34	1906	11	132	may	12		
35	1906	11	133	june	13		
36	1906	11	134	july	13		
37	1906	11	135	aug	13		
38	1906	11	136	sept	11		
39	1906	11	137	oct	11		
40	1906	11	138	nov	13		
41	1906	11	139	dec	13		
42	1907	12	140	jan	12	plus 1 foldout	
43	1907	12	141	feb	13		
44	1907	12	142	mar	13		
45	1907	12	143	april	95	BOUND VOL FINISHES plus foldout and April supplement; is the General	
46	1907	12	144	may	13	NEW BOUND VOL dups of 140-143 at front of vol	
47			145		17		
48	1907	13	146	july	17		
49	1907	13	147	aug	17		
50	1907	13	148	sept	17		
51	1907	13	149	oct	17		
52	1907	13	150	nov	11		

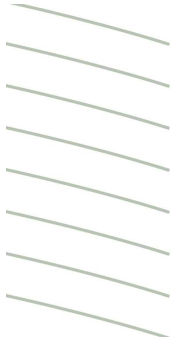
Copyright





Future Strategy





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Church & People;
Volume: 20; Issue: 1;
Year: 1965; Month: 02;
Day: 01 - February 1965

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[Church Papers Online](#)

FROM:
John Kinder Theological Library

Date:
1965

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Publication: Church & People; Volume: 20; Issue: 1; Y
1965; Month: 02; Day: 01





ANZTLA 30th Anniversary Speech @ Conference Dinner, Auckland 2015

by Kerrie Stevens

It is my great pleasure to welcome you to the Conference Dinner of the 30th ANZTLA Annual Conference!

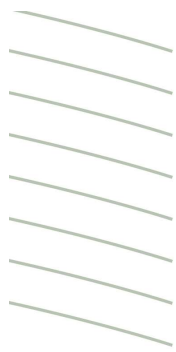
The Australian and New Zealand Theological Library Association, or as we know it ANZTLA, is celebrating its 30th anniversary this year and I consider it a privilege to be able to play a small part in that celebration.

I wonder if any of us can remember what we were doing 30 years ago...? I was lining up in Grade 3 to take my First Holy Communion, a new program called Neighbours started on TV, an athletic craze called Ironman was launched in Australia and a boat called the Rainbow Warrior was blown up, right here in Auckland.

At the time ANZTLA was formed, issues in the area of librarianship and particularly theological librarianship included library cooperation, collection strengths and weaknesses, professional development and recognition of librarians, collection development and user education – all just as important today.

The cooperation of libraries amongst ANZTLAs membership in today's theological education arena is immense and cannot be overstated or undervalued. Tonight, we have many members who have participated almost right from the beginnings of ANZTLA, but we also have a new generation of members who may have been members for only a couple of years, perhaps this is even your first conference – together we contribute to a most valuable enterprise for theological librarians in this region of the world.





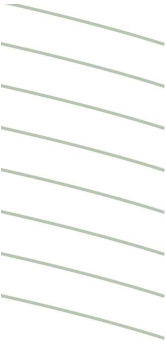
"ANZTLA may be celebrating its 30th anniversary today, but we are not resting on our laurels. There are many possibilities just around the corner. Many other enhancements and projects are always only a short distance away."

From its humble beginnings, unofficially in 1977, officially in 1985, ANZTLA has grown to be an unrivalled network of friends and colleagues with whom to share and resolve the various issues we all seem to face at one time or another. Whether we are a one-person library or a multi-campus, mega-staff library – we all face the issues common to not just libraries, but special issues common amongst theological libraries. This collegiality is, I think, one of ANZTLA's greatest achievements. It doesn't matter what denomination your college is, or even what religion – library issues are library issues and they are common to us all.

It is comforting to see so many people returning year after year to the ANZTLA conferences. Today, as ANZTLA celebrates its 30th anniversary, it is able to proudly offer a number of invaluable theological resources to both librarians and researchers, students and faculty alike. The AULOTS union list of serials holdings in Australian and New Zealand theological libraries is a magnificent tool for tracking down an elusive article for a patron. The Australasian Religion Index, or ARI, supports members in their task as theological librarians. It is completely produced by ANZTLA members for ANZTLA members and the wider theological community and is an invaluable resource for researchers in the theological and religious periodical literature of our region. Its future is one being considered, but the contribution of all editors and indexers should not be forgotten. Rather it should be exalted and applauded for contributing to such a truly unique theological resource.

In addition, the ANZTLA Newsletter, and now the ANZTLA EJournal is a magnificent tool to spread the word and share the knowledge gathered, especially at the annual conferences. As an open access journal, it is freely available to any and all who may be interested. And just this year, we have entered into an agreement with EBSCO to have it included in a new research database which will hopefully extend its reach even further - a very exciting achievement indeed.

Also, ANZTLA utilizes its relationships with like-minded international organizations such as ABTPAL, ATLA, BETH



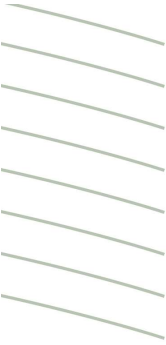
and ForATL to further the advancement of theological librarianship. Ties have never been closer, and by working together, we hope to increase the awareness of theological libraries around the world.

ANTZLA may be celebrating its 30th anniversary today, but we are not resting on our laurels. There are many possibilities just around the corner. Many other enhancements and projects are always only a short distance away.

It is the people gathering together, firstly to begin a coordinated effort to achieve national cooperation among theological and religious studies libraries; those who indexed and edited, and continue to do so, the thousands of contributions that make up ARI; those who gathered and edited AULOTS, first in print and then set it up for us all to manage cooperatively online; those who have been recognized by their peers for their significant contribution to the development of theological libraries in Australia or New Zealand in so many varied ways by being bestowed with a Trevor Zweck Award; those who have been honoured with Honorary Life Membership to ANZTLA for their outstanding and lasting contributions to theological libraries; those who have served in Board roles, ensuring our association heads in the right direction and is able to develop theological and religious libraries as best as possible; those who participate in regional chapters to continue the growth of ANZTLA locally, the support amongst colleagues and the professional development of those in the theological and religious library fields; and the numerous people over the years who have taken an aspect of ANZTLA, small as it may seem individually, and developed it into the best it could be – like the newsletter or ejournal, statistics, website management, ARI management, forum moderation, consortia organization, archives and JLSS coordinator – so many people have contributed to what ANZTLA is today and I take this opportunity to thank them all very sincerely.

For 30 years, ANZTLA has fostered the study of theology and religion by enhancing the development of theological and religious libraries and librarianship. We have often been at ‘the cutting edge of librarianship’, as Kim Robinson said many

*“For 30 Years,
ANZTLA has
fostered the study
of theology and
religion by
enhancing the
development of
theological and
religious libraries
and librarianship.”*



years ago, illustrated by the demonstration of electronic searching of databases only a few months after it was even possible in Australia. Just last year, I introduced QR codes into my library after learning about them at the 2014 Annual Conference – my faculty had never heard of them before and applauded me like I was some wiz bang tech-expert from a future age! We may take time to adopt new technologies but knowing about where the field is heading allows for planning and preparation to take place.

I am delighted that the 30th Anniversary is being celebrated here in Auckland with so many of you in attendance. I have every confidence that the future of ANZTLA will be every bit as successful and worthwhile as its very remarkable story has been so far.

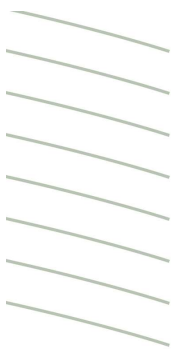
Thank you



Lightning Talk: Pretty Up Your Pictures

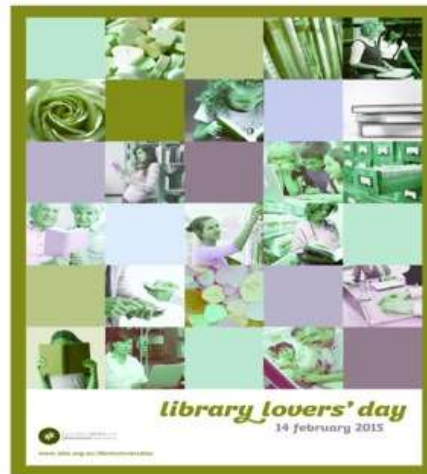
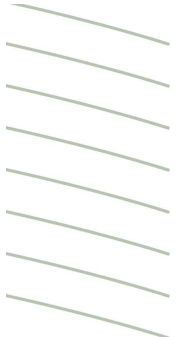
by Kerrie Stevens

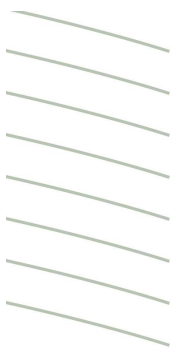




ipiccy.com





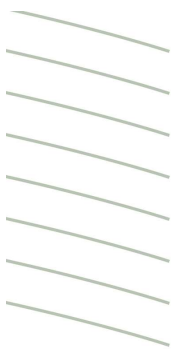


Other Photo Editing Sites



FREE:

- picmonkey.com
- pixlr.com
- befunky.com



PowToon 

PowToon

Brings Awesomeness
to Your Presentations

Create animated videos and presentations

FREE Stuff to Use 

- Ipiccy – www.ipiccy.com
- Picmonkey – www.picmonkey.com
- Pixlr – www.pixlr.com
- Be Funky – www.befunky.com
- PowToon – www.powtoon.com
- YouTube – www.youtube.com

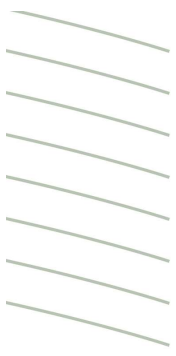


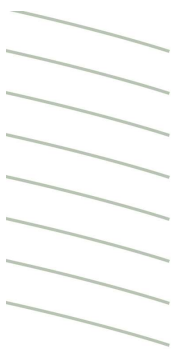
Lightning Talk: Visit to Chile

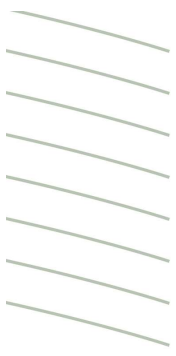
by Ruth Millard

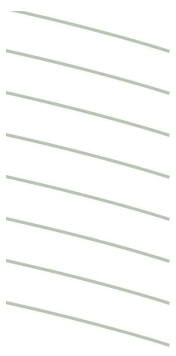
**Centro de Estudios Pastorales
(Centre for Pastoral Studies - CEP)**
Santiago, Chile, Nov-Dec 2014

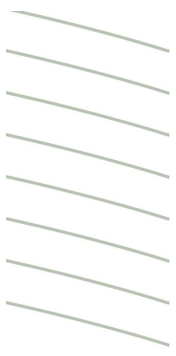
Ruth Millard
(Ridley College, Melbourne)

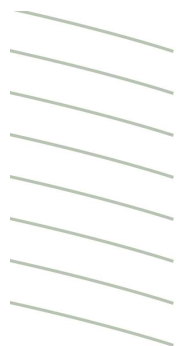


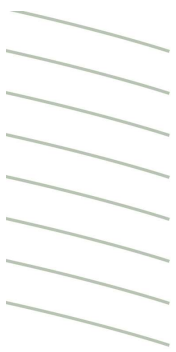


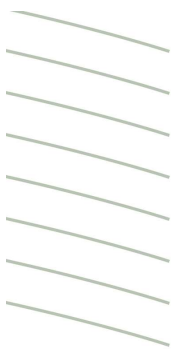


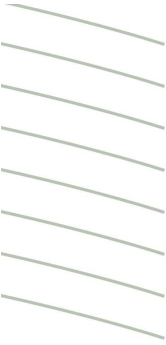












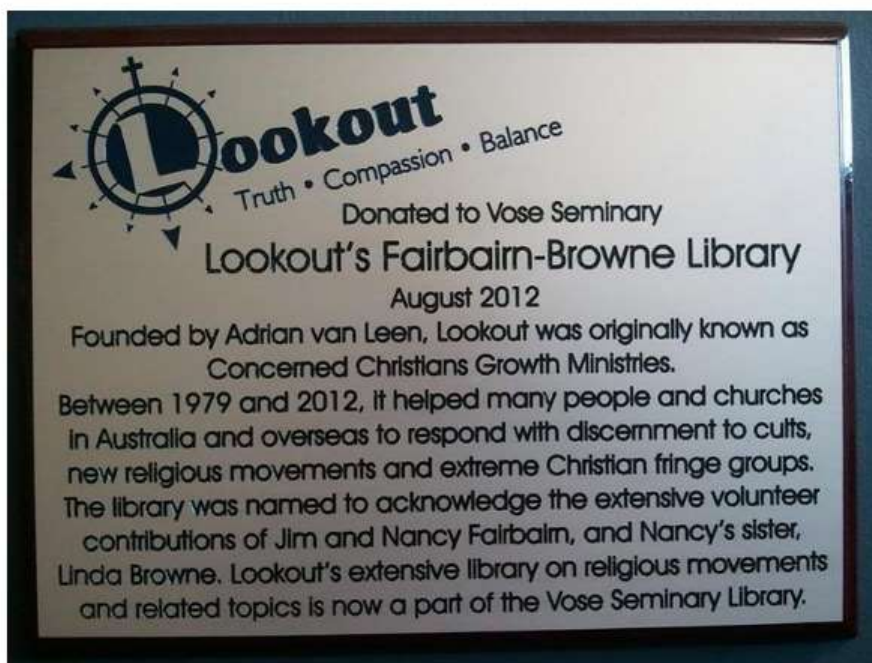
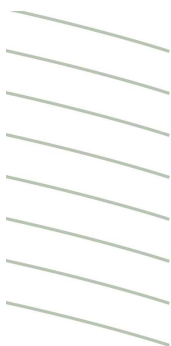
*Lightning Talk: Lookout! The
Special Collection On Religious
Movements, Sects and Cults*
By Bridget Barry

Bridget Barry

Vose Library

*Lookout!
The special collection on religious
movements, sects and cults.*

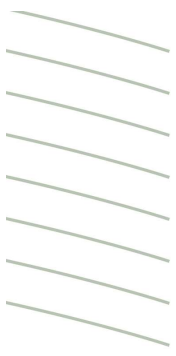




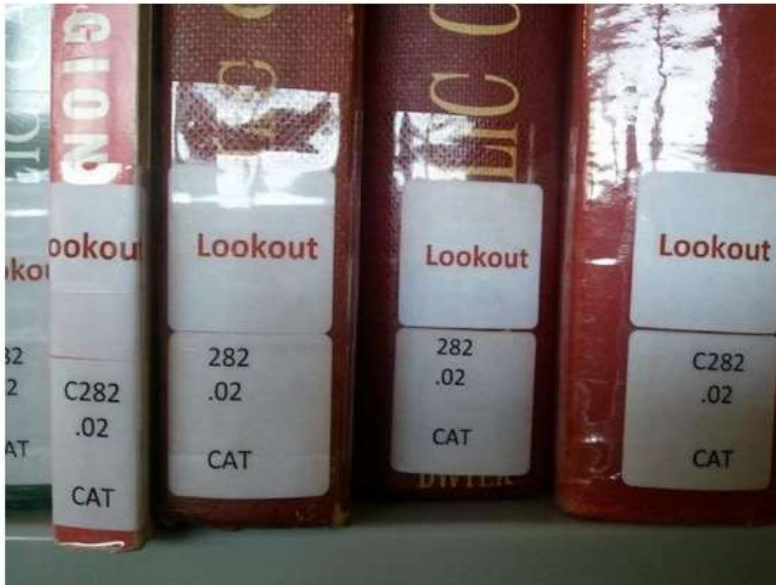
Coping with Dewey

- 02 as source material
- 04 as response material

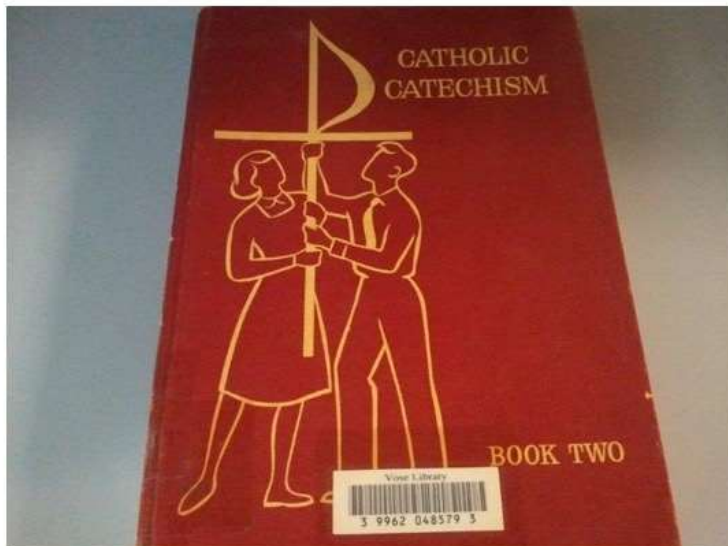


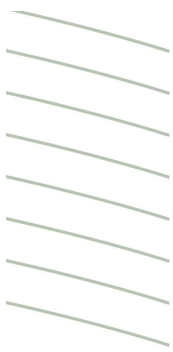


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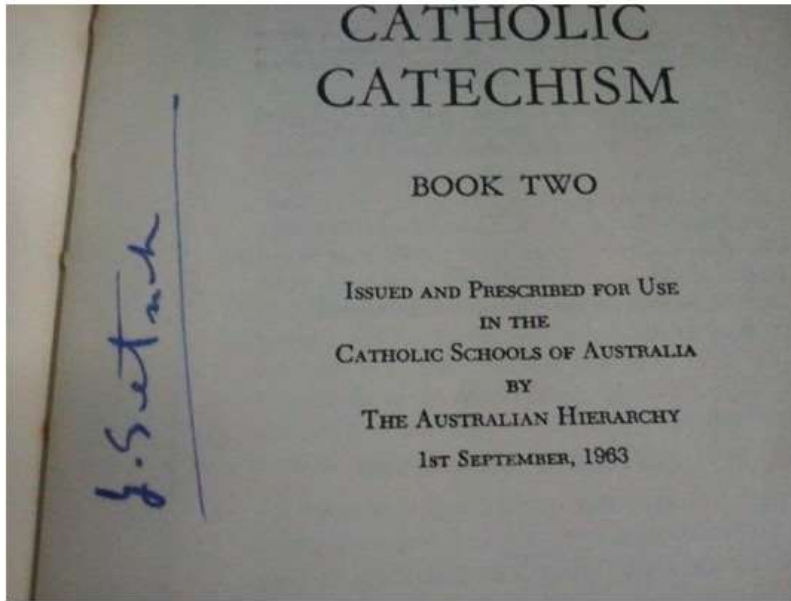


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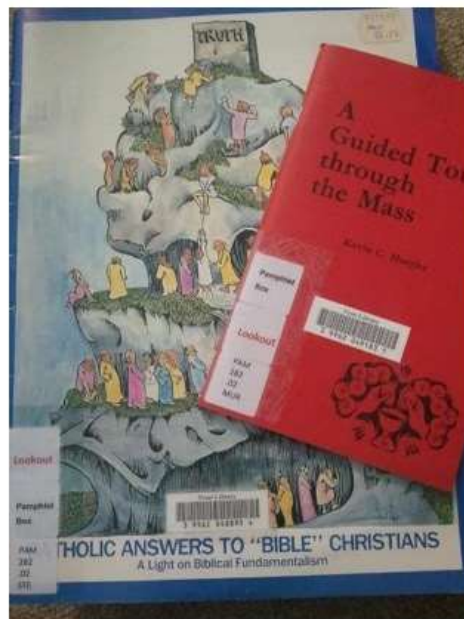


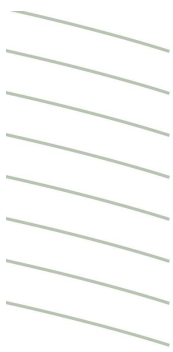


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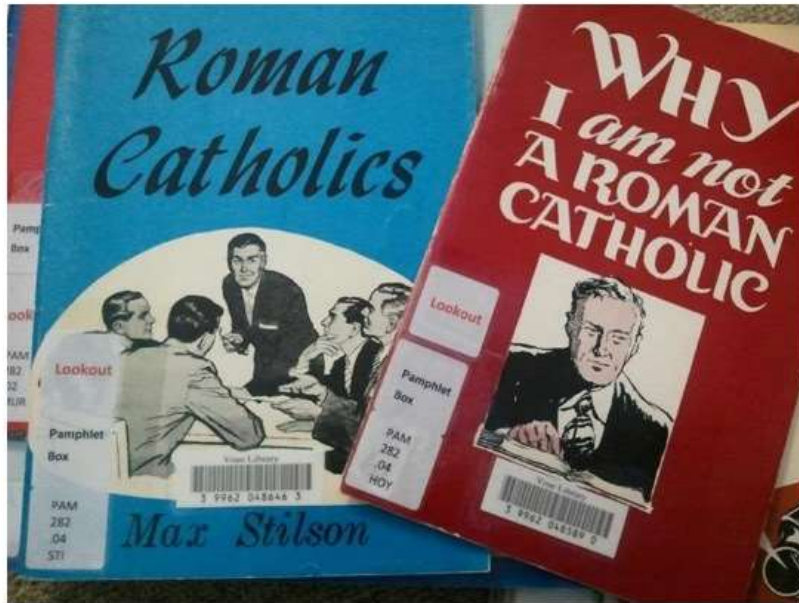


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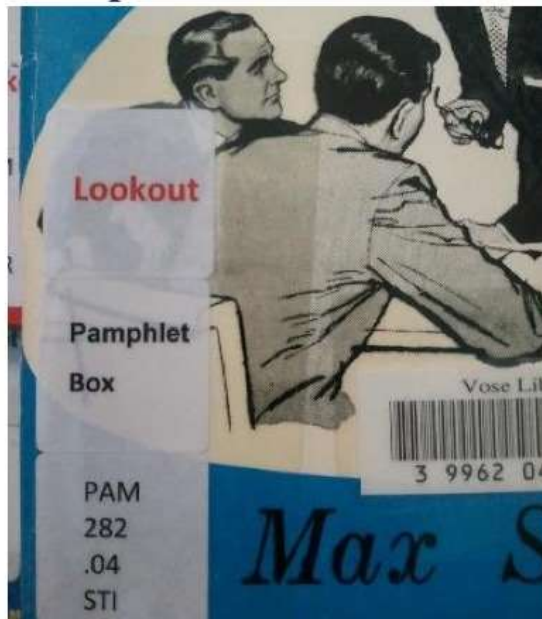


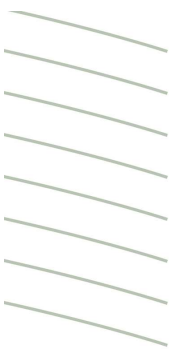


04 as response



04 as response

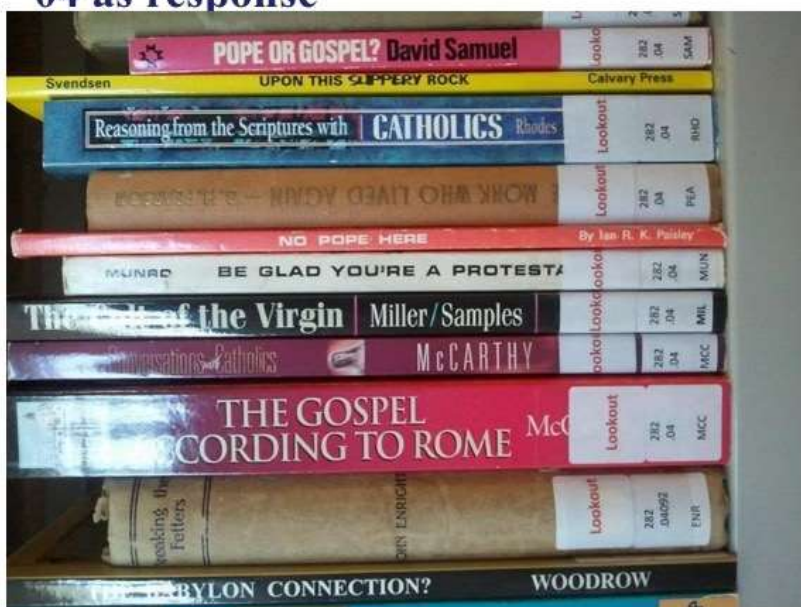




04 as response



04 as response





Lightning Talk: Reusing Books As Works Of Art

by Hayley Evers

Reusing books as works of art

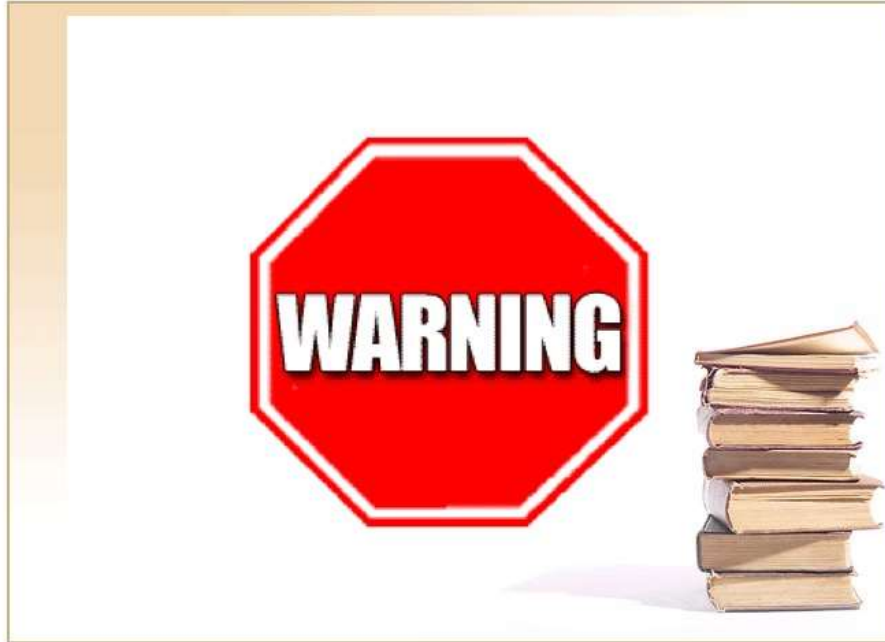
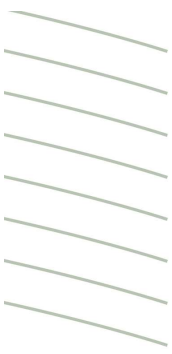
Hayley Evers

Adelaide Theological Library

ANZTLA Conference

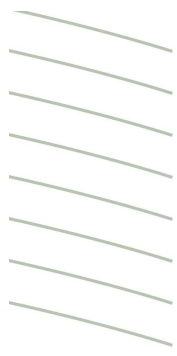
New Zealand 2015





The Repurposed Library by Lisa Occhipinti





How to make – Pleated Sculpture



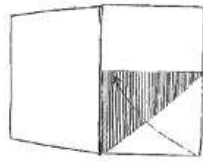
Items

- Hardcover book (Any size)
- Avoid brittle page books
- Hands
- Time



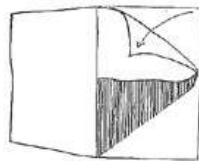
Instructions

Figure A



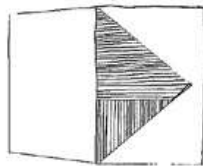
First fold

Figure B



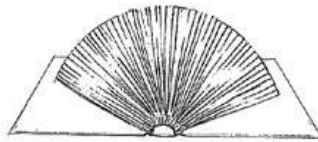
Second fold

Figure C



Two folds, overlapped

Figure D

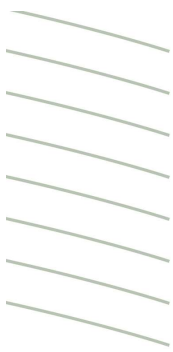


Fold all pages in book



How to make – Narrative Vase



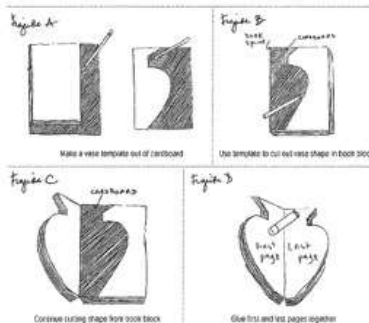
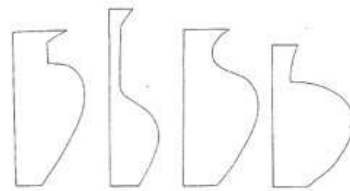


Items

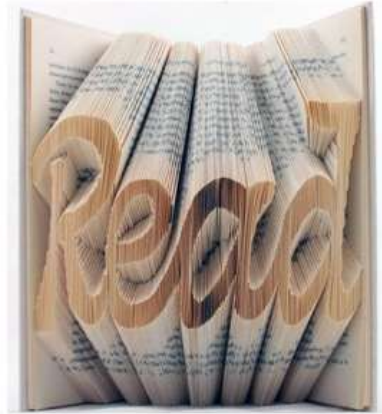
- Hardcover book (Any size)
- Avoid brittle page books
- Stanley knife
- Cardboard
- Hands
- Time



Instructions



Other examples



Source from: Just unfold and read! By Isaac Salazar
www.flickr.com/photos/bookofart

Other examples



Christmas Tree by Rosemary Hocking

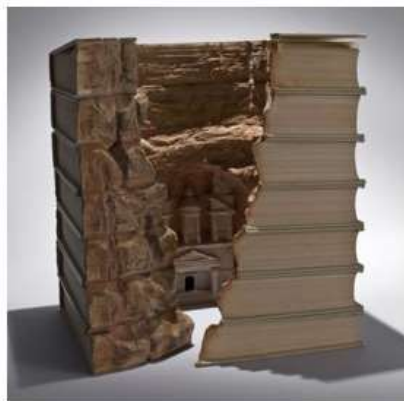
Other examples



Source from: Herder 9 by
Alexander Korzer-Robinson
An encyclopedia can become a window into an
alternate world. alexanderkorzerrobinson.co.uk



Other examples



Source from: Biblios
Guy Laramée: www.guylaramée.com



Other examples



Source from:

<http://www.vbcpsblogs.com/core/bayside-high-students-inspired-by-artist/>



Other examples



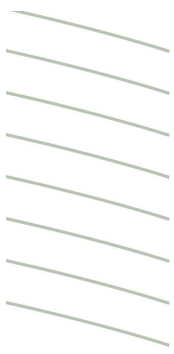
Source from: <http://afirmin.com/2012/03/08/carrying-a-grudge-will-only-make-the-journey-ahead-harder/book-art-2/>



Other examples



Source from: <http://www.sparkyhub.com/mind-blowing-artworks-using-books/>

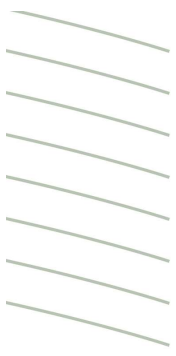


Theological Needs of the General Tertiary Library

by Peter Lineham

The Theological Needs of the General Academic Library

Professor Peter Lineham
Massey University
ANZTLA Conference 18 July



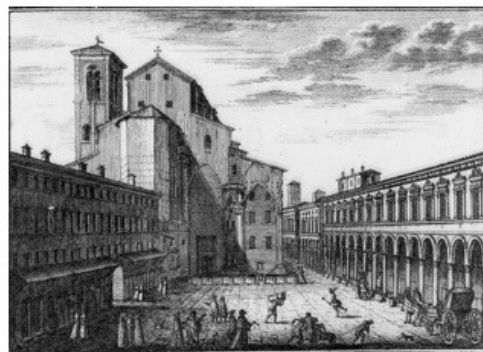
Blissful Ignorance

- Widespread ignorance that there even is a discipline of theology
- Determination to keep the church out of the academy
- Reluctance even with religious studies



The Modern Academy

- The western universities were based around theology and other crafts
- Some universities which grew out of theological institutions (Harvard, Princeton, Yale)



University of Bologna

The Secular Tradition

- Enlightenment hopes and fears
- Creating secular institutions
- Religious colleges and their issues



Debate between state and church over education in France 1904

Australian and New Zealand Universities

- Secular traditions of various kinds
- Chaplains in the secular university
- Theology in the secular institution
- Religious Studies in the secular institution



Bible in Schools supporters try to intimidate government, Observer 5/10/1912 p. 12



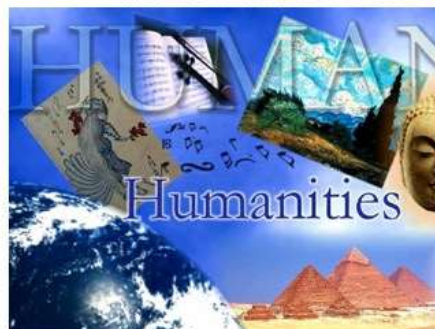
Vocational Pressures

- Huge increases in tertiary enrolments
- Strong pressure from government towards applied degrees
- Traditional degrees in search of relevance



Critical Losses

- Problems for research
 - Basic knowledge
 - Specialist sources
- Problems for students
- Religious Studies and Theology
- History and Theology
- English and Theology
- Philosophy and Theology



Beyond Laments

- There are good reasons to lament the loss of knowledge
- Advocates within faculties need to be given a voice
- Bible as Literature papers



Needs of History Students

- Historical theology
- Biblical knowledge
- Understanding of the church
- Understanding of critical schisms in the church
- Understanding that religion is important





Biblical Studies

- This is the most difficult area for libraries
- Scholarly English language commentary sets
- Historical commentaries



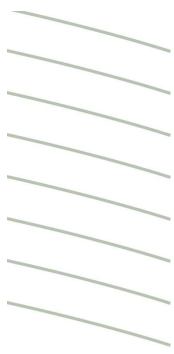
Matthew, from Charlemagne's Gospel Book, 800

Church History and General History

- Strong church history stock is needed
- Key journals (JEcch, JRH, Church History)
- Specialist journals
- World church historical perspectives

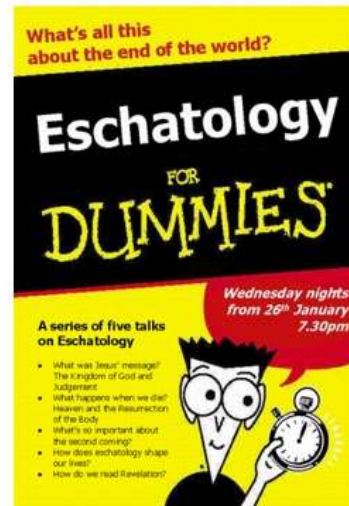


The Jesuits in China, by Kircher



Theological Needs

- Abysmal range of resources
- Handbooks and Encyclopedias
- Range of broad theories
- Catholic and Orthodox traditions
- Protestant traditions

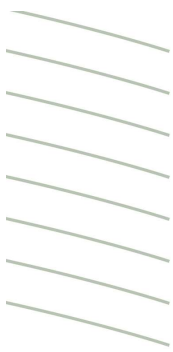


Religious Phenomenology

- Some collections build in areas of sectarianism and sociology of religion
- Demographic aspects can be developed

Concentrations of religion in northern New Zealand (2013 census)





World Religions in the Library

- Islamic commentaries, traditions, perspectives
- Jewish materials
- Buddhist materials
- Hindu traditions, scriptures, theologies



Going Solo

- My story and my solution
- This is not very practical for most





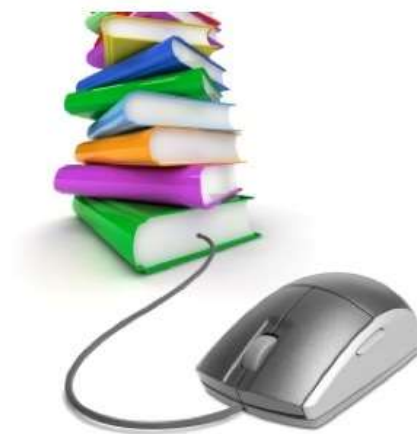
Some Solutions

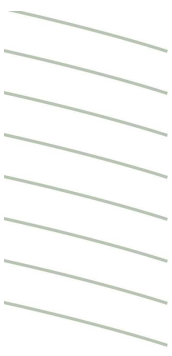
- Using seminary libraries:
 - St John’s College Library
 - Other theological libraries
- Recommending suitable “bundles” of journals



Electronic Age

- Major electronic resources are assembling fine commentary sets
 - Logos, etc
- Are these stable platforms?





Basic Resources

- Could theological librarians have recommendations for general libraries?
- Book exchanges?





Contributors

Bridget Barry has spent twenty years working as a librarian. Having found her passion to be theological libraries, she is finally attempting her MA (Theological Studies).

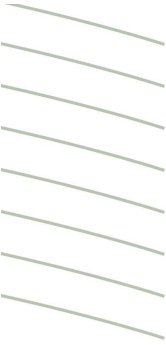
Anne Bartley is the cataloguing assistant at John Kinder Theological Library, and sometime jigsaw puzzler. Before entering the library profession, I was involved in health care and science. In my current spare time I enjoy (mostly) training for track and field and am looking forward to the Masters Games in 2017 in New Zealand.

Lily-Ann Chambers: I am a fruit salad having European, Chinese and Fijian ancestors. I live and work in Suva - the capital of Fiji, a diverse Polynesian city, and a melting pot of numerous races, cultures and traditions. I work as a library assistant at St John's, the theological college and training centre for the Anglican Diocese of Polynesia.

Stephanie Cook works as a Learning Support Services Librarian at the University of Auckland. She has 20 years' experience in libraries. She is interested in learning design, integrating information/academic literacies into the curriculum, and e-learning. She has worked on a number of projects including the development of an online academic integrity course and MOOC.

Hayley Eyers completed her Diploma in Library and Information Studies at TAFE SA in 2007. She currently juggles two part-time library jobs. Hayley works as the library technician at the Adelaide Theological Library (2010 -). Hayley also works as a library technician at the Tea Tree Gully TAFE SA Library (2008 -). Hayley is currently the ANZTLA SA Chapter secretary. Hayley's interests outside the library world are hummingbirds, butterflies, beading, crafts, kickboxing, and much more. Hayley and her husband Steve have recently celebrated their 1st wedding anniversary in Paris at the Eiffel Tower in April. Hayley is hoping sometime in the future to open an online handmade craft business through the website Etsy.

Lyndelle Gunton is the Learning and Teaching Librarian at Trinity Theological Library. Lyndelle has 17 years of experience as an academic librarian. She has experience in teaching and learning in blended learning programs at the Queensland University of Technology. In addition to



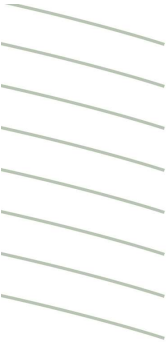
supporting the information needs of Trinity College Queensland and the wider church community, Lyndelle is working with the team to develop the College's blended learning program, focusing on the creation and delivery of education through the College's online learning platform, Trinity OLE (Online Learning Environment). Her research interests focus on community information literacy and information experience in church and religious communities.

Anne Jackman is currently the Director of the Presbyterian Research Centre, the library and archive for the Presbyterian Church of Aotearoa New Zealand, a position that arose out of the amalgamation of the Hewitson Library and Presbyterian Archives in 2013. Her background is mainly in libraries with a 'special' focus, and has ranged from a Science Library, a Mental Health collection, and most recently Dunedin's Hocken Collections for twelve years, as well as more general university and public libraries.

Anna Lagos is the Learning and Teaching Librarian at Trinity Theological Library. Anna is a newly qualified librarian, but brings her background in IT, project management and training to the role of Learning and Teaching Librarian. In addition to supporting the information needs of Trinity College Queensland and the wider church community, Anna is working with the team to develop the College's blended learning program, focusing on the creation and delivery of education through the College's online learning platform, Trinity OLE (Online Learning Environment).

Peter Lineham is Professor of History at Massey University. Peter's most recent book is *Destiny: the Life and Times of a Self-made Apostle* (Penguin Books, 2013). He is currently engaged in various projects on new religious movements in New Zealand, and on Brethren, Protestant, Evangelical and Anglican history. He chairs the University Library Committee.

Bill Macnaught is the National Librarian of the National Library of New Zealand. Prior to this role, Bill was Manager of Puke Ariki, New Plymouth and Director, Libraries and Arts and then Head of Cultural Development at Gateshead Council in the north of England. He was awarded a CBE in the UK for services to public libraries and cultural life. He was Chair of the UK Advisory Council on Libraries and was a visiting Professor (Librarianship) at the University of Northumbria. In his early years in New Zealand Bill led a multidisciplinary team at Puke Ariki – the flagship library, museum and visitor information centre in Taranaki. In 2006 he was appointed as Commissioner on the Library and Information and Advisory Commission (LIAC) advising the Minister for the National Library. He has held the offices of Chair of the Association of Public Library Managers and the Deputy Chair of Museums Aotearoa. Bill was a founder member of the Governance Group for the Aotearoa People's Network Kaharoa programme which was inspired by a



UK project in which he was involved. He initiated the discussions that led to the National Library supporting the current Kōtui project, designed to deliver better value for public libraries through the collective procurement of library management IT services. Following the integration of the National Library of New Zealand and Archives New Zealand with the Department of Internal Affairs, Bill Macnaught was appointed National Librarian in 2011. He says his key challenge is to ensure that New Zealand is a leader in the development of 21st century libraries.

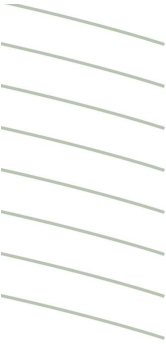
Beverley McKenzie lives and works in the city of Upper Hutt a suburb of Wellington, New Zealand. She is married with three adult children and four grand-children. She is the sole librarian at the Salvation Army's Booth College of Mission in Upper Hutt, where she has worked for over 27 years. In that time she has built up the library from a small collection of around 9,000 books to today's collection of over 19,000 items. It is recognised as the largest theological library in the lower North Island. During her working years Beverley has gained the New Zealand Library Studies Certificate; the Diploma of Information and Library Studies; the Diploma of Biblical Studies, and is a registered member of the Library and Information Profession of Aotearoa, New Zealand.

Ruth Millard is the College Librarian at Ridley College, Parkville, Vic. since 1992.

Ksenija Obradovic has worked in libraries since 1983. Currently she is Associate University Librarian (Collections) at the University of Auckland. Her interests revolve around electronic resources in libraries and making best use of new technologies, resources and applications. She is a member of several national and international committees, including the LIANZA Committee on Digital Content and e-Lending, and the OCLC RLP Metadata Managers Focus Group.

Stephanie Reid works in Learning Support Services in Libraries and Learning Services at the University of Auckland, where she is course co-ordinator for the Academic Integrity course. She has been involved in various elearning initiatives including the development of the Academic Integrity MOOC in partnership with FutureLearn. She is interested in elearning pedagogies and technologies and their uptake in the tertiary sector. She is currently studying towards a Post Graduate Diploma in Education (eLearning) through Massey University.

Tamari Sasau: This introduction will take into consideration the traditional roles and ties that is practiced and recognised in the Republic of the Fiji Islands. For indigenous I-Taukei, we have our own traditional roles, such as kingmaker,



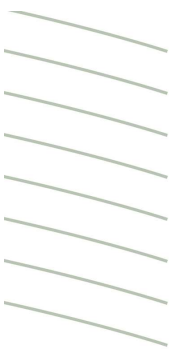
fishermen, chief, chief spokesperson, warriors etc. We are also unique in the way we identify ourselves with different animals, birds, food, plant which we traditional walk and talk about with pride when given the opportunity. Historically these connection shows up in our upbringing and also how we live, communicate and enjoy our lives and health. In a Fijian (I-Taukei) context, when an individual introduces him or herself, it will be a shame if he does not know his traditional ties, roles, plant etc. So in line with this, I will be introducing myself. Fiji is divided into three traditional constituencies – Kubuna, Tovata and Burebasaga. There are 14 provinces within the Republic and each Province has a unique traditional tie which strengthens the historical relation between the province concerned, such as traditional rival where a member of one of the province can use language and vocabularies to the other, which can be demeaning to another province. We are known by our paternal ties. Having said that:

Name: Tamari Curubula Sasau | Date of birth: 27th May 1980 | Village: Nukunuku village, Lakeba District, Lau Province, from the Tovata Constituency. Maternal link: Makadru, Matuku, Lau, also from the Tovata Constituency | Traditional role: King maker (Sau Turaga) | Tribal bird: Lulu (Owl) | Tribal fish: Nuqa (Rabbit fish). Traditional plant: Drala.

Kerrie Stevens has been College Librarian at Harvest Bible College since 2003. Kerrie is also the President, Statistician and Thesis Indexer of ANZTLA and is addicted to cross-stitch, Diet Coke and chocolate.

Nica Tsakmakis is a Liaison Librarian for Theology and Philosophy and Education at the Australian Catholic University, Brisbane campus. Having studied rare books and print culture as part of her MLIS she has had experience with digitization of early Canadian manuscripts. Digitization and ebooks are of great interest to her because of the greater access to both contemporary and historical works allowed by electronic access.

Sarah Zaku: Bishop Patteson Theological College, Solomon Islands
Ozsarahama@gmail.com | Nationality: Solomon Islander (Melanesian) | Age: 29
Occupation: Assistant Librarian in Bishop Patteson Theological College, Kohimarama, Solomon Islands | Hobbies: Gardening | Interests: Working, sightseeing (travelling), doing volunteering work, spending time with family and friends. I grew up in a strong Christian family where my Dad is an Anglican Priest and my Mum is a Methodist but I was really lucky to have the most understanding parents. In Melanesian culture we have so many traditions and cultures that most of them are very taboo for women but my parents always supportive in my own decision making. I have 2 siblings. I am the second oldest



in the family. My teenage years were in New Zealand, I did my high school in Selwyn College Auckland. New Zealand was like a second home to me.