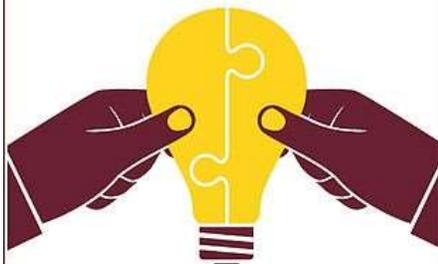


The ANZTLA **E**Journal

Australian and New Zealand Theological Library Association  No. 21 (2018)

CONNECTING

People, Ideas, Learning



The history of ANZTLA Conferences is a long and very interesting one. Brisbane hosted the 33rd Annual Conference 11-14th July, 2018 with the theme of **CONNECTING: People, Ideas, Learning**.

Using a book dust jacket as the promotional flier for the conference, attendees were invited to help write the 33rd chapter in the history of ANZTLA Conferences - that history has now been written and the papers presented are contained herein for your enjoyment. Despite Philip Harvey's assertion that his somewhat traditional conference summary is not 'serious academic material', it nonetheless provides an interesting reflection on the conference overall and is included in this issue of the ANZTLA EJournal for the first time!

Congratulations must be extended to the Queensland Chapter for their organization and co-ordination of another fantastic conference filled with many things for attendees to take away and ponder upon how to implement into their own libraries.

Kerrie Stevens, Huw Sandaver, Eve James

Editorial team

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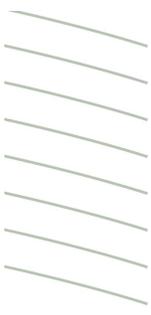
Conference Summary

Philip Harvey

Here is my informal and distinctly selective summary of ‘Connecting People, Ideas, Learning’, the 33rd conference of the Australian and New Zealand Theological Library Association (ANZTLA), held at The Women’s College, University of Queensland, St. Lucia, on the 11th-14th of July 2018. These words, which are inflected with thoughts about the passing of time, were delivered during the handover session.

We still build Dewey numbers in the time-honoured way, though the Dewey books themselves are being phased out in favour of online schedules. Does anyone use Web Dewey? A head count showed: not a lot and more for reference than the classification numbers. Kim Robinson (Mary Andrews College, Sydney) claimed a record for 26 numbers after the decimal point, only to warn the Dewey-eyed cataloguers assembled that this was *too long* and *not the way to go*. How far is too far with a Dewey number? The answer seems to be, it’s up to us. We may want to stretch the number around the front cover if it suits our specialisation, or keep it as simple as possible. Some things never change.

Maria Stanton (American Theological Library Association) gave the keynote address, which reminded me of a time when ANZTLA’s relationship with ATLA was much more tenuous than today. She quoted the historian Shelby Foote: “A university is just a group of buildings gathered around a library.” We pondered this Zen koan. “Quaint pre-internet days” was how Maria described the world before say 1995. Poor articles and bad science were out there then, peer-reviewed or not, but today students swim in fake academic material. Who asks the questions about this? We do, the librarians. We step in and offer ways of challenging contemporary

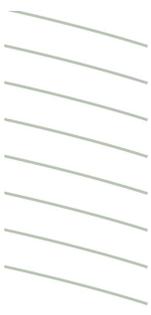


*“That’s our job:
chunky complicated
things”*

misinformation and identifying what is authentic. How to develop a thesis or an argument? The onus on us has increased to train students in these practices. Assistance with identification of copyright law issues – did I do anything like that thirty years ago? No. Open access publishing has been around for fifteen years. We need the understanding of all of this because we are the one who people come to, to sort it out. We keep learning to provide access, whatever the mode of access. Another work that Maria called “a chunky complicated thing” is the institutional repository. That’s our job: chunky complicated things. Community has always been there in our libraries, but today our ability to make community has increased to provide a special service to our schools. We support faculty and students, and while the library is physically there we can better provide our services and meet our own special objectives.

Mandy Lupton explained YouTube as an example of user-driven connected learning. Bow Drill Boy showed what he was doing and asked what he needed to know: <https://www.youtube.com/watch?v=JuFsDN8dsJU> It’s network learning that draws on the wisdom of the group. Education is something you can do for yourself. You don’t have to wait for education to come to you. Levering digital networks is what we are doing, and Bow Drill Boy did not go to the local library to lever the answer. Connected learning developed out of youth identification networking, in particular marginalised youth. In other words, this is a whole way of doing shared learning unimaginable when ANZTLA was founded.

It was affirming to be told that we are GLAM. Galleries, Libraries, Archives, Museums. We didn’t think of ourselves as GLAM back in the day, but Erin Mollenhauer (Moore College Library, Sydney) brought us up to date. Special collections are our responsibility and our pride. We must preserve, record and show off our special collections. They are an asset for our institutions and researchers. But we have to think of the future too. Time is ticking. Erin warned us that



2025 is the last chance to convert audiovisual materials. Digitisation is not itself digital preservation, Erin admonished. CDs, magic sticks and flash drives are *not* archives.

We have always lived, as librarians, with people's needs and experience of knowledge and information. It's our bread and butter. Kate Davis (Digital Life Lab, University of Southern Queensland) talked about information practice. Today we need to be aware of the holistic focus on people's complete view of the world itself and everything they encounter that impacts on study. 79% of people are living on social media much of the time; younger people even more than older people. It's mind boggling. We need to be more aware of the lived experience. I was struck by Kate's admission that social media is her office, her lounge room, her car, her everywhere and that, freakily, this is my world as well. It is a state of social interaction that pre-millennial librarians did not grow up knowing. We are invited to adapt.

It is good to know that a librarian is an evolving role. We don't want to get stuck in the past, after all! Digitisation, research data, bibliometrics, and visualisation are examples of our evolution. According to Angela Hannan and Felicity Berends (Centre for Digital Scholarship, University of Queensland Library) digital humanities gather, create, and disseminate scholarly knowledge. Theological librarians are digital humanists. We break down silos. We may shadow researchers to figure out how they collaborate. We develop projects. We use guides to text mining and text analysis by following UQ Library to Locations to Centre for Digital Scholarship, then scroll to Text Analysis Software then click the link called Text Mining and Text Analysis Guide. This is evolution. Do we have sufficiently developed foundational digital skills? If not, we may want to apply for a Digital Skills Driving License. It's never too late. After this session, the Award for Most Used Word at the ANZTLA Conference had to go to 'Digital'.

Friday morning we were reminded that of the building of libraries there is no end, contrary to the urban myth that no one uses libraries. ACU Banyo's new library extension affords magnificent views of Brisbane and is designed to accommodate more students more of the time. We also visited a workshop that can supply a library with every signage need, with no sharp edges to cut fingers or snap when dropped.

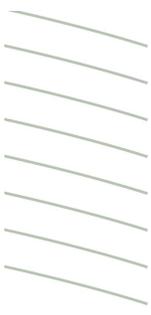
Clare Thorpe (Library Quality and Planning, University of Southern Queensland) spoke on evidence-based practice, evaluating our collections and services. This practice first took off in 1997, so even though it was going on before then, it is now part of library life. Clare's library is the first in Australia with a staff member dedicated entirely to this one job. It is about making librarians great, she said. We have to be advocates for our libraries, so we need a backpack of evidence, ideas, and statistics. This is not about "how good are we!", but about how good are we in serving our users. This has remained true through time, we are there for others.



I doubt if a session on LGBTQI would have been feasible in the early days of ANZTLA, not least because the terms were neither subtly defined nor common language. Time-wise, it is significant that liberation, black, and feminist theology – already familiar to our libraries then – have informed the methodology of queer theology. Mark Hangartner (Subject Librarian, University of Auckland) skilfully demonstrated how a librarian reads, appreciates and utilises online bibliographies and databases.

Susan Thomas, Eve James, Stephen Morton, Jill Walker, Annette McGrath, Kelly Dann, and Elizabeth Greentree were this year's conference organizing committee. We are thankful to them for putting on this marvellous conference. Those with long memories will remember the first Brisbane conference held at what was then Pius XII Seminary in Banyo, today the site of Australian Catholic University Banyo and St Paul's Theological College. It is a sign of the passing of time that one of the members of the organizing committee of that conference, Carolyn Willadsen, reserved a seat at this year's conference dinner here at Women's College, but did not show, for what has been explained diplomatically as a senior's moment. Which only goes to show, it can happen to the best of us.

Originally published on the author's blog and reprinted here with permission.



It's a Wonderful Library!

Maria Stanton





Shelby Foote

“A university is just a group of buildings gathered around a library.”

Information Literacy

Critical Evaluation of Resources

NAUTILUS | ISSUES TOPICS BLOG NEWSLETTER | STORE PRIME

Why Fake Data When You Can Fake a Scientist?

Making up names and CVs is one of the latest tricks to game scientific metrics.

<http://nautilus.us/issue/42/fakes/why-fake-data-when-you-can-fake-a-scientist>

Shortcuts
Peer review and scientific publishing

How computer-generated fake papers are flooding academia

More and more academic papers that are essentially gobbledegook are being written by computer programs - and accepted at conferences

◆ Higgs would not have found his boson in today's publish-or-perish research culture

Ian Sample
@iansample
Wed 26 Feb 2014 14:00 EST
20,607 242

<https://www.theguardian.com/technology/shortcuts/2014/feb/26/how-computer-generated-fake-papers-flooding-academia>

Manchester University Library's award winning "My Learning Essentials"

Critical appraisal

This resource explores the process of critically appraising research papers, focusing on these areas:

- 1. WHAT** (is critical appraisal?)
- 2. WHERE** (do I need to look?)
- 3. TYPES** (of study design)
- 4. WHAT** (do I need to look for?)

Chat is offline.
Have you got a burning question that you need a quick answer to?

Something like:

- How can I structure my literature review?
- Can you recommend a strategy for taking notes?
- Which databases are useful for my subject and how do I use them?
- Where can I find help on referencing?

We can help.

The My Learning Essentials drop-in gives you the opportunity to ask that question and find a solution. If we can't answer your question, we'll find someone who can.

These are quick informal sessions, there's no need to book. They can get busy though (especially at the beginning of semester) so you may have to wait a little while, but we'll answer your question as soon as possible.

We aim to answer as many queries as we can in the allocated hour. If you have a complex question that we can't answer quickly, we'll get back to you after the session with a comprehensive response.

The drop-in is open to all University of Manchester staff and students.

<http://www.library.manchester.ac.uk/using-the-library/students/training-and-skills-support/my-learning-essentials/>



Similar Projects at other Institutions

How to: Why use the Internet?

Using the Internet
CSU Library · 1 / 5

- How to use the internet for research CSU Library 3:39
- How to use Google Search CSU Library 2:33
- How to use Wikipedia wisely CSU Library 1:56
- How to evaluate internet sources CSU Library 3:42
- Using Google Scholar with CSU Library CSU Library 1:53

<https://www.youtube.com/channel/UCJcPawYESCX4ZmBWAj5uS2A>

<https://www.library.auckland.ac.nz/services/student-learning>

University Library Canvas Hours English Te Reo

Libraries and Learning Services

Help Study Research Teach About Contacts Sign in

University Home Library Services Student Learning Services Learning Advisers Learning advice

Learning advice

Develop effective academic skills to meet the demands of your studies.

Borrowing and requesting

- IT essentials
- Research support
- Student Learning Services
- Undergraduate resources and workshops
- Te Kōi Māori: Māori and Pacific students
- English Language Enrichment (ELE)
- Learning Advisers
- Postgraduate resources and workshops
- Learning disabilities students
- About us

Learn online

- Access a range of [study skills](#) resources.

Attend a workshop

- Learn new skills in a peer setting. Learning Advisers provide a range of [undergraduate](#) and [postgraduate](#) workshops.

Request an advisory session

If you have explored the online resources and attended workshops but still have questions about how to study, you may request an advisory session. Advisory sessions are an opportunity to work with a Learning Adviser to develop any of the following skills: reading, writing, presentations, self-management or revision and exam preparation.

If you can't find advice related to one of the following areas then please contact the staff directly:

Information Literacy

Writing and Citing

M.T.S. Thesis Writing and Research Methods Workshop

Tuesdays 9:30AM - 11:30AM | 419 Central Library

Keegan Oinski

Divinity Library, 215B
keegan.oinski@vanderbilt.edu

Bobby Smiley

Divinity Library, 215A
bobby.smiley@vanderbilt.edu

Michael Sebastian

Grad. Dept. Religion
michael.sebastian@vanderbilt.edu

Laine Walters Young

Grad. Dept. Religion
laine.walters.young@vanderbilt.edu

Course Description

This is a zero-credit course designed to guide, help, and offer a collective and collaborative sense for completing the M.T.S. thesis. Combining guided practice and workshopping, DSV 7996 will cover how to design, structure, and draft a thesis, as well as introduce academic research best practices and citation tools. Emphasis is placed on practical exercises and instruction for thesis writers, such as formulating research questions, outlining structure, and building a cogent argument for an extended paper (10K plus words/35 pages or more). Students will be "shuttle" up for the semester, and their writing partner will serve as their principal workshopping respondent and reviewer. While voluntary, students are *highly encouraged* to attend every session. Through attendance, workshopping is made possible, and community building fostered around the often solitary enterprise of thesis writing.

Course Goals and Learning Objectives

The goals of this course are to:

- Envision, draft, write, and submit a thesis on schedule with stipulated deadlines
- Recognize and accommodate the qualitative and quantitative differences in writing for a thesis
- Organize and structure an extended writing project
- Become familiar with the workshopping process and its protocols, as well as best practices around information organization

By the end of the course, you should be able to:

- Formulate research questions appropriate for a thesis project

https://schd.ws/hosted_files/ata12018/08/M.T.S.%20Thesis%20Writing%20Workshop%20Syllabus.pdf

Another example from University of Manchester

INTRODUCTION SECTION 0 of 4

Citing it right

This resource introduces the idea of **referencing** your work, focusing on these areas:

- 1 **WHAT** do I need to reference?
- 2 **WHY** do I need to reference?
- 3 **WHAT** do I need to reference?
- 4 **HOW** do I need to reference?

Please note that this resource does not include details about how to format your references in different styles.

You can find this information on the [referencing guide](#).

Click the forward arrow at the bottom of the screen to get started.

Download a PDF version.

Navigation icons: Home, Back, Forward, Search, Print, Refresh.

Copyright

What can I do with this?



Center for the Advancement of Digital Scholarship

CADS Home

- About
- Services and Resources

Contact

Center for the Advancement of Digital Scholarship
313 Hale Library
1117 Mid-Campus Drive North
Manhattan Kansas, 66506

(785) 532-7444
cads@k-state.edu



Center for the Advancement of Digital Scholarship

Connecting your scholarship to the world

About the Center

The Center for the Advancement of Digital Scholarship (CADS) leads the Libraries' scholarship communication efforts. The center engages in partnerships across campus and the community to increase the visibility and impact of research and scholarship produced at K-State. We advocate for open access and innovative discovery platforms in order to preserve and globally disseminate quality content.

Our center is committed to:

- Providing publishing opportunities to advance the dissemination of research and scholarly work.
- Promoting and enhancing education, instruction and consultation on copyright, fair use, author rights and other intellectual property issues.
- How *Prairie Press* ([2009](#)) becoming a relevant and valuable publishing alternative for open access journals, monographs and conference proceedings at the university.
- Promoting and enhancing education, instruction and consultation on open access.

Kansas State University

Using Copyrighted and Library Content

Find out how you can legally and ethically use copyrighted and library content in your academic research, instruction, essays & writings, and creative projects. Legal disclaimer: this copyright guide is meant for informational & educational purposes only.

Welcome

Know Your Librarians; We're On Your Side

Rachel Miles and Christina Geuther are here to help you with questions you may have pertaining to copyright, reuse, fair use, permissions, and licensing. This guide will help you understand how to legally and ethically reuse content in different contexts. For more specific questions, you can contact them directly.



Rachel Miles (left) is a digital scholarship librarian with a focus on copyright education at K-State Libraries. Rachel is here to help when you have questions about U.S. copyright law, fair use, Creative Commons Licensing, Open Access (OA), and permissions. She can be reached at rmiles@ksu.edu or set up a copyright consultation.

Christina Geuther (right) is the electronic resources librarian at K-State Libraries. Christina is here to help when projects need negotiation of special rights in a library license or to interpret current terms of use. She can be reached at cgeuther@ksu.edu.

Legal disclaimer: this copyright guide is not meant to offer legal advice; it is intended for informational and educational purposes only.

<http://guides.lib.k-state.edu/UsingContent>

<https://www.lib.k-state.edu/digital-scholarship>

Publishing

Challenge of Open Access

Google search: *open access publishing*

A young researcher's guide to open access publishing | Editage Insights
<https://www.editage.com/insights/a-young-researchers-guide-to-open-access-publishing> ▼
Oct 22, 2017 - This is a definitive **guide** to successful **open access publishing** for young researchers. Here's a step by step approach to help you understand ...

Open Access Publishing - Cornell University Research Guides
[guides.library.cornell.edu](https://guides.library.cornell.edu/LibGuides) · LibGuides ▼
Apr 2, 2018 - The eCommons Digital Repository is powered by DSpace and is **open** to anyone affiliated with Cornell University (faculty, staff, students, ...)

Open-Access Publishing - Guide to Scholarly Writing, Publishing, and ...
<https://shsulibraryguides.org/publish/open>
Traditional indicates a non-free (pay for access) publishing model. ... This **guide** provides a means to identify the core components of OA and how they are ...

PDF Publishing Open Access with Elsevier
https://www.elsevier.com/___data/assets/pdf_file/0020/.../openaccessbooklet_May.pdf ▼
Your **Guide To Publishing Open Access**. 3. **Publishing gold open access** with Elsevier. **WHAT IS AN OPEN ACCESS ARTICLE?** Publishing your research as an ...

Open Access Support - Open Access Resources - Guides at Penn ...
<https://guides.library.upenn.edu> > ... > Open Access Resources ▼
May 24, 2018 - The **Open Access Publication Fund** is currently fully expended, and ... will support costs according to the same **guidelines** and same limits as for ...

Open Access Publishing - A guide for authors - Open Access ...
<https://libguides.southernct.edu/openaccess/authors>
Apr 19, 2018 - The standards for choosing an **open access** journal should be the same as the standards you use for any journal. Think, Check, Submit is a ...

Publishing an OA journal - Open Access Toolkit - Guides at University ...

Institutional Repositories

Making the research of the institutional discoverable by the world!



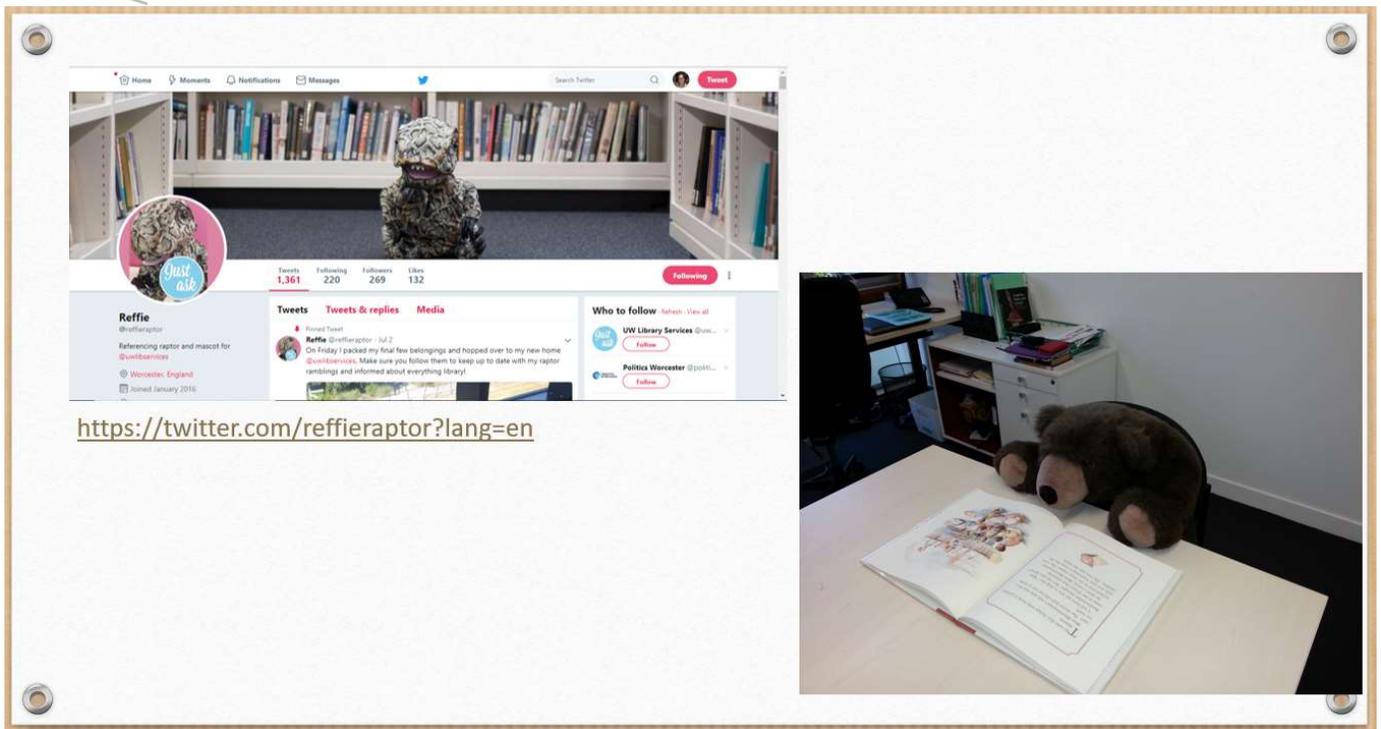
<https://spark.parkland.edu/>



<https://scholarworks.bellarmine.edu/>

Community

De-stress and engage



<https://twitter.com/reffiraptor?lang=en>

Shelby Foote

“A university is just a group of buildings gathered around a library.”



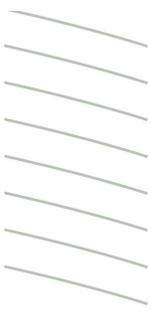
Thank you!

Maria Stanton

Director of Production

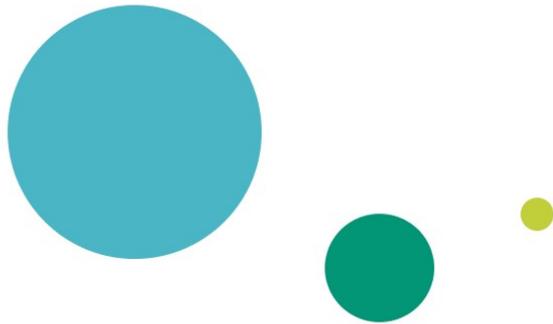
Tel: 312.775.9420

mstanton@atla.com



Connected Learning

Dr Mandy Lupton



connected learning

Dr Mandy Lupton

Coordinator – Master of Education (teacher-librarianship) QUT

@LuptonMandy

mandy.lupton@qut.edu.au

<https://teachinginthewild.wordpress.com/>



help with bowdrill set
30,440 views 51 likes 6 comments SHARE

N Nelson Smith
Published on 21 Feb 2009 **SUBSCRIBE 18**

Looking for help. (uploaded previously)

Category **How-to & Style**

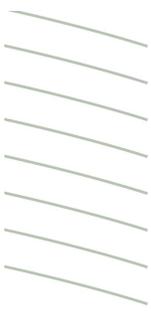
Licence **Standard YouTube Licence**

82 Comments SORT BY

<https://youtu.be/JuFsDN8dsJU>

'We need to move beyond the idea that an education is something that is provided for us, and toward the idea that an education is something that we create for ourselves.'

Downes, S (2011) A world to change.
http://www.huffingtonpost.com/stephen-downes/a-world-to-change_b_762738.html



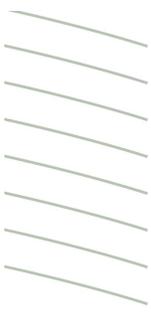
user-generated learning

“Learning acquired through active curation, reflection, and contribution to a self-selected collaborative space.”

Swanson, Kristen (2013) Professional Learning in the digital age. Routledge: New York p. 5

connected learning
is...

...a way of learning, underpinned by
networked learning & connectivism

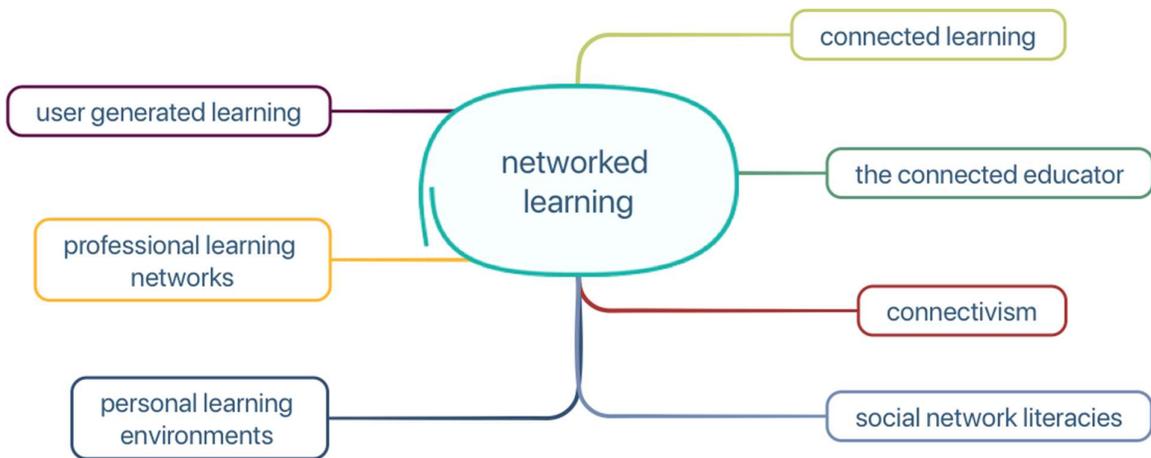


teaching & learning approach

formal curriculum & pedagogy

informal, user-driven learning

informal professional learning





networked learning

analogue to digital
tethered to mobile
isolated to connected
generic to personal
consumption to creation
closed systems to open systems

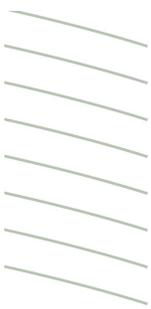
Richardson, W. & Mancabelli, R. (2011) *Personal learning networks: Using the power of connections to transform education*. Solution Tree Press: [Bloomington IN](#)

network literacy is...

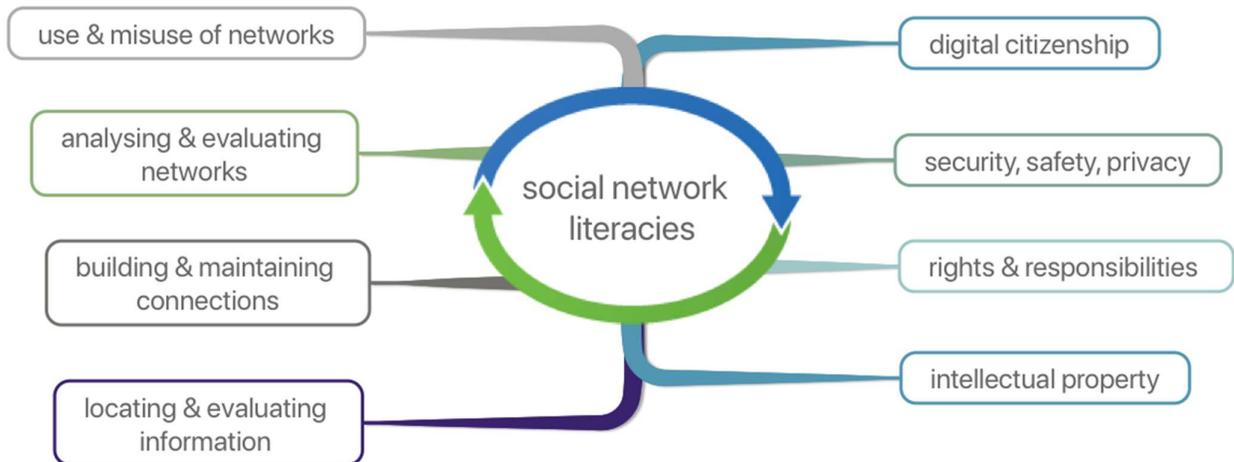
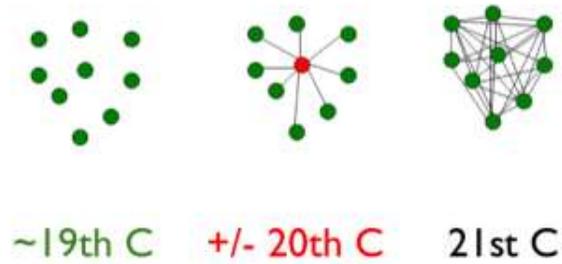
...an active mode of literacy through which individuals can shape their networks at the same time as they are shaped by them, building up social connections, extending social capital, diffusing ideas, accessing supporters and collaborators, and using these benefits for personal or collective advancement, or both...

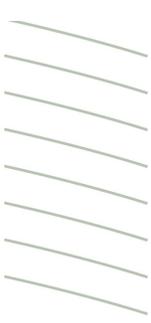
...network literacy involves learning about networks as well as learning through them.

[Pegrum, M.](#) (2010). 'I link, therefore I am': Network literacy as a core digital literacy. *E-learning and Digital Media*, 7(4), 346-354. p. 438-349



Work: Artisans - Hierarchies - Networks





connectivism

learning occurs through connections between people, sources & the network

learning involves cultivating and nurturing the network

learning occurs through seeing connections between fields, ideas & concepts

learning depends on a diversity of opinions and currency of information

Siemens, George (2005) Connectivism: A Learning Theory for the Digital Age. *International Journal of Instructional Technology & Distance Learning* (2)1 http://www.itdl.org/journal/jan_05/article01.htm



CONNECTED LEARNING

an agenda for
**RESEARCH AND
DESIGN**

A research synthesis
report of the
Connected Learning
Research Network

Written by:

Mizuko Ito
Kris Gutiérrez
Sonia Livingstone
Bill Penuel
Jean Rhodes
Katie Salen
Juliet Schor
Julian Sefton-Green
S. Craig Watkins

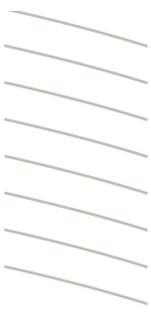
With contributions
from:

Shaondell Black
Neta Kliger-Vilenchik
Dilan Mahendran
C.J. Pascoe
Sangita Shresthova

The Digital Media and Learning
Research Hub Reports on
Connected Learning

2012

<https://dmlhub.net/publications/connected-learning-agenda-for-research-and-design/>



‘**Connected learning** also draws from educational efforts that value and elevate the culture and identity of non-dominant children and youth. These include youth development and media programs, culturally relevant education, and civic and participatory learning that draws from and supports the interests and voices of diverse youth and their communities.’ (p. 33)

https://dmlhub.net/wp-content/uploads/files/Connected_Learning_report.pdf

‘**Connected learning** is realized when a young person is able to pursue a personal interest or passion with the support of friends and caring adults, and is in turn able to link this learning and interest to academic achievement, career success or civic engagement.’ (p. 4)

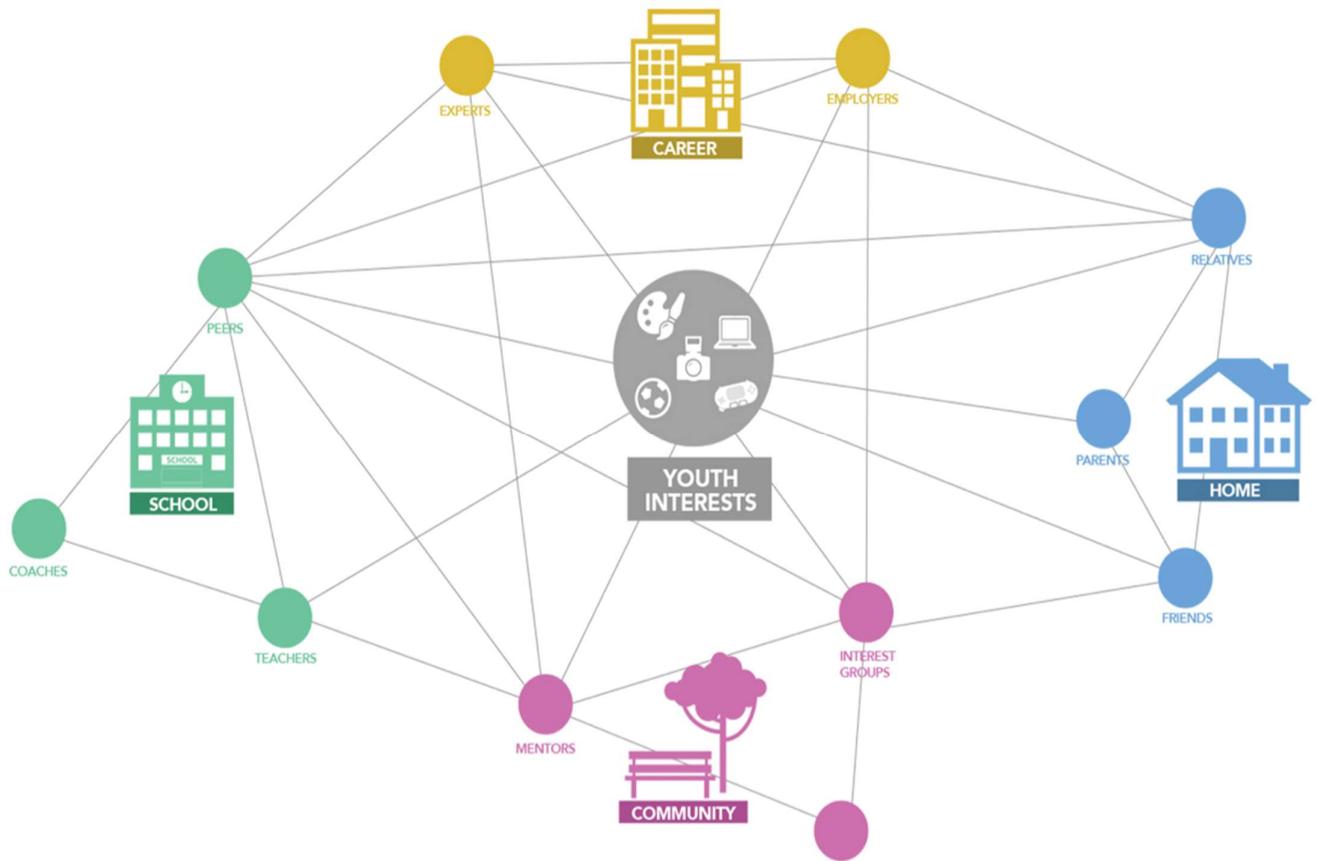
https://dmlhub.net/wp-content/uploads/files/Connected_Learning_report.pdf

The screenshot shows the 'dml RESEARCH HUB' website. The navigation bar includes links for RESEARCH, INITIATIVES, PEOPLE, PRESENTATIONS, PUBLICATIONS, NEWSROOM, and CONFERENCE. A search bar is located on the right. The main content area is titled 'Publications' and features a sidebar with categories: All, Book Series & Articles, Reports, and Working Papers. Two publications are highlighted:

- From Good Intentions to Real Outcomes: Equity by Design in Learning Technologies**
Date: Oct 30, 2017
By: Justin Reich and Mizuko Ito Mimi Ito Justin Reich
Logos: Amazon, Barnes & Noble, Kobo
- By Any Media Necessary: The New Activism of American Youth**
Date: May 1, 2016
By: Henry Jenkins, Sangita Shresthova, Liana Gamber-Thompson, Neta Kigler-Vlenchik and Arel Zimmerman
Logos: Amazon, Barnes & Noble, Kobo

<https://dmlhub.net/publications/>





<https://clalliance.org/why-connected-learning/>

CONNECTED Learning

EQUITABLE, SOCIAL, AND PARTICIPATORY

Connected learning is a model of learning that holds out the possibility of reimagining the experience of education in the information age. It draws on the power of today's technology to fuse young people's interests, friendships, and academic achievement through experiences laced with hands-on production, shared purpose, and open networks.

PRODUCTION CENTERED

Connected learning prizes the learning that comes from **actively producing, creating, experimenting, and designing**, because it promotes skills and dispositions for lifelong learning, and for making meaningful contributions to today's rapidly changing work and social conditions.

INTERESTS

Interests foster the drive to gain knowledge and expertise. Research has repeatedly shown that when the topic is personally interesting and relevant, learners achieve much higher-order learning outcomes. Connected learning views interests and passions that are developed in a social context as essential elements.

SHARED PURPOSE

Today's social media and web-based communities provide unprecedented opportunities for caring adults, teachers, parents, learners, and their peers to share interests and contribute to a common purpose. The potential of **cross-generational learning and connection** unfolds when centered on common goals.

PEER CULTURE

Connected learning thrives in a socially meaningful and knowledge-rich ecology of ongoing participation, self-expression, and recognition. In their everyday exchanges with peers and friends, young people fluidly contribute, share and give feedback. Powered with possibilities made available by today's social media, this peer culture can produce learning that's engaging and powerful.

OPENLY NETWORKED

Connected learning environments **link learning in school, home, and community**, because learners achieve best when their learning is reinforced and supported in multiple settings. Online platforms can make learning resources abundant, accessible, and visible across all learner settings.

ACADEMIC

Connected learning recognizes the importance of academic success for intellectual growth and as an avenue towards economic and political opportunity. When academic studies and institutions draw from and connect to young people's peer culture, communities, and interest-driven pursuits, learners flourish and realize their true potential.



ACTIVE RELEVANT REAL-WORLD EFFECTIVE HANDS-ON
NETWORKED INNOVATIVE PERSONAL TRANSFORMATIVE

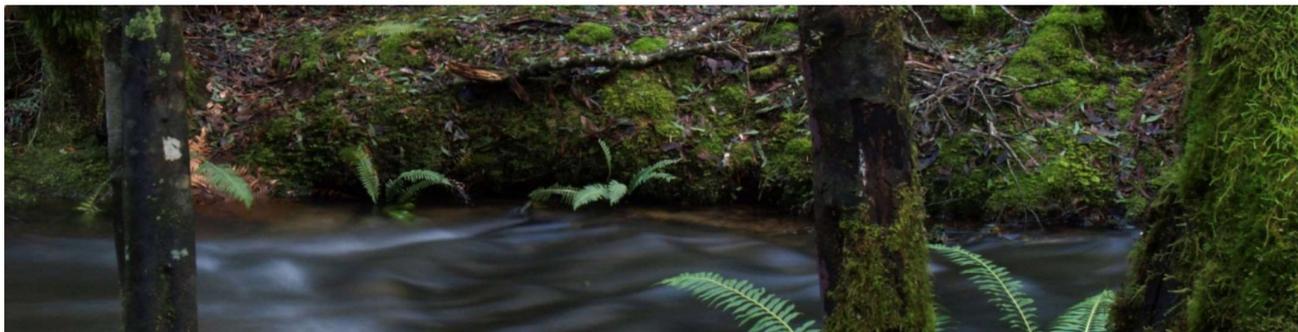
XPLANATIONS ©2012 EduPro Group

<https://clalliance.org/resources/connected-learning-infographic/>



TEACHING IN THE WILD

connected learning in higher education



about

CATEGORIES

- o art of teaching
- o assessment
- o connected learning
- o digital identity
- o higher education
- o humanmoooc
- o modularised learning
- o online learning
- o personalised learning
- o personalized learning
- o social media
- o student engagement
- o teaching online
- o Uncategorized

CONNECTED LEARNING QUADRANT MODEL

January 16, 2015 · by mandylupton · in connected learning, higher education, teaching online. · Edit

Connected learning in higher education involves **connecting learners, experts, networks and information in open systems**. A rationale for connected learning in higher education is exemplified in the predictions of the **2014 Higher Education Horizon Report**. It is seen in the ubiquity of social media for developing learning communities and for content creation, interaction, engagement, sharing and curating. It is seen in the development of more sophisticated approaches to online and blended learning, and in the use of learning analytics and adaptive learning capabilities.

FOLLOW BLOG VIA EMAIL

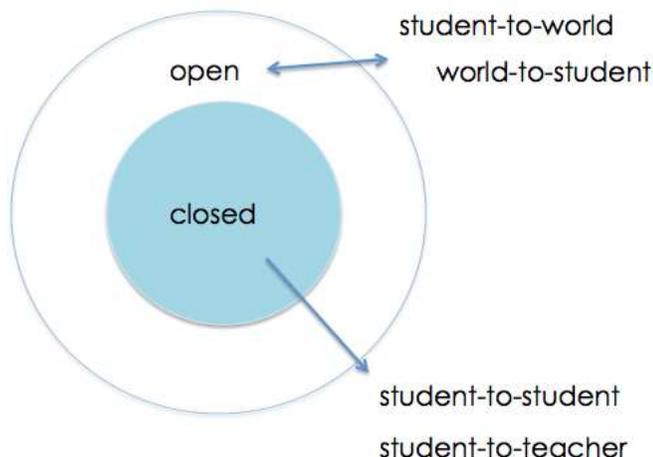
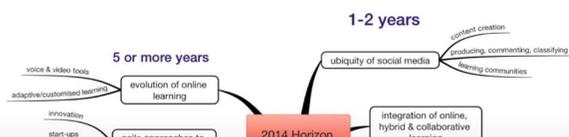
Click to follow this blog and receive notifications of new posts by email.

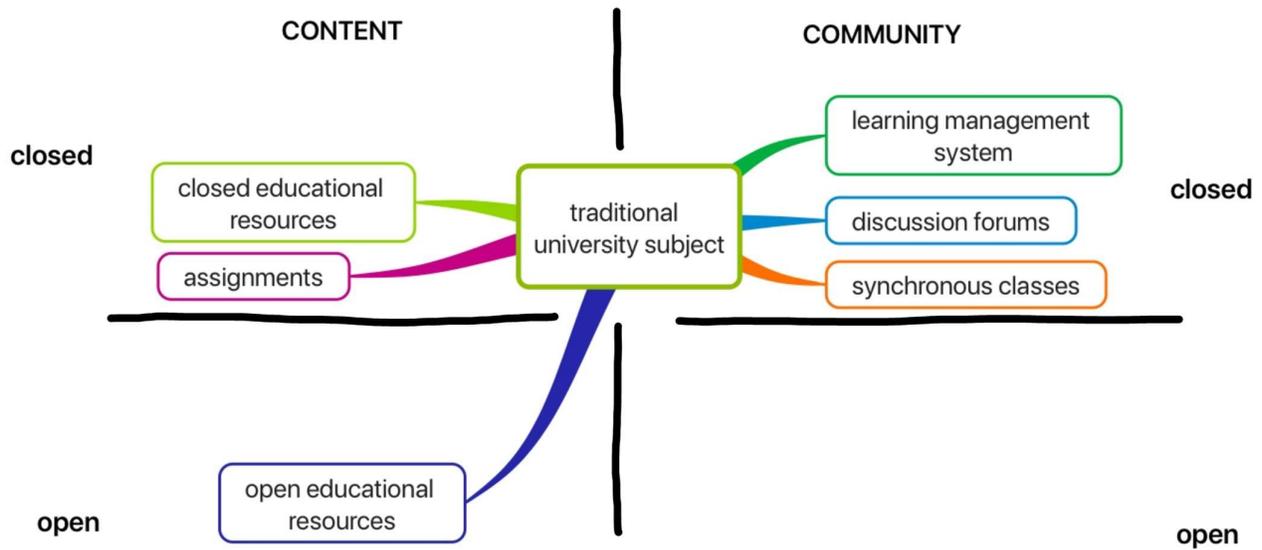
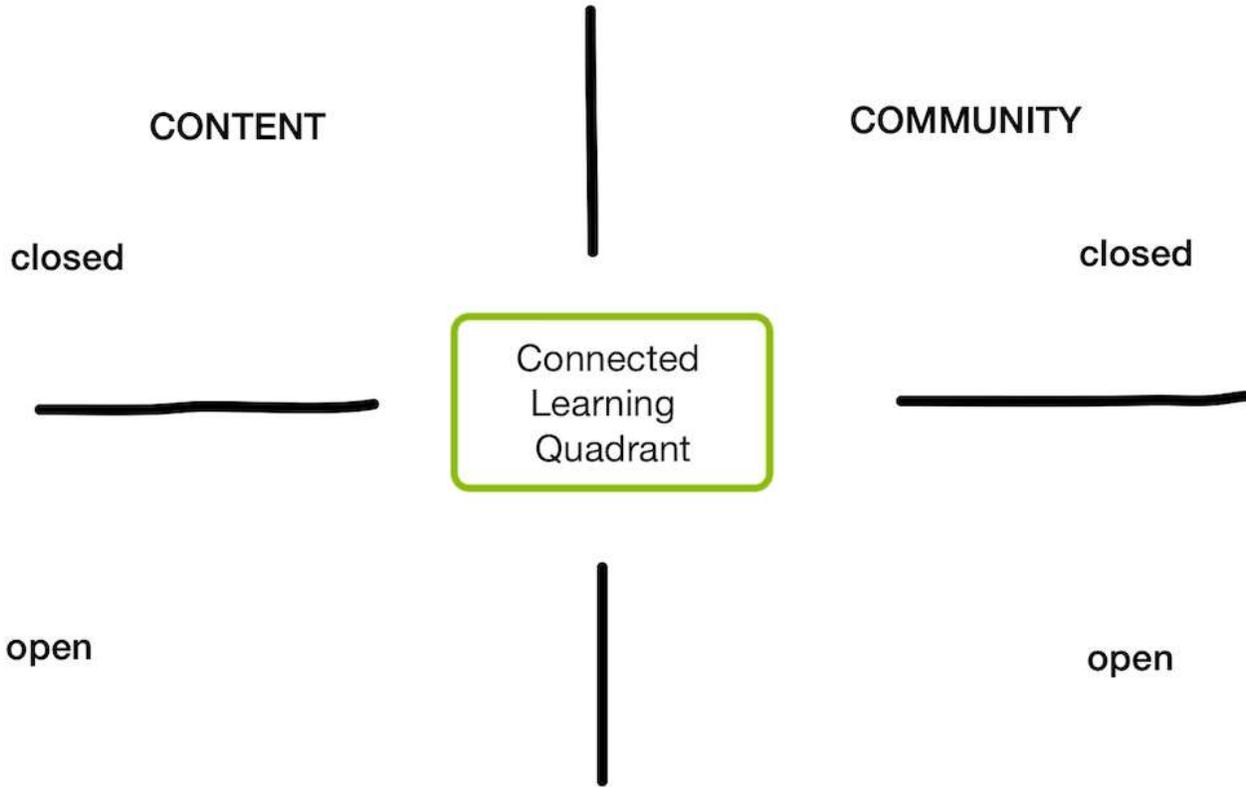
Join 51 other followers

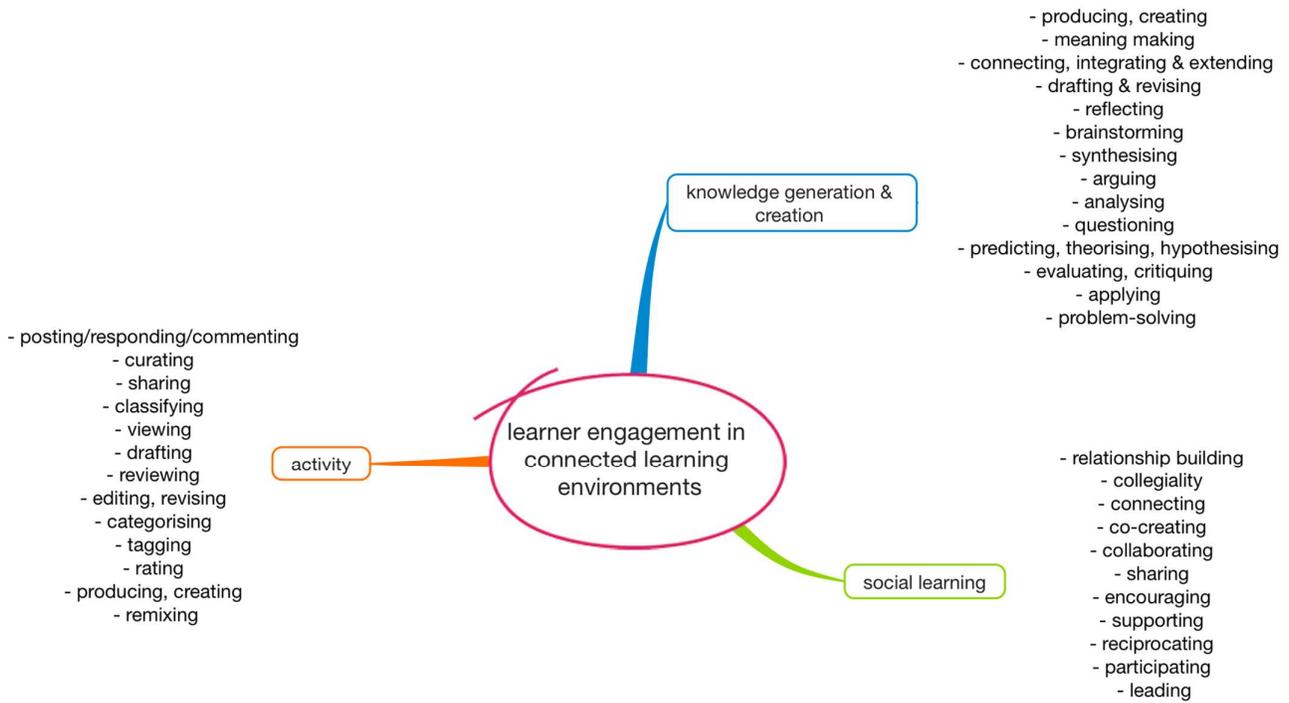
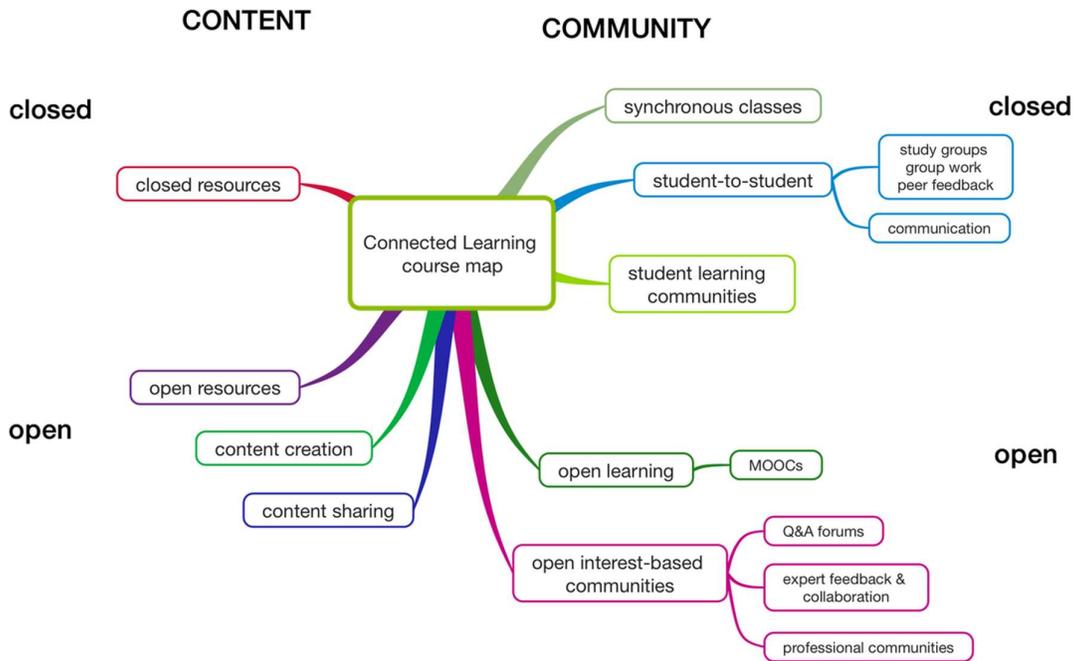
[Follow](#)

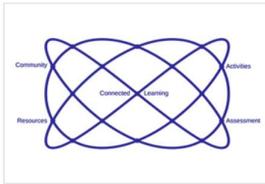
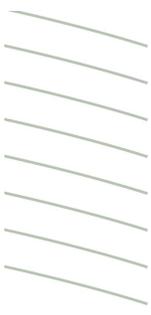
RECENT POSTS

- o Research project: student's digital identities
- o Modularised courses: The teacher becomes the student
- o Sector-wide measurement of student engagement – validity for online learning
- o Developing students' digital identities









Welcome to *LCN600 Connected Learning*, a unit of study in the QUT [Master of Education](#)

This unit has been designed for you to explore connected learning as a contemporary learning approach for formal and informal learning contexts, including school, higher education, libraries, workplace and community settings. You will also develop your digital identity as a connected educator.

The unit is built upon -and aims to model - connected learning principles. It supports an evolving network of people, ideas, information and digital technologies. Learning activities and assessment are interwoven. They are designed to be transferable to contemporary learning contexts.

<http://lcn600.weebly.com/>

Urban Sketchers by Lisa Norris



Urban Sketchers

Urban Sketchers (USk) is a nonprofit organisation that seeks to foster a global community of artists whose purpose is to practise on-location drawing.

Initially founded in 2007 by journalist and illustrator *Gabriel (Gabi) Campanario*, the community has grown at an exponential rate in the last few years and now boasts over 60,000 Facebook members and "220 official Urban Sketchers Chapters worldwide and growing!"

Browse a few of the links below to take a glimpse into the rich and active community of Urban Sketchers and...

"See the World, One Drawing at a Time"

<https://lisa7647.wixsite.com/thesketchyconnection/urban-sketchers>

Scratch by Robert Johnson



APRIL 4, 2018 by SLURPENGLISH

Give Way: The Future of Learning in a Connected World

CONNECTED LEARNING, THOUGHTS

Introduction

Connection. It's a defining factor in our relationship with this world. Without it, we can feel isolated from the things and people we love. It seems irrational to consider a world without connection, yet many young people feel disconnected from education.

1 COMMENT

Ma foura carieu's future article: innovators and entrepreneurs into a one-size-fits-all

<https://okaysay.com/2018/04/04/give-way-the-future-of-learning-in-a-connected-world/>

Nature Journaling by Emily Clark



PLAY AND PEDAGOGY

with emily clark

ABOUT ME PROFESSIONAL LEARNING NETWORKS



NATURE JOURNALING IN A CONNECTED LEARNING ENVIRONMENT

The evolving landscape of media and technology has played a key role in changing how we engage with learning and teaching in today's world (Olsen, 2011; Shriram & Warner 2010; Siemen, 2005). The platforms that are provided to us through new media have afforded us the possibility to shift from being solely passive consumers of knowledge, to being participants and constructors of knowledge (Ito et.al., 2013). The passive approach to education that has long dominated our schools, is no longer effective in contemporary society and caters to a niche group of students who fit

APRIL 13, 2018
Emily
Leave a comment

<https://playandpedagogy.edublogs.org/>

PLN - Reading - Renee Carmichael-Shute

Read ~ Create ~ Share

LEARNING & LIBRARIES

BUILDING MY PLN: A REFLECTION AND ANALYSIS

Renees09 | Uncategorized | digital citizenship, PLN, promoting reading | Leave a comment

"Although the cornerstone for lifelong reading is laid in the early years, we also know that it is never too late to start reading for pleasure" (Sheldrick-Ross, et al., as cited in Clark & Rumbold, 2006, p. 7).

The Beginning

Professional Learning Networks (PLNs) are "uniquely personalized, complex systems of interactions consisting of people, resources, and digital tools that support ongoing learning and professional growth" (Trust, Krutka & Carpenter, 2016, p. 35). In contrast to formal professional development (PD) mandated by employers, a teacher's PLN is a set of self-created "nodes and links" (Wenger, Trayner, & de Laat, 2011, p. 9), designed to support flexible, interest-driven, informal learning opportunities (Trust et al. 2016; Tour, 2017) related to their professional role. A PLN can be viewed as integral to the 21st century connected educator's do-it-yourself lifelong learning mindset (Nussbaum-Beach & Hall, 2011).

<https://readcreateshare.wordpress.com/2018/06/05/building-my-pln-a-reflection-and-analysis/>

PLN – Information Literacy – Leanne Morgan



Home | PLN Reflection | About Me

PLN REFLECTION

Critical reflection on the development of my Professional Learning Network (PLN)

Chapter One

I have known about professional learning networks (PLNs) and teacher collaborative practices in online learning environments for many years. In fact, in 2012, I wrote over 10 000 words on the topic as part of my Master of Education studies. I also created a web page to share my ideas and resources. I walked the walk, I even talked the talk presenting my ideas at a state conference in the same year. Over time, I fell out of love with my PLN. I still valued the potential of my PLN and the people in it, and I looked at my Twitter feed from time to time, but I did not interact except for the very occasional retweet. The web page I created still exists and membership has continued to grow (340 members at present), but as I found in my research in 2012, most members are 'one-time or occasional users who find the web site through a Google search and join in order to be able to access the lesson ideas, worksheets or assessment items found on the web page'. It is not a participatory community.

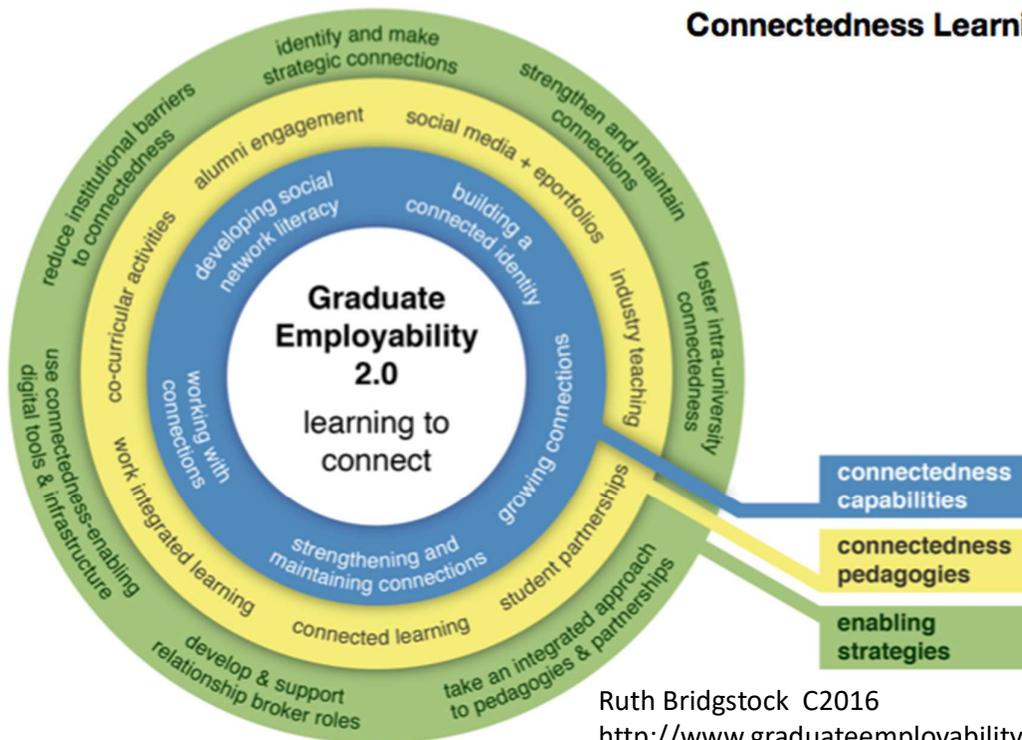
Fast forward six years and I have begun a second masters (this time in teacher librarianship). Social media is now six years older and the affective, social and cognitive potential of Twitter and other social media is now increasingly evident.

It was time to re-visit my PLN and so began chapter two in my PLN journey.

<http://blog.leanne-morgan.com/pln-reflection/>



Connectedness Learning Model



Ruth Bridgstock C2016

<http://www.graduateemployability2-0.com/model/>

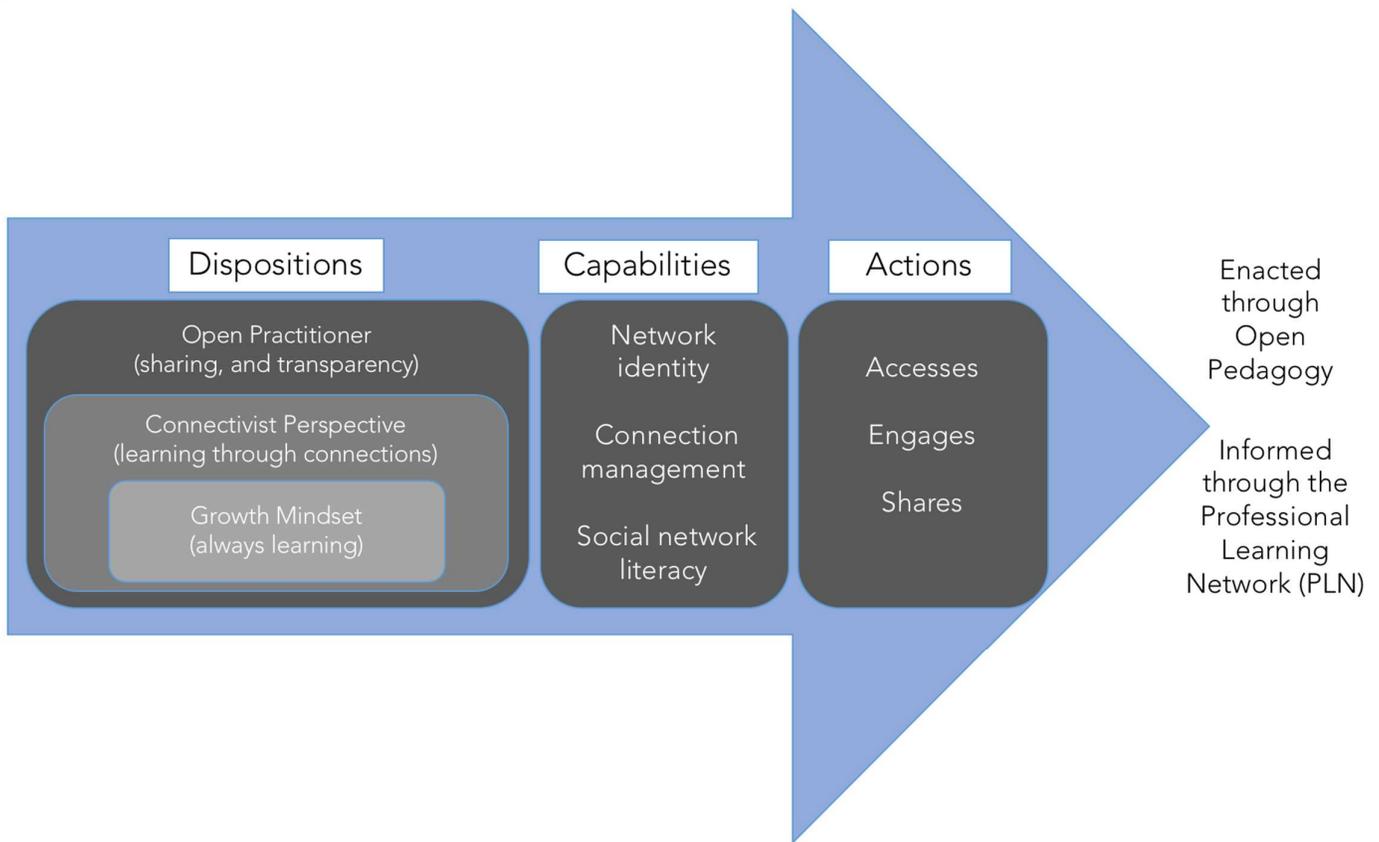
professional learning

- traditional professional learning → event-based → one off workshops/presentations/conferences
- networked professional learning → distributed → openness, collaboration, self-directed, self-selected learning via digital networks

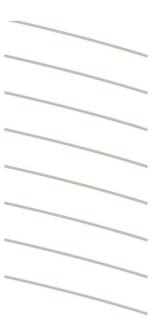
professional learning network

‘Uniquely personalized, complex systems of interactions consisting of people, resources, and digital tools that support ongoing learning and professional growth’

Trust, T., Krutka, D. G., & Carpenter, J. P. (2016). "Together we are better": Professional learning networks for whole teachers. *Computers & Education*, 102 (p. 35)



Oddone, K & Lupton, M (2018) A conceptual model of the connected educator (draft manuscript)



The Place of Special Collections in a Research Library

Erin Mollenhauer

THE PLACE OF SPECIAL COLLECTIONS IN A RESEARCH LIBRARY

Erin Mollenhauer

Archivist and Special Collections Librarian

Moore Theological College, Sydney



Donald Robinson
Library

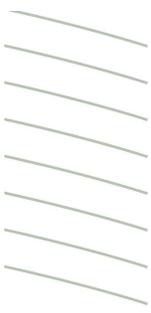


The glamr sector

- Galleries
- Libraries
- Archives
- Museums
- Records management



'Crossroads' by [Ice MaN](#) via Flickr (CC BY 2.0)

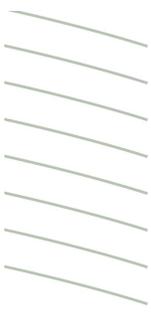


Definitions

- Research library = a library which collects and maintains in-depth material to support research in one or more subject areas
- Special collections = “collections of books and archives considered important enough to be preserved...they are rare, unique or fragile, they have research or cultural value, or significant provenance”
- University of Glasgow <https://www.gla.ac.uk/myglasgow/specialcollections/whatarespecialcollections/>

Special collections

- Manuscripts and personal archives
- Rare books
- Ephemera
- Original audio/visual material
- Realia
- Photographs
- Artworks



Significance

“Significance’ refers to the values and meanings that items and collections have for people and communities. Significance helps unlock the potential of collections, creating opportunities for communities to access and enjoy collections, and to understand the history, cultures and environments of Australia”

Kylie Winkworth and Roslyn Russell. Significance 2.0: a guide to assessing the significance of collections. Collections Council of Australia, 2009. p.1.

Types of significance

- Primary criteria:
 1. Historic
 2. Artistic or aesthetic
 3. Scientific or research potential
 4. Social or spiritual

Kylie Winkworth and Roslyn Russell. Significance 2.0: a guide to assessing the significance of collections. Collections Council of Australia, 2009.

Types of significance

- Secondary criteria
 1. Provenance
 2. Rarity or representativeness
 3. Condition or completeness
 4. Interpretive capacity

Kylie Winkworth and Roslyn Russell. Significance 2.0: a guide to assessing the significance of collections. Collections Council of Australia, 2009.



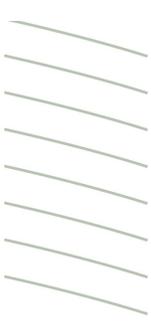
But I don't have any special collections...

- Does your organisation produce anything: newsletters, audio recordings, ephemera...
- Do you have anything that belonged to someone important? Did they make annotations?
- Is the institutional memory of your organisation being recorded?
- Do you have stuff you don't know what to do with?
- Build your own

Why special collections are important

- Enhance research – primary sources are ‘the raw material of history’
- Attract scholars
- Preserve unique history and memory
- Community engagement
- Promotional value

A. Flickr. New York Times 5th March 1925



Access v. preservation

- “He... at least as I (surely unfairly) remember him, he might as well have worn a sign about his neck reading *Noli me tangere* (or my books, either)” [Traister \(2000\)](#), p. 58.
- “On the one hand, readers need access; on the other, our materials need protection... We can ignore neither side of these pairs, yet both have the constant potential to conflict” [Traister \(2000\)](#), p. 60.

Excursus: gloves

- Are you: a) Mickey Mouse, b) a band leader, or c) handling rare books? If c) – leave the white cotton gloves at home
- Cotton gloves are slippery and break off the edges of pages
- Clean dry hands are fine for books and paper
- Nitrile gloves are necessary for handling photographs, glass or metal objects



Metadata for special collections

- Published material – provenance, annotations & features recorded in the 590 and 700 fields
- Archives management system – records, manuscripts, ephemera
- Finding aid
- Any metadata is better than none



Uniform title: Bible. N.T. English. Tyndale. 1550.

Title:

The New Testament in Englyshe : after the greeke translation annexed wyth the translation of Erasmus in Latin. Wherunto is added a Kalendar, and an exhortation to the readyng of the holy scriptures made by the same Erasmus wyth the Epistles taken out of the olde testamēt both in Latin and Englyshe, wherunto is added a table necessary to finde the Epistles and Gospels for euery sonday & holyday throughout the yere after the vse of the churche of England nowe.

Publication info: Excusum Londini : in officina Thomae Gaultier. pro I. C., 1550.

Physical description: [264] leaves ; 18 & 19 cm. (8vo)

General Note:

The fourth edition of Tyndale's English version with the translation of Erasmus in Latin.

General Note:

Description Fourteen preliminary leaves: title (in black and red, within woodcut border), on verso "An almanacke for .xxii. yeares" (1550-71), "J. C. vnto the Christen reders" - 1 p., 1 p. blank. Kalendar - 6 ff.; "An exhortacion ... by Erasmus Roterodamus" - 9 pp., "The summe and content ..." - 2 pp., 1 p. blank. The text, A i to Hh 5 b; "The Epistles of the old testament ..." - 5 pp., 1 p. blank, table of Epistles and Gospels "accordynge vnto the booke of Common prayer" - 3 pp., ending on li 2 a, verso blank.

General Note:

The initials I.C. (i.e. J.C.) stand for the name of the publisher, who, according to his preface, was also editor. They may indicate John Cawood, the London printer. There appears to be no adequate reason for connecting this edition with the name of Sir John Cheke.

General Note: Signatures: *â, [Maltese cross]â, A-Zâ, Aa-Hhâ, liâ.

Local note:

"Black letter text. Pages not numbered. (528pp-text). Of the preliminary leaves present, only the title page and Epistle to the Reader are present here, in skillful facsimile in red and black. First leaf in Matthew in similar good facsimile. Possibly the final two table leaves at close also. One leaf in Mark repaired and remargined outer edge. Minor marks. Some outer marginal notes shaved or very slightly trimmed in places. A very good copy. 19th century red grained morocco. Blind line borders. Ownership bookplate and signatures from 1917, Scarborough, UK. DMH 88. The Fourth Edition of Tyndale's English New Testament, with Erasmus's Latin Translation added for good measure, in parallel columns. Quite scarce nowadays, and always sought after. NB. This could have come from Francis Fry's collection, though nothing positively identifies it. The excellent facsimiles in red and black are very reminiscent of his productions on old paper. Also the 19th century bindings are similar to what he had done. Finally, the book has come from a source where other of Francis Fry's books" -- Booksellers notes, Humber Books.

Added Entry-Personal Name: Tyndale, William, d. 1536.

Added Entry-Personal Name: Erasmus, Desiderius, d. 1536.

Name:

Reflections for every day in the year : on the works of God : and his providence throughout all nature

Sturm, Christoph Christian, 1740-1786,

key: ocn523076243

Local system #: (OCoLC)523076243

Personal Author: Sturm, Christoph Christian, 1740-1786,

Uniform title: [Betrachtungen Über die Werke Gottes. Selections. English]

Title:

Reflections for every day in the year : on the works of God : and his providence throughout all nature / translated by John Hemet.

Publication Info: London : Rivington, 1823.

Physical description: xvi, 403 pages : illustrations ; 17 cm

Local note:

Society for Promoting Christian Knowledge stamp on front cover. Inscription on fly-leaf: A small token of remembrance to Master W. Blaxland from M. Marsden June 24 1829.

Subject term: Devotional literature, German--Translations into English.

Subject term: Nature--Religious aspects--Christianity.

Subject term: Natural theology--Early works to 1800.

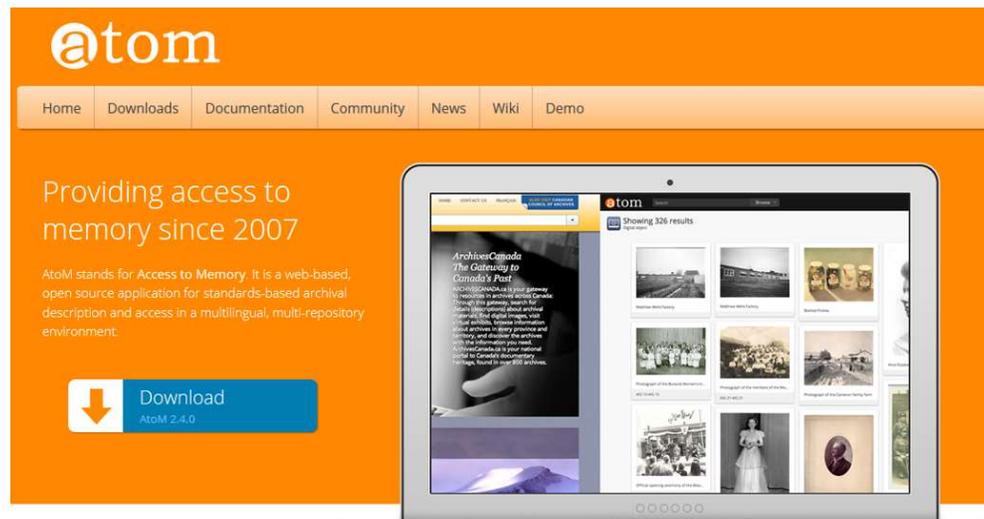
Subject term: Meditations--Early works to 1800.

Subject term: Devotional calendars.

Added Entry-Personal Name: Blaxland, William,

Name:

www.accesstomemory.org



Digitisation

- Digitisation is not digital preservation
- A website is not a digital asset management system
- Metadata first, conservation second, digitisation third

Digital preservation

- “The coordinated and ongoing set of processes and activities that ensure long-term, error-free storage of digital information, with means for retrieval and interpretation, for the entire time span the information is required...”

• State Library of New South Wales (2015) Digital Preservation. Retrieved from: <http://www.sl.nsw.gov.au/public-library-services/digital-practice-guidelines-public-libraries/digital-preservation>

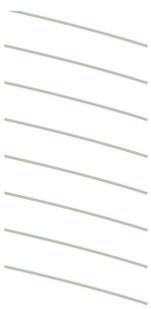


Digital preservation

- **Use sustainable file formats**
- **Use detailed and standardised metadata**
- **Replication** - creation of multiple copies of data at one or more locations
- **Refreshing** - the transfer of data between two types of the same storage medium
- **Migration** - the transferring of data to a newer hardware and/or software environment



Lingel, Jessa (2013) 'This is not an archive' Retrieved from: <http://jessalingel.tumblr.com/post/66108958850/this-is-not-an-archive>



Digital asset management systems

- Ex [Libris Rosetta](#)
- D-Space
- Fedora
- [Archivematica](#)
- [ContentDM](#) from OCLC

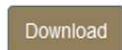
Christian voices in the public square

dc.contributor.author	Jensen, Peter F.	
dc.date.accessioned	2016-10-11T07:23:05Z	
dc.date.available	2016-10-11T07:23:05Z	
dc.date.issued	2013-06-26	
dc.identifier.uri	https://myrrh.library.moore.edu.au:443/handle/10248/8957	
dc.format.extent	01:07:51	en_AU
dc.title	Christian voices in the public square	en_AU

Files in this item



Name: Christian-Voices-in-the-Public-Square-PFJ.mp3
Size: 93.04Mb
Format: mp3 audio





www.digitalcollections.org.au



Toolkit



Framework



Workshops



GLAM Peak

Collaborative digitisation

- Australia – become a digitisation partner with Trove
- New Zealand – National Library’s Papers Past project
- The resulting files will be made available on a secure platform and will be actively preserved

NATIONAL LIBRARY OF AUSTRALIA

Trove Forum Contact Blog

Trove help centre

Trove Help » Becoming a partner » For digitisation partners

For digitisation partners

On this page...

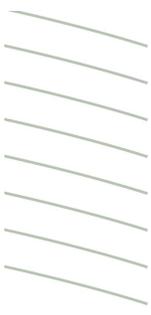
- [Partner with us](#)
- [Next steps for digitisation partners](#)

Partner with us



Trove Help

- Using Trove
- ▾ Becoming a partner
 - For digitisation partners**
 - [Digitisation partner guidelines](#)
 - [Guidelines for journal digitisation](#)
 - [Guidelines for hardcopy newspapers digitisation](#)
 - [Digitisation case studies](#)
 - [Digitisation workflow process overview](#)
 - [Optical Character Recognition \(OCR\) on ...](#)



National Library He Tohu Shop ? Ask a

Home Visit Collections Services Events About

Home > Our services for librarians > National Library Services > Collaborative digitisation

Collaborative digitisation

Every year we invite community groups to collaborate with us in adding more newspapers to [Papers Past](#). You can apply to be part of this programme if you have a newspaper title you want to digitise and add to Papers Past. We'll get it online and split the costs with you, 50/50.

The 2018/2019 programme
Applications for the 2018/19 programme have now closed.

Te Puna >

National Library Services >

> **Collaborative digitisation**

Interloaning from us

Publications New Zealand

Cataloguing

Levels of cataloguing

Directory of New Zealand Libraries >

Ngā Upoko Tukutuku / Māori >

“special”?

- Special collections are an asset to an institution and its researchers
- Managing them requires creativity and branching out into other GLAM domains
- Explore available programs and resources
- **[DIGITISATION IS NOT DIGITAL PRESERVATION](#)**

Questions?



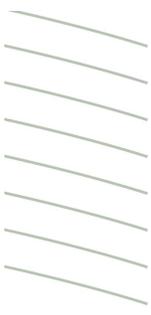
ATLA-ANZTLA Scholarship Recipient Report

*Nalini Premadish
George Knight Library*



Siong Ng, ANZTLA President; Nalini Premadish, ATLA-ANZTLA Scholarship Recipient; and Maria Stanton, ATLA's Director of Production

The Australian and New Zealand Theological Library Association (ANZTLA) members are dedicated, loving and caring people. Through the support of its members, the ANZTLA organises its Annual conference once a year. Invitation is also extended to ANZTLA member Libraries in the Pacific region offering scholarships under the name of Jeanette Little, former Librarian of the Pacific Theological College. This year, there was a new scholarship, "The American Theological Library Association" combined with ANZTLA. Attending conferences enables the participants to know and connect with both acquaintances and new people; they learn from each other and share ideas parallel to the theme of the 2018 ANZTLA conference "**Connecting People, Ideas, Learning**". With much appreciation, I would like to thank the board members of

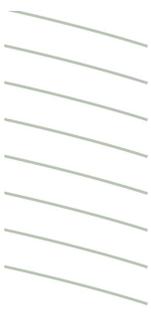


"Cataloguing a book is not easy"

ANZTLA for selecting me to attend the 33rd Annual ANZTLA Conference held in Brisbane at The Women's College, University of Queensland from 11-14 July 2018. I would also like to acknowledge and thank the American Theological Library Association for supporting this scholarship known as the ATLA-ANZTLA Scholarship Scheme. It was a pleasure and blessing for me to be the first recipient of the ATLA-ANZTLA Scholarship Scheme. It is a way of connecting with another Theological Library Association which is not in the Pacific waters. My heartfelt gratitude is also extended to Stephen Morton who assisted with my travel arrangements and other conference arrangements. Last but not the least, I extend my sincere appreciation to the Principal of The Pacific Theological College, for allowing me to attend the conference and to undertake work experience in another theological college.

Prior to the conference, I was given the opportunity to undertake a one day work experience hosted by Maylon College, on the 9th of July. It was an exciting and enjoyable experience having to observe and grasp new ideas from Jill Walker, the College librarian. The Liberty Library System is being used at the George Knight Library and Maylon College is using an advanced and upgraded Liberty version which is an added advantage to me. We shared knowledge and experiences of which we both gain from. It's inexplicable how blessed I was, when invited to attend a one day group training at Softlink in Brisbane. This was another opportunity to connect with other Librarians who are using Liberty as their library system. With anticipation, the advanced cataloguing features and more additional features such as system setup and homepage layout shall be put in place to upgrade The George Knight Library by the end of August this year.

Cataloguing a book is not as easy as users think. Dewey numbers are sometimes tricky and at times the librarians/cataloguers need to emphasise the need to continue adding more numbers after the decimal point as was discussed in the cataloguing session. A decision has to be



made as to when not to build numbers depending on the library's speciality. This may or may not be of interest to anyone who is not involved in the cataloguing process.

We must be reminded that librarians play an important role in today's modern technological era. As librarians, we need to provide information literacy skills to the users to better utilise the services provided in order for them to be able to access the information; writing and research methods. Copyright, has become an issue and librarians must assist students to avoid the breach of copyright rules. All libraries have their own institutional repositories and to make the research of the institution accessible to the world, librarians are to make these materials available to researchers and users of the library.

In addition to what has been mentioned previously, librarians should also practise the skill of connected learning, for example, using YouTube. A problem can be solved either way; taking or giving advice if you have done it. Learning occurs through connection between people, sources and the network. Learning also takes place through hands on experience which is seeing between fields and getting ideas through connectivism. Other types of learning were also discussed such as "Open Learning" (Student – World and World – Student), "Closed Learning" (Student – Student and Student – Teacher), "Professional Learning" (workshops, conferences, seminars), and "Network Professional Learning" (Ejournals).

A library should have a place for special types of collections that are fragile and hold significant provenance, research cultural values which are rare and has unique materials pertaining to the institution. A very interesting topic on digitisation, something to take back home and think about as libraries are now digitising its historical collections for preservation purposes. Digitisation helps preserve resources in terms of its originality. However, digitisation is not digital preservation as Erin mentioned in her presentation. It should not be taken for granted that transferring materials in CD/DVD and USB are safe for permanent storage. These storage devices can be used for short term storage, but for long-term storage this is not recommended. More important news to hear from Erin was that 2025 is the year when it will no longer be possible to digitise tapes and cassettes.

In this digital world, people are more on social media. It is the fastest way to send and receive news and the easiest way to connect to the world. The roles of librarians has evolved over the years in layers in this digital world; basic service providers to service providers and now to specialists. Librarians, as specialist providers, are to understand the needs of the people and to focus more on their needs.

Much was also learnt through talks on evidence-based practice for a better library. Librarians need to evaluate their collections and services and to gather data statistics to better serve their users by way of getting feedback from the clients and through statistical data reports. This can

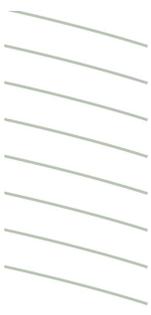


then be put into practice after the information is interpreted, applied, measured and communicated. Librarians need to be ‘mystery shoppers’; observe each other (staff), involve students in decision making. Over all, a library is for the users and their views should be considered.

It was a joy to hear in the ANZTLA AGM that all members agreed to supply free document deliveries to ANZTLA member libraries in the Pacific region. Our appreciation goes to Helen Greenwood who has taken the initiative to be the contact person for this service. On behalf of all the libraries in the Pacific region, I would like to express my sincere thanks to members of the ANZTLA for giving us this opportunity to utilise your service.

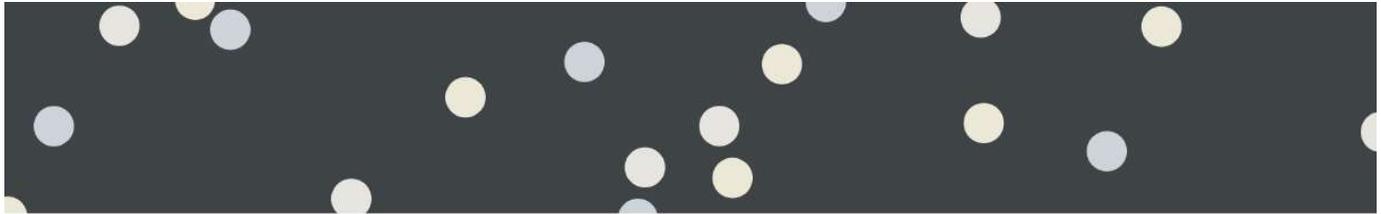
The conference was indeed informative to me. Making visits and tours to other developed libraries, meeting new people, making and renewing new friends are blessings both to the George Knight Library and me. I will definitely utilize what I have gained from this conference. I look forward to receiving more scholarships to attend library conferences especially the ANZTLA conference in future.

May God continue to bless the Australian and New Zealand Theological Library Association and the American Theological Library Association together with the Pacific Theological College.



Information Experience: What is it and Why Should You Care?

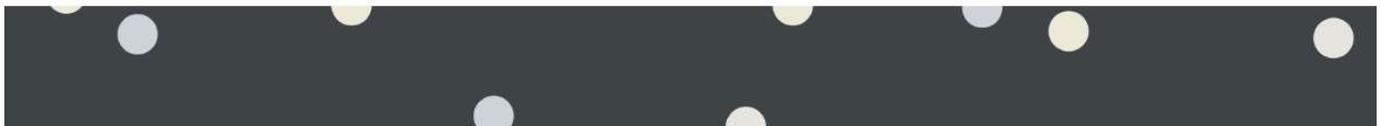
Kate Davis

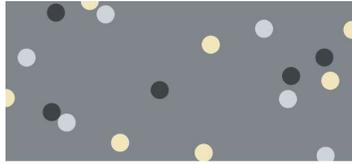
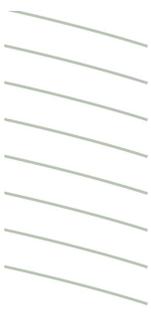


INFORMATION EXPERIENCE

Information experience: what is it and why
should you care?

kate davis | digital life lab | university of southern queensland
@katiedavis | kate.davis@usq.edu.au | katedavis.info





HI, HELLO, HOW ARE YOU?



DR KATE DAVIS | @KATIEDAVIS

senior research fellow | digital life lab |
university of southern queensland |
katedavis.info | kate.davis@qut.edu.au

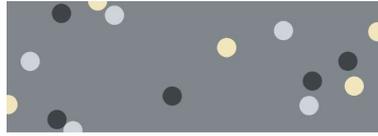
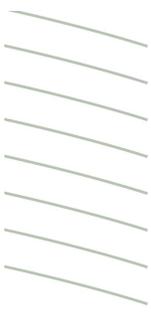
what I do:

I'm an interdisciplinary human experience researcher; a social scientist interested in understanding how people experience information as part of their everyday lives.

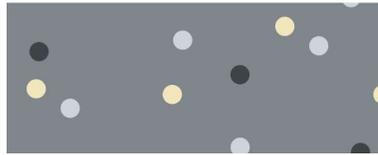
what I'm excited about:

post-truth, alternative facts, fake news, social media echo chambers. what a time to be an information researcher!





KEY CONCEPTS IN INFORMATION RESEARCH



INFORMATION BEHAVIOUR

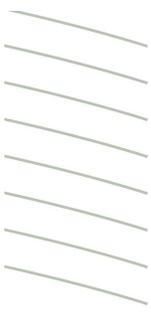
“how people need, seek,
manage, give and use
information in different contexts

Savolainen, Reijo (2007). Information behavior and information practice: reviewing the 'umbrella concepts' of information-seeking studies. *The Library Quarterly* 77 (2), 109-27.

INFORMATION PRACTICE

a basic characteristic of the discourse on practice, in general, as well as “information practice,” in particular, is the emphasis placed on the role of contextual factors of information seeking, use, and sharing, as distinct from the individualist and often decontextualized approaches that are seen as characteristic of assumptions of information behavior.

Savolainen, Reijo (2007). Information behavior and information practice: reviewing the 'umbrella concepts' of information-seeking studies. *The Library Quarterly* 77 (2), 109-27.



HOW PEOPLE DEAL WITH INFORMATION

“In information studies, phrases such as “information behavior” and “information practice” have been used to characterize the ways that people generally “deal with information.”

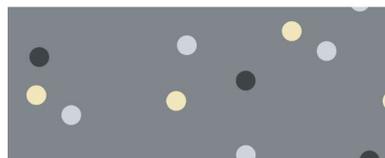
Savolainen, Reijo (2007). Information behavior and information practice: reviewing the 'umbrella concepts' of information-seeking studies. *The Library Quarterly* 77 (2), 109-27.

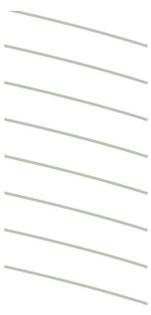
INFORMATION LITERACY

- The behavioural approach sees 'Information literacy [as] a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.' (ACRL, 2000, p. 2.)
- The relational approach sees information literacy as phenomenal (something that is experienced) and seeks to understand how people experience it. Information literacy is conceptualised as using information to learn.



INTRODUCTION TO INFORMATION EXPERIENCE



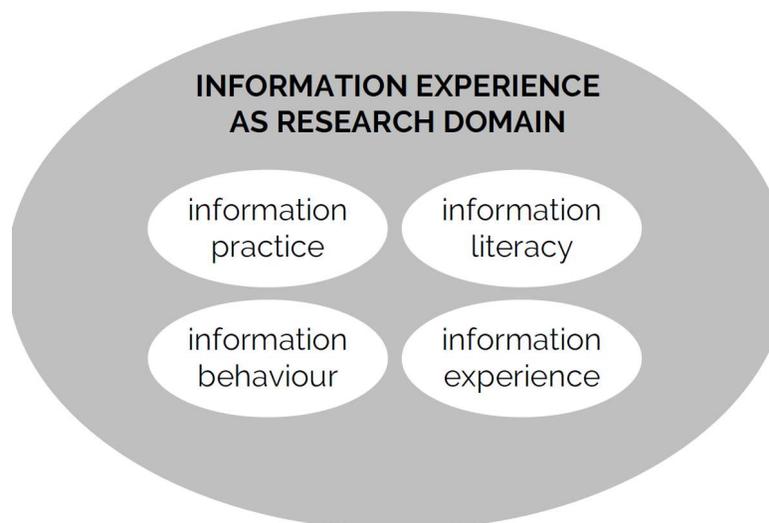


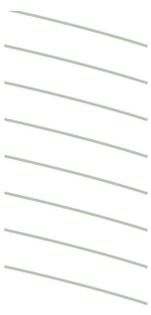
IX AS AN EMERGING DOMAIN OF INFORMATION RESEARCH

- a focus on experience
 - allows a broad understanding and interpretation of people's engagement and interaction with the information environment. (Bruce, C. & Partridge, H., 2011)
 - takes into account the interrelations between people and their broader environments in a manner which considers people and their world as inseparable. It also provides deep insights into the ways in which people relate to their informational life-worlds. (Bruce, C., Davis, K., Hughes, H., Partridge, H., & Stoodley, I., 2014)

IX AS DOMAIN OF RESEARCH

- gives us an experiential lens through which to view people's engagement with information
- any number of objects of study can be researched with an experiential lens: information behaviour; information practice; information literacy
- research in the domain of information experience takes a holistic view of people's experiences of and with information and views people as inseparable from their informational worlds



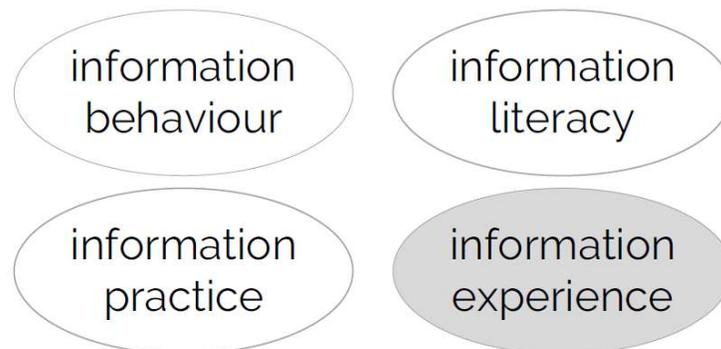


DEFINING IX AS OBJECT OF STUDY

a complex of information experiences, as contextually embedded instances of using information. It integrates all information-related actions, thoughts, feelings, and has social and cultural dimensions.

(Hughes, 2014, p. 34)

INFORMATION EXPERIENCE AS OBJECT OF STUDY



SO WHAT? WHY IS IX IMPORTANT?

- other information-related objects of study or approaches to research may not take a holistic focus
- it defines information as that which informs a given cohort, not by traditional definitions
- it considers people, their information worlds, their life-worlds, their contexts
- IX research presents a nuanced view of people's engagement with information

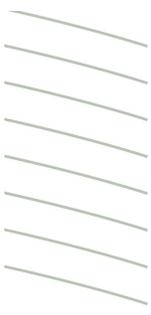


DIMENSIONS OF IX

- people: individuals and their worldviews, emotions, backgrounds, thoughts and feelings, as well as characteristics that define the participant cohort
- context: the space (physical and/or virtual) in which the experience occurs; this may also include the 'situation' (for example, in the case of Bunce, Partridge, and Davis's 2012 study, the situation is a natural disaster)
- information: in its myriad forms and as indicated in the data ('information-as-it-is-experienced' (Lupton, 2014) as opposed to how it is traditionally defined)

IX STUDIES TO DATE: PEOPLE AND CONTEXT DIMENSIONS

	My PhD study	Partridge & Yates (2015)	Bunce, Partridge, & Davis (2013)	Haidn, Partridge & Yates (2014)
Object of study	New mothers' information experience in social media	Information experiences in social media during times of natural disaster	Information experience in social media during the Brisbane floods of 2011	Information experience during the 2012 Queensland state election
People	New mothers residing in Australia (and their life/information worlds)	People who were in some way effected by the 2010-11 Brisbane floods or Cyclone Yasi (and their life/information worlds)	Residents of Brisbane City and surrounding suburbs who resided in areas affected by the 2011 Brisbane floods (and their life/information worlds)	Residents of South East Queensland (and their life/information worlds)
Context	Social media	Social media in natural disasters	Social media in natural disasters	The 2012 Queensland state election

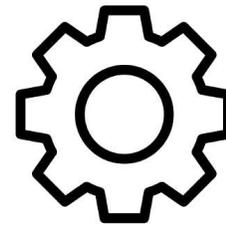


BUT WHAT ABOUT THE INFORMATION DIMENSION?

what is information? well that's a jolly good question! what do you think?

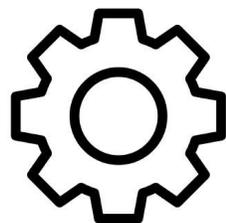
ACTIVITY

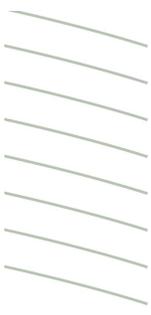
- you will be given a number of short scenarios.
- in each scenario, think of different forms of **"information"**
- these are items that the character in the scenario may find **"informing"**



SCENARIO 1

Lin is a 40-year old vegetarian woman. she is wondering whether she is eating a healthy diet.





SCENARIO 2

Ella wants to vote in XY state election. she has a big question: who should she vote for?

SCENARIO 3

Luiz is the manager of a small-sized company. he needs to know whether their clients are happy with their services/products.

SCENARIO 4

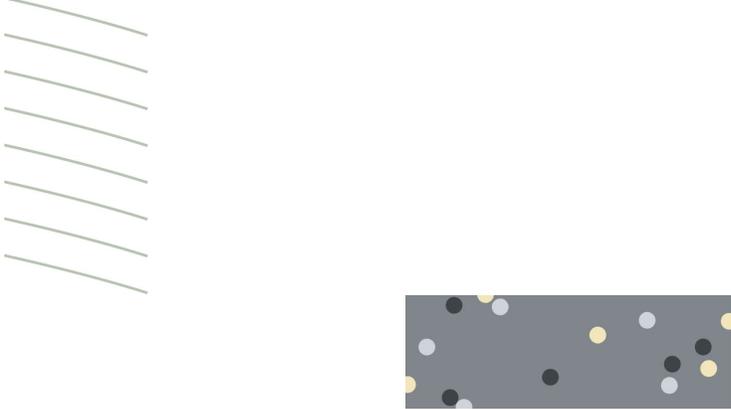
the father of a family wants to find out whether he has a happy family.

SCENARIO 5

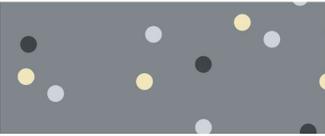
Sep is a year 12 student. he is graduating soon and is wondering if he should apply to Oxford or Harvard?

SCENARIO 6

I want to know if the kids have been brushing their teeth, but I know they won't tell me if they haven't. how could I find out?



IX IN SOCIAL MEDIA



Almost eight in ten people...



79% now use social media which is **↑10** points higher than last year

Usage by age



99%
18-29 years



96%
30-39 years



86%
40-49 years

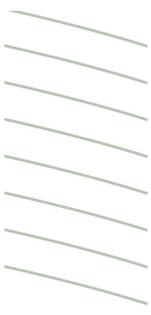


66%
50-64 years

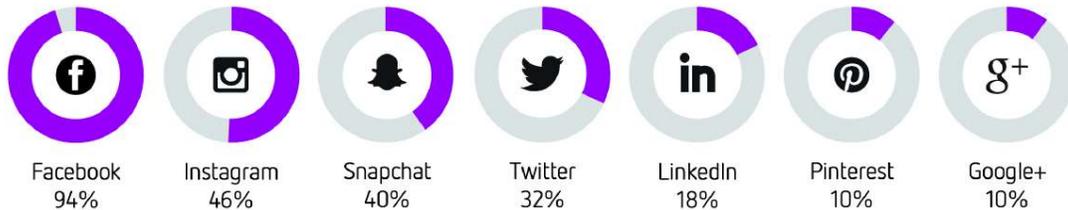


47%
65+ years

Sensis Social Media Report: <https://www.sensis.com.au/about/our-reports/sensis-social-media-report>



Social networking sites used this year



59% of people access social media every day or most days

And over a third...

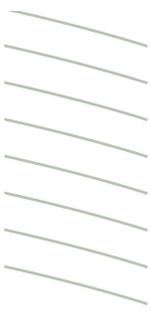


check social media over five times a day

Sensis Social Media Report: <https://www.sensis.com.au/about/our-reports/sensis-social-media-report>

My day:

- Hear alarm. Hit snooze. Repeat.
- Finally wake up. Reach for my phone. Check text messages. Check Instagram (length of time depends on how many times I hit snooze).
- Get out of bed and grab vitamins. Check YouTube feed while taking vitamins.
- [Time permitting: Make breakfast and simultaneously watch YouTube. Eat breakfast and simultaneously watch YouTube.] Have a shower.
- Sit down to do makeup and simultaneously watch YouTube.
- Pause YouTube while blow drying hair or put on a video without narration.
- Put on a podcast and get dressed.
- Leave for work. Put on a podcast in the car.
- Detour for coffee. Check Instagram while waiting in the drive through.
- Arrive at work. Check Twitter.



SOCIAL MEDIA IS

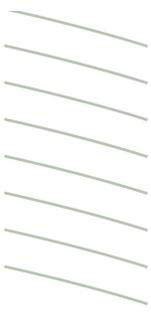
- My office.
- My lounge room.
- My meeting place.
- My classroom.
- My library.

IT'S A NEW INFORMATION WORLD

the 'participative, multimodal, flat and ever-changing features of Web 2.0 services' (Špiranec & Zorica, 2010, p. 151) are fundamentally different to the features of Web 1.0 and have had a profound impact on the nature of information experience

BEING IN FLOW WITH INFORMATION

'The goal is not to be a passive consumer of information or to simply tune in when the time is right, but rather to be attentive in a world where information is everywhere. To be peripherally aware of information as it flows by, grabbing it at the right moment when it is most relevant, valuable, entertaining, or insightful. To be living with, in, and around information.' (boyd, 2010, p. 28)



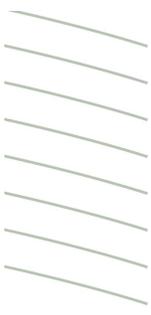
NEW MOTHERS' INFORMATION EXPERIENCE IN SOCIAL MEDIA

an information experience study



STRUCTURE OF THE FINDINGS

- three dimensions:
 - people
 - context
 - information
- seven characteristics
- 13 categories of experience



CONTEXT DIMENSION

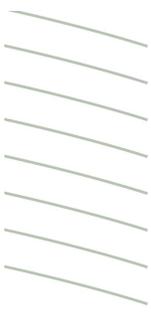
SOCIAL MEDIA AS CONTEXT

- social media as context
 - social media platforms
 - macro spaces
 - micro spaces
- individual social media context comprised of macro and micro spaces
- social media context unique to the individual
- in this study, primarily
 - facebook
 - blogs
 - twitter
 - instagram

INFORMATION DIMENSION

PARTICIPANTS EXPERIENCED INFORMATION AS

- **advice:** information that recommends an approach or a course of action
- **ideas:** thoughts, suggestions or inspiration that suggest options or things to think about
- **reassurance:** information that validates, comforts or heartens
- **recounted experiences:** women's narratives about mothering
- **proper information:** information that is verifiable and grounded in medicine, science or psychology
- **nothing information:** information that may not mean anything to those other than the sharer
- **announcements:** personal or administrative information that announces or reveals something
- **instinct:** internal information in the form of an innate impulse
- **own experience:** prior experience, accumulated experience builds up as a sort of knowledgebase and informs future action
- **child's behaviour:** the way a child responds to stimulus or the environment



INFORMATION DIMENSION DEALINGS WITH INFORMATION

- **creating:** information is created, co-created, adapted and built upon through social interactions
- **discovering:** information is actively sought out, encountered, and provided without solicitation
- **referring:** information is shared
- **storing:** information is stored for later use, builds up a knowledge bank, is bookmarked until needed
- **evaluating:** information is assessed for quality, reliability and validity, with information based on personal experience being valued most highly
- **using:** information is applied in making decisions or taking action

7 CHARACTERISTICS OF IX

- social
- individualised
- immersive
- personal
- somewhere between public and private
- context-specific
- constantly changing

13 CATEGORIES OF EXPERIENCE

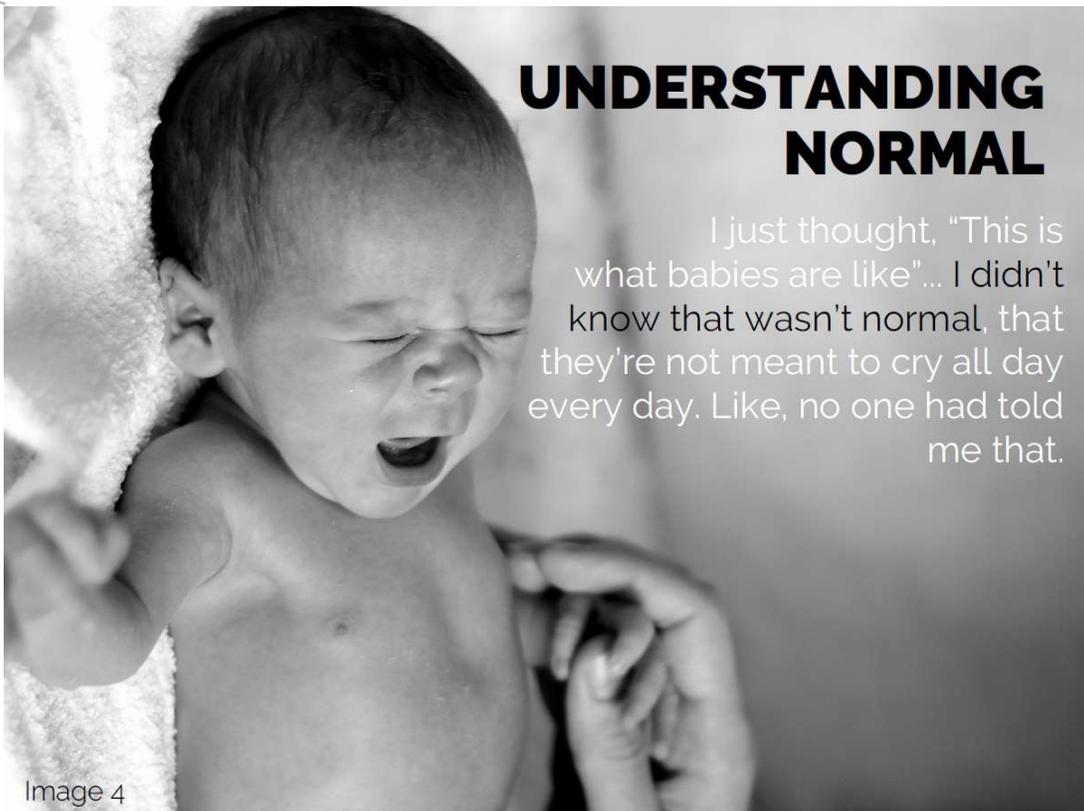
- are underpinned by the three dimensions (people, context, information) and the seven characteristics
- they are the guts of the theory
- complex, multi-dimensional and contain variation
- provide holistic view of the phenomenon – considering emotions, thoughts, lived experience
- focus on experience and through this provide insights about information, information interactions, social media as context, and the characteristics of new mothers' information experience



13 CATEGORIES OF EXPERIENCE

- belonging to the sisterhood
- sharing
- learning to be a mother
- understanding normal
- being more than a mother
- enacting relationships
- experiencing moments of light
- overcoming isolation
- sense-making, catharsis and self-care
- navigating the politics of mothering
- exercising self and social awareness
- being private in public
- documenting





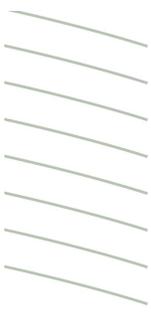
UNDERSTANDING NORMAL

I just thought, "This is what babies are like"... I didn't know that wasn't normal, that they're not meant to cry all day every day. Like, no one had told me that.

Image 4

Kate: So, when you were working out what was happening with Noah's [intolerance], where did you look for that kind of information?

Naomi: I had a few books that I looked in which was not really me to look through books. But mostly I just, like, googled my heart out... and tried to find ... it was really difficult like to find information



Melanie: I thought no, this is just, this is great, I don't need to read all these crappy books and go to you know mothers group and belly ache about how hard it is, these are the things that are really useful coz they provide you with a moment of light as well where you think okay, I can get some feedback on this is really hard instantly from someone who actually knows what the right moment [is] and then I mean there are plenty of times where I've said you know 'is this supposed to be happening, is it supposed to be you know?' that sort of thing but also reading other people's blogs about their kids and having a look from a sort of dispassionate point of view about the attachment parenting you know versus non wearing babies, not wearing babies, breast feeding, not breast feeding, I mean there are a lot of big debates where people are really head up about it and you can kind of just have a look and see you know what that's all about without actually wading in if you don't want to. Coz the value of it is you can use it as an information source or you can gauge depending on how you feel so I think, in the very beginning I was just basically getting information from people and bouncing ideas or getting support and it wasn't so much 'how do you do various things?' but it was like 'oh, there's someone out there who actually understands'.

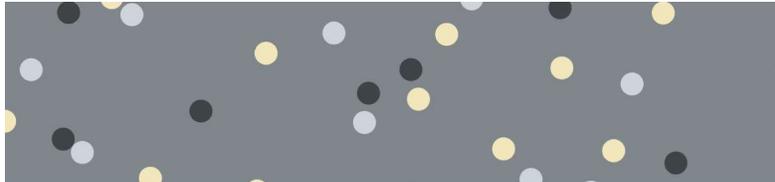
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- IX research presents a nuanced view of people's engagement with information



IT HELPS US TO...

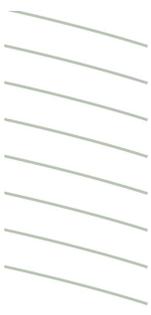
- understand people and their experience of information in a given context in a holistic way, which helps us to:
 - design systems, interfaces, services, information, information interventions
- where might our work be applicable?



QUESTIONS?

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| katedavis.info

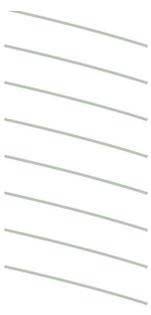




Digital Humanities and the Evolving Roles of Librarians: Overview of UQ Library's Digital Librarian in Residence Program

Angela Hannan & Felicity Berends

Towards the end of 2016 we were invited to participate in a pilot project known as the Digital Librarian in Residence (DLiR). This project was designed to embed liaison librarians within the Faculty of Humanities and Social Sciences (HASS) with Marco Fahmi, the Project Manager and Research Fellow in Digital Humanities for the HASS MEI (Major Equipment and Infrastructure) project. This project gave us the opportunity to engage with an emergent aspect of a liaison librarian's role at The University of Queensland, supporting Digital Scholarship projects. In this article, we would like to share our experiences with the DLiR program and provide some guidance to those librarians interested in entering into this area of support in their own institutions. While the information here may provide some guidance to those new to ideas of Digital Scholarship and Digital Humanities, it should not be considered a template for implementation, as each individual situation is going to dictate how libraries decide to engage with these types of services.



UQLibrary Organisational Structure

The current service model for UQ Library is a “triangle” service model (Figure 1).¹ This tiered service model developed as a result of growing expectations of what librarian roles and library services should support in areas of research support and digital scholarship. However, “the demand for traditional library services in the areas of curriculum support and information literacy has not decreased,”² which resulted in a reconsideration of how our service structure could meet the growing demands of researchers while maintaining high-quality core business services.

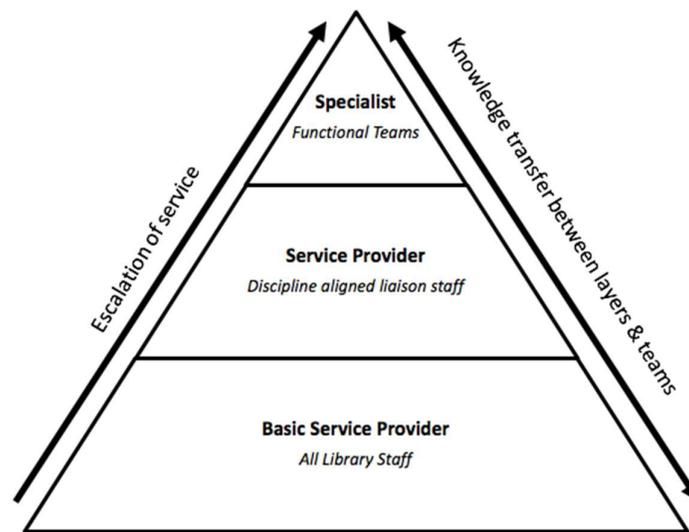


Figure 1. The University of Queensland Library triangle model - Levels of service provision³

In 2015, a restructure of UQ Library led to the establishment of functional teams, whose role was to upskill in specialist areas to provide expert level research support, and work collaboratively with liaison librarians in delivering these services. One of the functional teams that developed as part of this process was the Centre for Digital Scholarship, a space designed for teaching, research and presentations related to the use of digital research methods and digital object outputs.⁴

¹ Sarah Brown et al., "Evolution of Research Support Services at an Academic Library: Specialist Knowledge Linked by Core Infrastructure," *New Review of Academic Librarianship* (2018): 3, <https://doi.org/10.1080/13614533.2018.1473259>.

² Brown et al., "Evolution of Research Support Services at an Academic Library," 3.

³ Adapted from Brown et al., "Evolution of Research Support Services at an Academic Library," 3.

⁴ "Centre for Digital Scholarship," The University of Queensland Library, 2018, <https://web.library.uq.edu.au/locations-hours/centre-digital-scholarship>.



What is Digital Humanities?

In a talk about institutionalising Digital Scholarship at Northwestern University, Dan Cohen commented that an attempt to clearly define what Digital Scholarship was would only lead to a “capricious definition” and that there was too much time spent trying to define Digital Scholarship and not enough time engaging in the practice of it.⁵ But how do you “do” it when you or your institution are new to these concepts?

When attempting to define what constitutes Digital Humanities, most authors acknowledge that this can be difficult.⁶ Some scholars take a very broad interpretation of Digital Humanities, which focus upon the use of digital tools and means in relation to all aspects of a researcher’s workflow⁷, while other scholars find these generalist definitions are inadequate, as what can be classified as ‘digital tools’ has almost become ubiquitous with the norm in day-to-day activities of academics, meaning that “digitally supported activity cannot, of itself, be considered digital scholarship.”⁸ Possibly in reaction to this, some scholars like Angela Dresselhaus try to create a definition focused on the types of activities engaged in and what type of research is being undertaken rather than focusing on the idea of the digital tools being used.⁹ For the purposes of our projects, we decided to use a general definition of Digital Humanities as the “use of digital tools and methods to gather, create and disseminate scholarly knowledge.”

⁵ Dan Cohen, *Institutionalizing digital scholarship*, closing plenary of the CNI-ARL Digital Scholarship Planning Workshop at Brown University Library, 28 November, 2017, 1:00:22.

https://www.ted.com/talks/jamila_lyiscott_3_ways_to_speak_english.

⁶ Matthew K. Gold, ed., *Debates in the Digital Humanities 2016* (Minneapolis: University of Minnesota Press, 2016).

⁷ Jane A. Burns, “Role of the Information Professional in the Development and Promotion of Digital Humanities Content for Research, Teaching, and Learning in the Modern Academic Library: An Irish Case Study,” *New Review of Academic Librarianship* 22, no. 2-3 (2016), <https://doi.org/10.1080/13614533.2016.1191520>; Angela Courtney and Diane Dallis, “Models for Partnering with Faculty and Supporting Digital Scholarship,” in *Supporting Digital Humanities for Knowledge Acquisition in Modern Libraries*, ed. Kathleen L Sacco et al. (Hershey, PA, USA: IGI Global, 2015).

⁸ Lindsey Martin, “The university library and digital scholarship: a review of the literature,” in *Developing digital scholarship: Emerging practices in academic libraries*, ed. Alison Mackenzie and Lindsey Martin (London: Facet Publishing, 2016), 6.

⁹ Angela Dresselhaus, “Opportunities beyond Electronic Resource Management: An Extension of the Core Competencies for Electronic Resources Librarians to Digital Scholarship and Scholarly Communications,” *The Serials Librarian* 68, no. 1-4 (2015): 362, <https://doi.org/10.1080/0361526X.2015.1017716>.



With no shared definition of what Digital Humanities is then, it is unsurprising that the role of libraries and librarians in relation to these topics are also unclear and undefined within the literature, too.¹⁰ While Digital Humanities and library services are regarded as a “natural fit”¹¹ there is not “one answer fits all”¹² template for libraries to follow in establishing a support service model. How libraries choose to engage with Digital Humanities is dependent on a number of factors including (1) the needs of the researchers, (2) availability of resources, and (3) library and/or university politics, contexts and structures.¹³

Digital Humanities and Social Sciences (DHSS) at UQ

Marco Fahmi was hired in 2016 as a Project Manager and Research Fellow in Digital Humanities for the HASS MEI (Major Equipment and Infrastructure) project, “Enhancing Digital and Data Analytics Capabilities for Research in the Humanities and Social Sciences”. As part of his project, Marco investigated where collaborations were happening between (1) HASS researchers, (2) Computer scientists, and (3) Library staff. Marco also looked across the University to determine where researchers could go to receive (1) digital research training, (2) digital literacy support, and (3) research software advice.

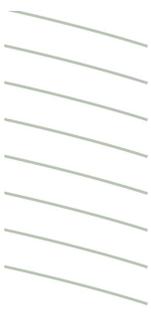
The HASS Faculty at UQ comprises of some 50 disciplines with hundreds of researchers and thousands of students. Marco quickly determined that trying to support Digital Humanities could not be a solo act – it was not sustainable or scalable. Collaboration was the only feasible way to progress any type of program in this area, so he started reviewing and promoting connections between the various organisations within the UQ structure. As part of this, he approached UQ Library and discussions led to the Digital Librarian in Residence (DLiR) program.

¹⁰ Martin, “The university library and digital scholarship,” 4.

¹¹ Burns, “Role of the Information Professional,” 239.

¹² Ying Zhang, Shu Liu, and Emilee Mathews, “Convergence of digital humanities and digital libraries,” *Library Management* 36, no. 4/5 (2015): 373, <https://doi.org/10.1108/LM-09-2014-0116>.

¹³ Miriam Posner, “No half measures: Overcoming common challenges to doing digital humanities in the library,” *Journal of Library Administration* 53, no. 1 (2013); Jennifer Vinopal and Monica McCormick, “Supporting Digital Scholarship in Research Libraries: Scalability and Sustainability,” *Journal of Library Administration* 53, no. 1 (2013), <https://doi.org/10.1080/01930826.2013.756689>; Zhang, Liu, and Mathews, “Convergence of digital humanities and digital libraries.”



Digital Librarian in Residence Program

The Digital Librarian in Residence (DLiR) program began towards the end of 2016, when our manager invited us to participate in a project where we would be embedded within the Faculty of Humanities and Social Sciences for three months at 2.5 days per week to work alongside and learn from Marco. For the Library, the objective of the DLiR project was to provide librarians with the opportunity to “gain practical experience learning about and engage (sic) with researchers in DHSS as well as carrying out a project in the area of digital literacy”.¹⁴

As part of our residencies, we engaged in a number of activities to help us increase our knowledge and skills in dealing with questions related to Digital Humanities research. This included:

- **Shadowing:** Accompanying Marco to meetings and consultations to see what types of projects were happening within Schools, the HASS Faculty and across the University.
- **Engagement with researchers:** After the first few weeks of shadowing, Marco would assign us tasks subsequent to consultations to help assist researchers with their questions. For example, investigating tools that might be useful for their particular research question.
- **Assisting with experiential events:** During the DLiR program two events ran that we were assisted in organising – Research Bazaar Brisbane (ResBaz) 2017 and Telling Digital Stories.
- **Individual projects:** We were to develop and manage a self-directed, individual project based on some aspect of digital research support.

Angela’s Project

As the first participant in the DLiR program, Angela decided her individual project would review UQ Library’s current capability to invest in digital scholarship activities and produce a report detailing what was found. The report was intended to investigate questions like:

- What skills and knowledge library staff members have to offer assistance to clients interested in DH/DS?
- How is the Library going to offer support and to what extent?
- Where and how will staff development be organised and implemented to ensure this service of support can be provided?
- How will the organisational structure in place be able to support a scalable and sustainable service?

Along with a literature review, an environmental scan of UQ Library established services and

¹⁴ Marco Fahmi and Gillian Hallam, "Report on the Digital Librarian-in-Residence trial", (unpublished report, The University of Queensland Library, 2017), 1.



services discoverable online provided by Group of Eight and Universitas 21 universities was conducted. The main part of the report focused on a review of any professional development related to digital tools by UQ librarians in the HASS liaison teams and Information and Digital Literacy teams (13 librarians) in the past two years (2015-2016). “Digital tools” was classified as “training undertaken that specifically refers to digital literacy or particular pieces of software or digital tool/skill within the title or summary information”, though the decision was made not to include attendance at courses for Microsoft Office or EndNote, as UQ Library already has an established support service embedded in liaison and Information and Digital Literacy teams.

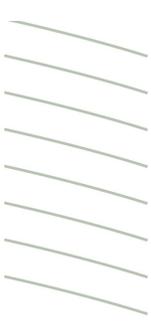
The findings of the survey demonstrated a lack in librarian Digital Humanities/Digital Scholarship development and upskilling. This appears to have been contributed to by a lack of opportunities in both internal and external training. However, it was also apparent from the results that while two librarians attend most of the sessions offered, other librarians’ engagement was sporadic. This highlighted that without a planned approach as to how the library would support the training and upskilling of all library staff members, establishing a service for this area of research may become dependent on a few dedicated individuals, a model that is neither sustainable or scalable.¹⁵ From the evidence gathered in this project, recommendations were made related to issues of governance, education and training for librarians, and education and training for researchers.

Felicity’s Project

Following up from Angela’s project, discussions with the Manager of the Centre for Digital Scholarship and the Manager of the Digital and Information Literacy team identified the need for information resources as part of our digital literacy framework to support digital research activities. In March 2017, the Centre for Digital Scholarship hosted an event that brought together UQ researchers interested in text mining and text analysis to discuss the creation of a text analytics community of practice. At the event, researchers identified the need for information resources that could guide them when learning about how to use text analysis in their research. Librarians within the HASS liaison teams agreed that an information resource would also be a useful tool for librarians to use when speaking with researchers coming to the Library with questions about this type of research.

As a result of these discussions and experiences, Felicity’s project aimed to develop a comprehensive text analysis/mining information resource for UQ researchers, or for librarians to assist researchers with questions about using text analysis in their research. She decided to use the Springshare LibGuides content management system, as it was one she was very familiar with, meaning less time learning another tool, and one already used in the UQ Library website structure for information resources.

¹⁵ Posner, “No half measures,” 44.



While developing the content for the Text analysis and text mining guide, Felicity went through the exercise of identifying all the questions she wanted the guide to be able to answer. The number of questions ended up being quite extensive (50+), so decisions had to be made regarding the scope of the guide and what was essential. Questions considered ranged from the very basic (What is text mining?) to technical (What is lemmatisation?) to practice led (What software should I use?).

In creating the [Text mining and text analysis guide](#), Felicity consulted extensively with researchers, from Higher Degree by Research students to academics. The guide offers an overview of text mining and analysis (including what types of activities researchers might engage with), sources of text data, preparing text for analysis, text mining/analysis tools and further considerations (copyright, privacy and licences). Consultation with researchers indicated that the inclusion of practical examples was heavily desired, so this was also incorporated into the guide. The guide has been very successful with over 11, 000 views from 1 January 2018 (data gathered from Springshare LibGuide statistics, 31 August 2018) and other university websites linking through to the page.

Advice for Interested Librarians

While a program like the DLiR may not be appropriate or available for other library situations, there are some key take-away learnings for anyone interested in entering into this space. Our advice to librarians include:

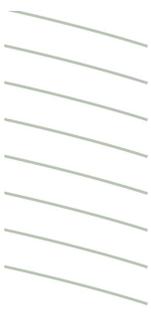
- Find your partnerships and communities,
- Look for free online training, tools and guidance,
- Find out if there are any workshops/sessions in your area that you can attend for free, and
- Look both within and outside of your immediate communities – you may be the only librarian in your institute, so you may need to seek external communities for support and guidance.

Some may find the idea of supporting Digital Humanities a challenging prospect due to lack of knowledge and experience, but with emerging fields of research requiring increased digital knowledge and skills, there are benefits for librarians and researchers alike if you choose to do so. And if you are struggling to know where to start, we invite you to contact us and become part of our community of librarians supporting Digital Humanities.



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Open Source Tools Covered in Session by Centre for Digital Scholarship

Voyant

<http://voyant-tools.org>

Web-based reading and analysis environment for digital texts. Works with a variety of file types. Produces word clouds, key word in context and word correlations

Google Ngram Viewer

<https://books.google.com/ngrams>

Charts the frequencies of any word or short sentence using yearly count of n-grams found in the sources printed between 1500- present. The Ngram Viewer is optimized for quick inquiries into the usage of small sets of phrases. If you're interested in performing a large scale analysis on the underlying data, [download](#) of the corpora is available.

Palladio (Stanford University)

<http://hdlab.stanford.edu/palladio>

A browser-based tool for managing and presenting data (e.g. .csv, .tab .tsv) in maps, network graphs and image galleries.



Meshlab

<http://meshlab.sourceforge.net>

Open Source 3D model processing, editing and converting software. Meshlab tutorials are available online: <https://www.youtube.com/user/MrPMeshLabTutorials#g/p>

SketchFab

<https://sketchfab.com/>

Publish and find 3D models online

Omeka

<https://omeka.org>

Open source web publishing platforms for sharing digital collection and creating media-rich online exhibits.

JSTOR Text Analyser

<https://www.jstor.org/analyze>

Search for related content on Jstor by uploading a document.

Useful Links

- Centre for Digital Scholarship (UQ) <https://web.library.uq.edu.au/locations-hours/centre-digital-scholarship>.
 - Guides available on [Text mining and text analysis tools](#); [Data visualisation](#); [Data analysis software](#); [Geographical visualisation systems](#); [3D Modelling Software](#)
 - ANZTLA delegates are welcome to email the Centre [cgs@library.uq.edu.au](mailto:cds@library.uq.edu.au) for advice on tools for digital scholarship
- The Programming Historian <https://programminghistorian.org/> Free, online lessons on digital tools, methods and research processes in digital humanities.



Open Access Examples in Theology

Guides to Open Access Resources in Theology and Religion

- Yale University Library
<https://guides.library.yale.edu/c.php?g=295851&p=1972637>
- Duke University Libraries
<https://guides.library.duke.edu/c.php?g=289800&p=1931313>
- Australian Catholic University
<https://libguides.acu.edu.au/theology/openaccess>

ATLA

- ATLA Publications moving to open access
<https://www.atla.com/about/pressroom/Pages/ATLA-Publications-Moving-to-Open-Access.aspx>
- ATLA Press Open Access monographs (launched 2014)
<https://books.atla.com/atlapress/catalog>

Luther Seminary

- Open Access Policy <https://luthersem.libguides.com/oapolicy>

Institutional Repositories and Digital Archives

An open access repository is a set of services that provide open access to research or educational content created at an institution or by a specific research community.

- 
- University of Divinity <https://repository.divinity.edu.au/> (EPrints 3 software)
 - Moore Institutional Repository <https://myrrh.library.moore.edu.au/> (DSpace software)
 - Avondale Institutional Repository <https://research.avondale.edu.au/> (Digital Commons bepress)
 - ACU ResearchBank <http://researchbank.acu.edu.au/> (Digital Commons bepress)
 - Luther Seminary <http://digitalcommons.luthersem.edu/about.html> (Digital Commons bepress)
 - Princeton <https://archive.org/details/Princeton> ; <http://journals.ptsem.edu/>
 - Directories: OpenDOAR <http://v2.sherpa.ac.uk/opensoar/> ; ROAR <http://roar.eprints.org/>
 - PhilArchive - <https://philarchive.org/>
 - Australian Institutional Repositories - <https://aoasg.org.au/open-access-repositories-at-australian-institutions/>
 - SUNScholar/Practical guidelines for starting an institutional repository (IR) <http://bit.ly/goodir>

OA Search Engines and Browser Extensions

- Browser Extensions to find OA content
 - Unpaywall <http://unpaywall.org/>
 - Open access button <https://openaccessbutton.org/>
 - Google Scholar
 - Lazy Scholar <http://www.lazyscholar.org/>
 - Kopernio <https://kopernio.com/> (Clarivate Analytics. Registration required)
- Free OA Search engines
 - EmbedOA <https://openaccessbutton.org/embedoa>
 - Ifindr <https://Ifindr.lscience.com/home/>
 - CORE <https://www.jisc.ac.uk/core> CORE (Jisc)
 - Google Scholar <https://scholar.google.com.au/>
 - Humanities Commons <https://hcommons.org/>
 - Open Archive of the Social Sciences <https://socopen.org/>

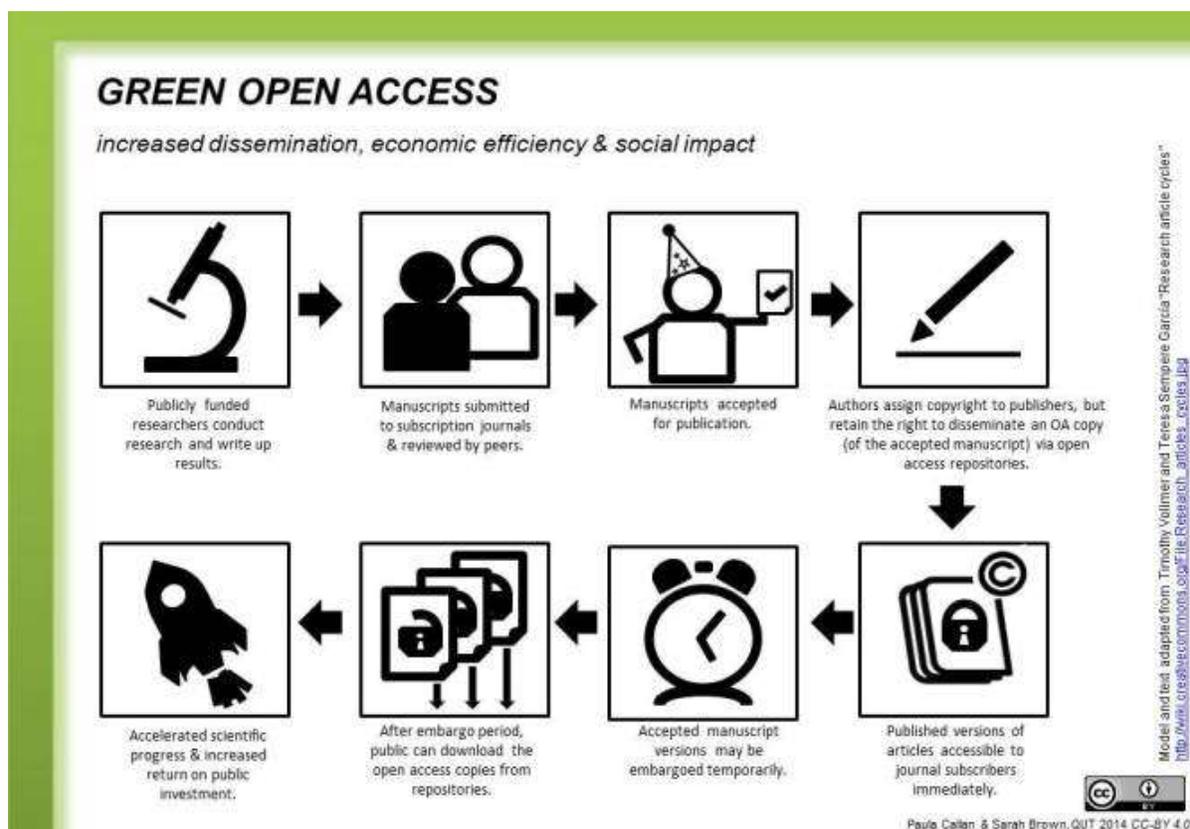
- 
- Directory of Open Access Journals <https://doaj.org/>
 - Directory of Open Access Books <https://www.doabooks.org/>

Useful Links

- **Australian Open Access Strategy Group** <https://aoasg.org.au/>
AOSG works to advocate, collaborate, raise awareness, lead and build capacity for open access to all the outputs of scholarship in Australia and New Zealand.
- **SPARC** <https://sparcopen.org/>
Global coalition committed to making Open the default for research and education.
- **SHERPA/RoMEO** <http://www.sherpa.ac.uk/romeo/>
Use this site to find a summary of permissions that are normally given as part of each publisher's copyright transfer agreement.
- **Creative Commons Licenses** <http://creativecommons.org/licenses/>
An outline of the various CC licenses that cater for the various access and re-use wishes of copyright owners. Offering your work under a Creative Commons license does not mean giving up your copyright; it means permitting users to make use of your material in various ways, but only under certain conditions.
- **OpenDOAR – Directory of Open Access Repositories**
<http://v2.sherpa.ac.uk/opendoar/>
*Quality-assured, global directory of academic open access repositories.
Search for open access academic, peer-reviewed books.*
- **Harvard Open Access Project** https://cyber.harvard.edu/hoap/Main_Page
HOAP consults with universities, funding agencies, publishers, museums and other institutions developing OA policies and refining OA practices. Includes 'Good practices for university open-access policies'.
- **Think, Check, Submit** <https://thinkchecksubmit.org/> *A simple checklist researchers can use to assess the credentials of a journal or publisher.*

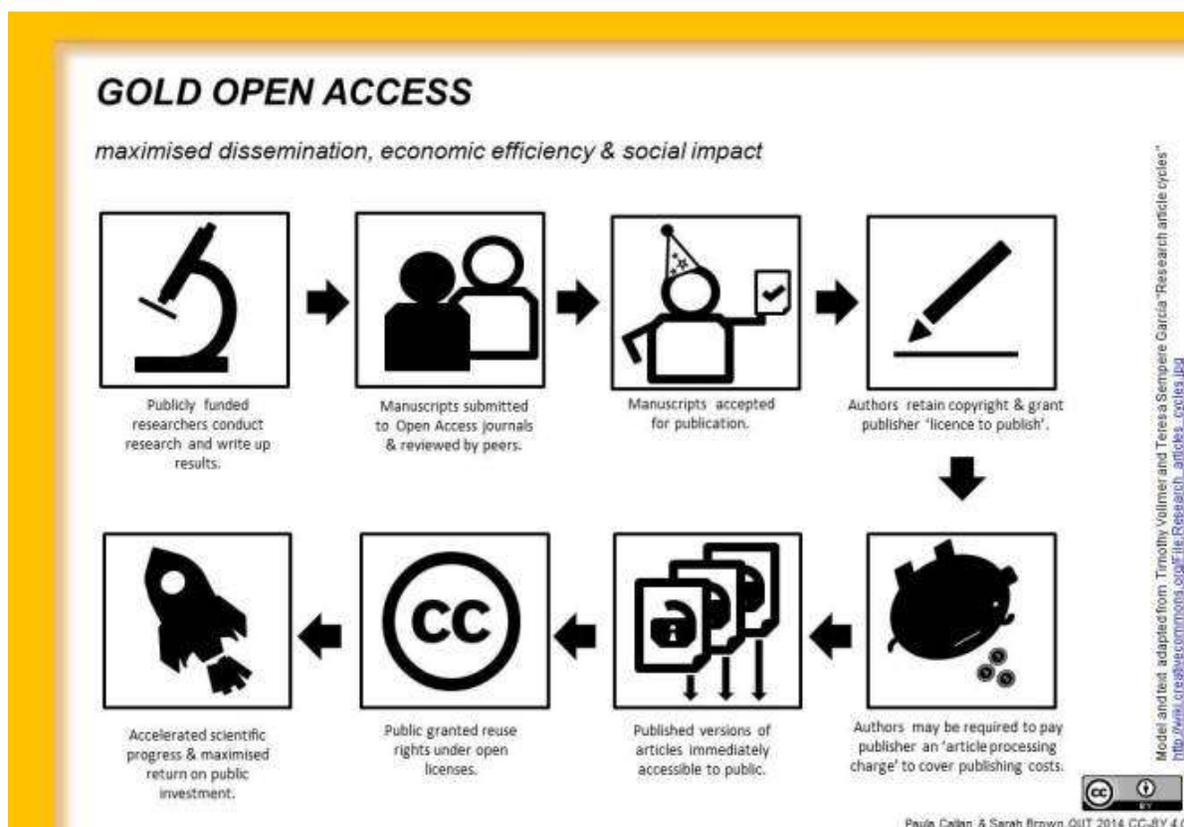
Green Open Access (self-archiving)

- Publishing article in a subscription based journal and then depositing author accepted copy in a freely accessible institutional/disciplinary repository
- Archiving: author accepted version (post-print) to institutional/disciplinary repository
- Open Access usually after a set embargo period
- SHERPA/RoMEO site provides publisher copyright policies on self-archiving

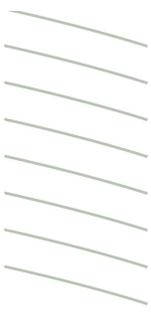


Gold Open Access (publishing in an OA journal)

- Publishing in an open access journal
- Open access to public immediately upon publication (often under CC open licenses)
- Archiving: version of record (print PDF from publisher)
- Authors may be required to pay an Article Processing Charge (between \$1000-\$5000)



SOURCE: Australasian Open Access Strategy Group (2013). *What is open access* <https://aoasg.org.au/what-is-open-access/>



Evidence-Based Practice: Evaluating Our Collections and Services

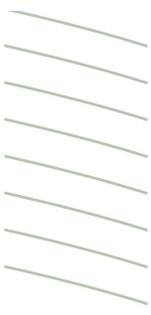
Clare Thorpe

Introduction

Over the past two decades, evidence-based practice and its application to library and information science has been an evolving focus of discussion, experimentation and application among researchers and practitioners. This paper will discuss opportunities for theological libraries to apply evidence-based practice in evaluating collections and services in order to better demonstrate value to stakeholders, gain a deeper understanding of client needs and experiences, promote robust decision-making and improve service delivery.

Defining Evidence-Based Practice in Library and Information Science

Evidence-based librarianship first appeared as a term two decades ago (Eldredge, 2000) emerging from the experiences of health librarians who were providing services to clinicians practising evidence-based medicine. As a decision-making framework, it evolved and was applied to a variety of library and information services. Many other disciplines have also adopted the 'evidence-based' tag, including health care, management, executive coaching, career development, public policy and education (Miller, Partridge, Bruce, Yates, & Howlett, 2017). Evidence-based library



and information services was adopted early on as a more inclusive description of library and information services and practices in all their diverse forms.

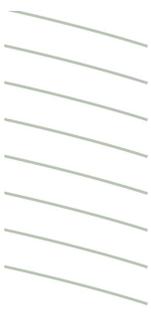
What evidence-based practice is not is perhaps easier to define than what it is. Evidence-based practice is not just about gathering data and statistics or using key performance indicators in annual reports. It is not just about one-off events or decision-making. Rather, it is an approach to continuous service improvement and professional practice that is ongoing, iterative and reflective in nature. Evidence-based practice is a structured process of articulating questions or problems, collecting, interpreting and applying valid and reliable evidence to support decision making and continuous service improvement in professional practice (Howlett & Thorpe, 2018). In libraries, it is a structured and deliberate way of improving professional practice by individuals, in organisations and more widely across the profession.

"Evidence-based practice is not just about gathering data and statistics or using key performance indicators in annual reports."

To understand evidence-based practice in libraries, research shifted a decade ago to explore what it means to be an evidence-based librarian. Kougiannakis and Brettle (2016) argued that evidence-based practice is more than just "doing", it is a way of being. By being evidenced-based, librarians can question their practice, gather or create evidence and use evidence wisely to make and inform decisions about value and impact. Other perspectives from research reveal that evidence-based practice is:

- Not always straight-forward or linear (messy)
- Holistic
- Deliberate or unintended (serendipitous)
- Used immediately or filed away for future use
- Impacted by time, accessibility and the availability of evidence
- Highly contextualised and influenced by the librarian's workplace

(Booth, 2002; Gillespie, 2014; Gillespie, Miller, Partridge, Bruce & Howlett, 2017; Howlett & Howard, 2015;



Koufogiannakis, 2015; Partridge, Edwards, & Thorpe, 2010)

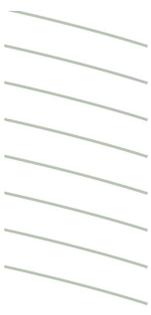
There is no one right way to do or be evidence-based. The way evidence-based practice is applied in a library is up to the individual library professional. Whether it is reactive or proactive, whether it is continuous, ad hoc or as required. The right way to be evidence based is to focus on and be relevant to your library's context.

Evidence-based practice is relevant to all sizes of libraries and may be even more applicable to libraries staffed by one person. The Special Libraries Association (2018) lists a number of diverse responsibilities of information professionals, all of which incorporate aspects of evidence-based practice. Lewis and Wilson (2015) argue that solo librarians can “fly under the radar” to apply evidence-based principles and to apply their professional expertise, research evidence and user experiences to decision making and service improvement activities.

“Evidence-based practice is relevant to all sizes of libraries and may be even more applicable to libraries staffed by one person.”

Sources of Evidence

Early discussion around evidence-based librarianship promoted and focused on research evidence or literature as the only type of evidence (Koufogiannakis, 2013) with a strong reliance on systematic reviews and critical appraisal tools. Over the past decade, understanding evidence-based practice in the library practitioners' context has evolved to a broader view of what constitutes as 'evidence'. In particular, research identified an appreciation of the complexities that impact on the implementation in day-to-day practice (Gillespie et al., 2017; Alisa Howlett & Howard, 2015; Koufogiannakis, 2011b, 2012; Luo, 2018). Findings from empirical studies (Gillespie et al., 2017; Koufogiannakis, 2011a) confirmed that library professionals identify and use a variety of evidence types, beyond the research literature and often combine different types, to inform



their daily practice. Koufogiannakis (2011c) identified two other types of evidence that are valid as important and contextual sources of evidence for library and information service practitioners – local evidence and professional knowledge. Combined with research evidence, these three sources provide a range of tools and methods that library professionals can use in applying and being evidence-based. The three different sources of evidence are equally valid; no one type of evidence stands alone. Indeed, the type of evidence used may depend on the task and the need for information (Jamali, 2018). The mix of evidence selected depends on the task, the availability of data, the intended outcome and the time available. For theological librarians and solo practitioners, evidence-based practice offers a way and opportunity to engage with stakeholders; to better understand client’s experiences and expectation of collections, spaces and services; and to build a backpack full of stories and statistics that can be used as a tool for advocacy with authority and conviction (Bell, Moss, Thomas, & McLeod, 2017)

Putting Evidence-Based Practice into Practice

Evidence-based practice is not just about defining measures and undertaking data analysis; nor does it end with gathering and reporting data. Rather, evidence-based practice promotes an applied approach that is ongoing and reflective, in which library staff position themselves to respond to challenges and leverage opportunities within their library’s local context. Measures are the means through which service is improved and professional practice is continuously developed (Howlett & Thorpe, 2018).

To understand evidence-based practice in practice, University of Southern Queensland Library has adopted a framework or “lens” (Figure 1) that explains our approach to working as an evidence-based library. The framework can be applied to an individual situation, team plans or at an organisational level. It is used to explain and apply evidence-based practice in our day-to-day work. The lens is particularly applicable to libraries that have a parent organisation or are accountable to a broader purpose. It recognises the realities of daily professional practice and experience (Howlett & Thorpe, 2018).

There are four elements to the framework. At every stage, evidence is gathered, analysed, used and applied. Library professionals must interpret institutional goals to use evidence for strategic priorities. The environment a library sits within will influence the sources and types of evidence chosen. The choice of evidence should be tied to the mission of the specific institution (Tenopir, 2013). Once strategic goals are identified, service improvements and decisions can be applied and implemented based on the evidence. By applying outcome-driven services based on strategic priorities, evidence-based practitioners have the opportunity to create and design service offerings in a way that generates bespoke evidence (Grieves, 2017).

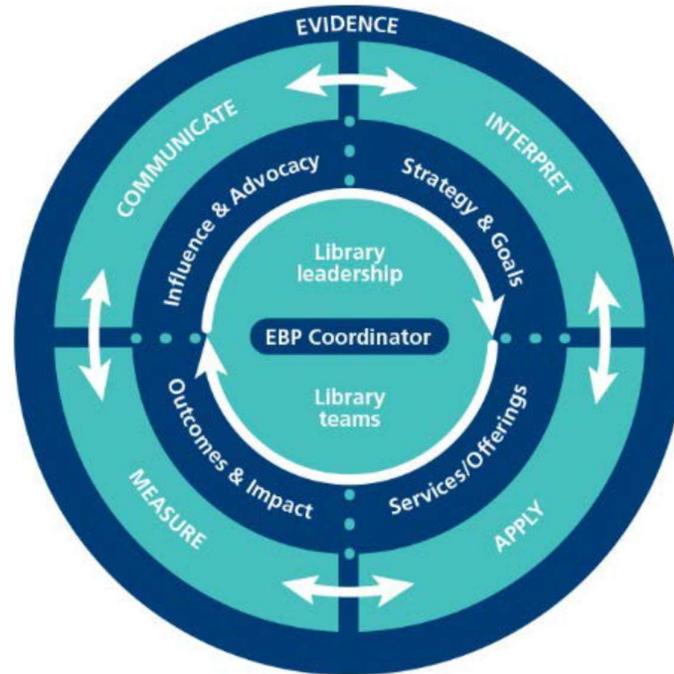
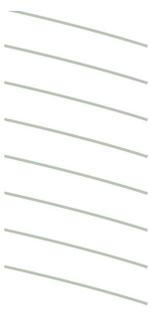
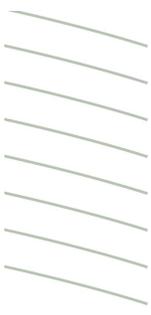


Figure 1: A lens for understanding the evidence-based library (Howlett and Thorpe, 2018)

Measures of outcomes and impact are the means of gathering and understanding evidence. Data must be interpreted and imbued with meaning; combining quantitative and qualitative data to form analytics and insights (Grieves, 2017). Libraries must move beyond “tombstone statistics”, such as titles or volumes held, gate counts, classes taught, as they provide an incomplete picture of the library’s impact and may be incomprehensible to stakeholders. (Springmier, Edwards, & Bass, 2018). Non-traditional and emerging methods of evidence gathering, such as techniques from user experience and design thinking methodologies, can complement statistics, enrich interpretation and add meaning. Appendix 1 identifies a range of methods and measures that can be used to evaluate information services, spaces and collections.

Communicating for influence and advocacy is the element, that if all others are done effectively, generates influence and advocates for what the library is, and what it achieves for the parent organisation, its clients and stakeholders (Howlett & Thorpe, 2018). There is a need to create and communicate a compelling vision of the library’s current and future role which can take stakeholders along with the library. This should be linked to evidence of the value of libraries for individual use, various stakeholder community and the institution as a whole (Pinfield, Cox, & Rutter, 2017). Through these four elements, evidence-based practice can become a conscious and deliberate process of how an organisation operates.



Stakeholder Engagement

The role of stakeholders within evidence-based practice is critical, not just as a group to be influenced, but also as a source of evidence. Abbott (2006) describes a research project within which the involvement of stakeholders was an essential feature as their input resulted in an increased understanding of the library's role in providing an engaging learning environment. In relation to strategic planning, emerging research is exploring how university libraries and library directors use a variety of evidence sources to demonstrate the library's value, including a focus on methods that involve library stakeholders in the process (Lembinen, 2018; Newton Miller, 2018). By developing a proactive approach that includes seeking, interpreting and using the input of staff, students and community, evidence-based practice approaches can clearly articulate the value of your library (Arizona State University Library, 2017).

Conclusion

Being evidence-based creates a healthy service culture in libraries and information services. By building capacity in evidence-based practice, library professionals can:

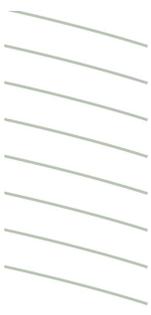
- demonstrate value to stakeholders,
- gain a deeper understanding of client needs and experiences,
- promote robust decision making, and
- improve service delivery.

Evidence-based practice can be empowering, proving what you know or suspect about your work, your clients and services, and building a platform from which you can convincingly demonstrate your worth to your parent institution, to your clients, and to your industry. An evidence-based culture in your library can be the first of many stepping-stones to a sustainable future (Bell, Moss, Thomas, & McLeod, 2017).



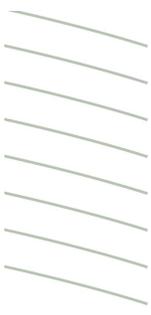
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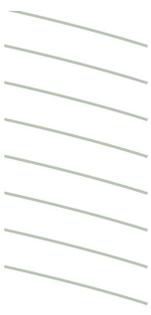
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Appendix 1: Methods for Evidence-Based Practice in Libraries

Information Services	Print collections	Electronic/Digital Collections	Spaces
<ul style="list-style-type: none"> • Mystery shoppers • Observations of clients & staff • Statistics • Chat transcripts (Thomas & Wallace, 2018) • Client feedback • Surveys & evaluations • Focus groups, interviews, personas • Anecdotes/stories • Heuristic 	<ul style="list-style-type: none"> • Usage & holdings data – borrowing and ILL statistics, stocktakes • Return on investment = item usage plus cost of housing the item (current and future value) • Large scale collection review (Arizona State University Library, 2017) • Significance assessment – for a single, group or cluster of items (uniqueness, rarity) • Accessibility, readability, discoverability 	<ul style="list-style-type: none"> • Usage and non-usage (turnaway) data from vendors & discovery layers • Duplication, currency (embargoes), accuracy & completeness • Patron driven acquisition • Search logs • Webpage analytics • Vendor support & supply – pricing models, access rights, trials, training • Functionality, accessibility, ease of use • Technical feasibility, integration with other technologies, • Security & privacy 	<ul style="list-style-type: none"> • Observations • Journey maps • Occupancy counts • Seating surveys • Gate counts • Wi-fi heat maps • Client feedback & surveys • Focus groups & interviews



Resources for LGBTQI Researchers in Theology

Mark Hangartner



Resources for LGBTQI Researchers in Theology

ANZTLA Conference – Mark Hangartner

**Libraries and Learning Services
Te Tumu Herenga**

July 2018

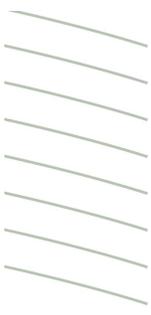


Lesbian = a woman who is sexually or romantically attracted (esp. wholly or largely) to other women; a homosexual woman. (1732)

Gay = orig. *U.S. slang*. (a) Of a person: homosexual (1922)

Bisexual = Sexually or romantically attracted to people of both sexes (1906).

Oxford English Dictionary



Transgender

Designating a person whose sense of personal identity and gender does not correspond to that person's sex at birth, or which does not otherwise conform to conventional notions of sex and gender.

- Although now typically used as an umbrella term which includes any or all non-conventional gender identities, in wider use *transgender* is sometimes used synonymously with the more specific terms *transsexual* or *transvestite*. (1974)

Antonym = Cisgender (1997)

Oxford English Dictionary

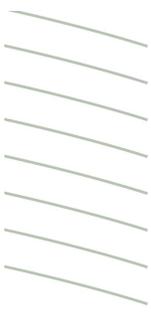


Queer

Although originally chiefly derogatory (and still widely considered offensive, esp. when used by heterosexual people), from the late 1980s it began to be used as a neutral or positive term **In some academic contexts it is the preferred adjective in the study of issues relating to homosexuality** (cf. *queer theory n.*) (1914)

queer theory *n.* orig. *U.S.* an approach to social and cultural study which seeks to challenge or deconstruct traditional ideas of sexuality and gender, esp. the acceptance of heterosexuality as normative and the perception of a rigid dichotomy of male and female traits. (1990)

Oxford English Dictionary



Intersex

A person who or animal which is physically intermediate between male and female, **having characteristics of both sexes** (in a species which normally has two distinct sexes), or having sexual organs which are not fully developed as either male or female or which do not correspond to the individual's chromosomal sex.... (1906)

Oxford English Dictionary

2018 is the year we stop making fun of:

- bi/pan people
- trans people
- enby people
- ace/aro-spec people
- queer people

2018 is the year we stop acting like LGBTQ+ just means “gay and lesbian”

Reference: <https://twitter.com/gaylex>





Who and why?



Defining LGBTQI researchers:

- Researchers interested in LGBTQI topics
- Includes but not exclusive to people with LGBTQI identity.
- Is it problematised?

"On secular and religious campuses alike, LGBT students continue to face problems such as bullying and harassment" p. 89.

- Coley, J. S. (2017). Reconciling religion and LGBT rights: Christian universities, theological orientations, and LGBT inclusion. *Social Currents*, 4(1), 87-106.

More LGBTQI content needed at medical schools - survey

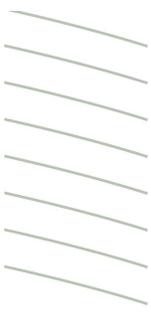


The findings were published in the most recent New Zealand Medical Journal, after surveying staff from both the Universities of Otago and Auckland.

Two-thirds said it was important and both schools would like to see more content and earlier education for medical students. When asked how much LGBTQI content was included in their module, 54 percent responded "none at all", while 33 percent responded "a little."

THE NEW ZEALAND MEDICAL JOURNAL

Taylor, O., Rapsey, C. M., & Treharne, G. J. (2018). Sexuality and gender identity teaching within preclinical medical training in New Zealand: content, attitudes and barriers. *The New Zealand Medical Journal*, 131(1477), 35-44. [link](#)



What



Resources for LGBTQI researchers:

- Collections
 - Books
 - Journals
 - Websites
- Discovery tools
 - Catalogues
 - Databases
- Buildings, people, policies etc

Building great collections



All researchers will agree on what libraries should be ...
.....**great collections**,

all points of view, and prioritize the best research.

- Limited budgets and
- even more limited storage space.

Ridinger, R. B. (2017). Moved by the spirit: Theological literatures of LGBT advocacy. *Journal of Religious & Theological Information*, 16(1), 22-33. 10.1080/10477845.2016.1273025 Retrieved from <http://www.tandfonline.com.ezproxy.auckland.ac.nz/doi/abs/10.1080/10477845.2016.1273025>



Moved by the spirit ...



"This bibliographical essay will present a survey of book-length works published since 1960 which have advocated for a critical reexamination of traditional limits within contemporary Protestant denominations, although works from the discussion of this issue within the Catholic Church will be included when relevant."

- Very useful survey arranged into sections for each decade, highlighting the major issues from that period. Coverage of major issues.
- 75 of 77 references are to North American published works.

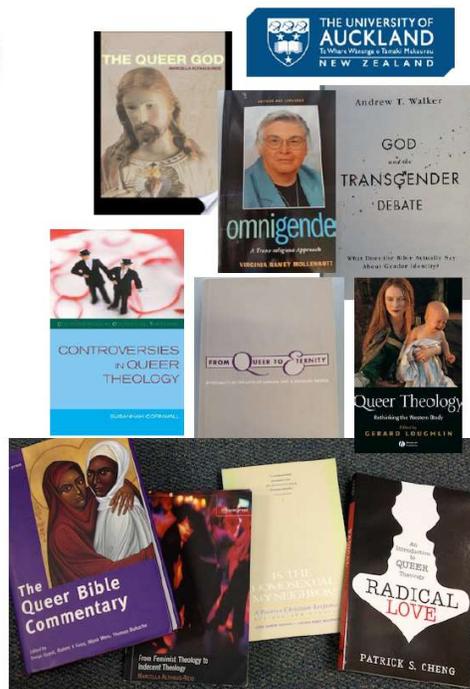
Moved by the spirit ...

Who might we add?

Marcella Maria Althaus-Reid was Professor of Contextual Theology at New College, University of Edinburgh.

Gerard Loughlin, Professor of Theology and Religion at the University of Durham

Deryn Guest, University of Birmingham

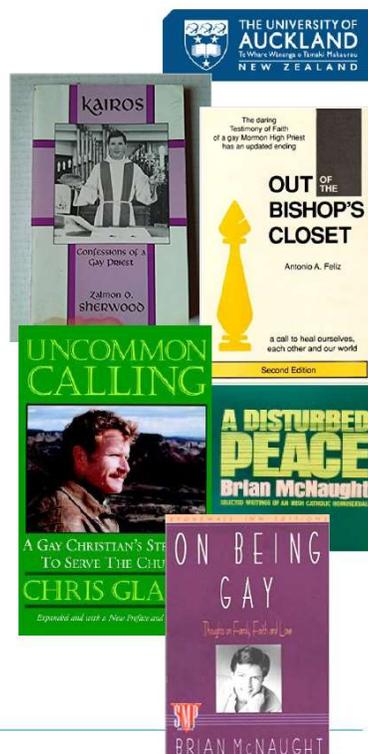




Too much of ...

Too much autobiography:

In 1983 the autobiography of another MCC minister, Johannes Dimaria-Kuiper, appeared entitled *Hot Under the Collar: Self-Portrait of a Gay Pastor*. It was followed by Anglican Zalmon Sherwood's account of coming out, *Kairos: Confessions of a Gay Priest* in 1987, *Out of the Bishop's Closet* by Antonio Feliz from the Mormon hierarchy, and Presbyterian Chris Glaser's *Uncommon Calling: A Gay Man's Struggle to Serve the Church* in 1988. Readers interested in a similar voice from a lay perspective will also find Brian McNaught's *A Disturbed Peace: Selected Writings of an Irish Catholic Homosexual* (1981) valuable.A second volume of McNaught's writings, *On Being Gay*, would be published in 1987.

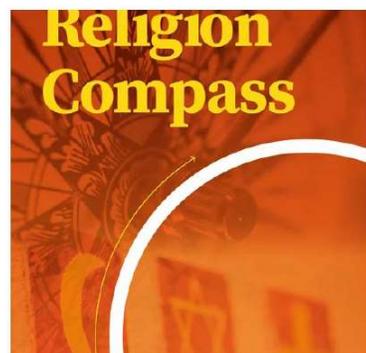


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Other approaches

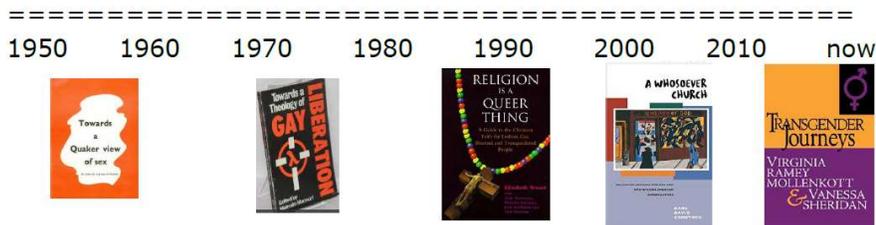
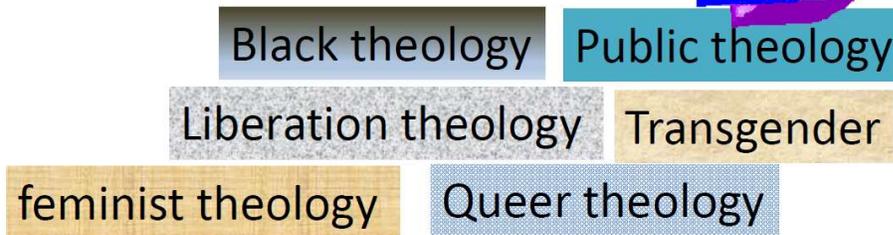
"In Latin American liberation theology, feminist theology, and black theology they found the methods and insights to formulate a contextual gay liberation theology."

Schneider, L. C., & Roncolato, C. (2012). Queer theologies. *Religion Compass*, 6(1), 1-13. 10.1111/j.1749-8171.2011.00315.x



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A timeline of theologies

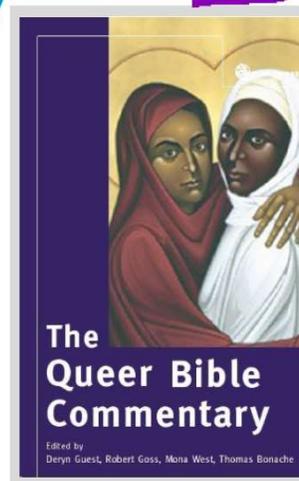


Joining feminist / gender - liberation – public theology



...for readers interested in lesbian, gay, bisexual and transgender issues such as :

- the construction of gender and sexuality,
- the reification of heterosexuality,
- the complicated question of lesbian and gay ancestry within the Bible,
- the transgendered voices of the prophets,
- the use of the Bible in contemporary political, socio-economic and religious spheres and
- the impact of its contemporary interpretation upon lesbian, gay, bisexual and transgender communities (p. xiii).





Other bibliographies



Tabb Stewart, D. (2017). LGBT/Queer Hermeneutics and the Hebrew Bible. *Currents in Biblical Research*, 15(3), 289-314. 10.1177/1476993X16683331 Retrieved from <https://doi-org.ezproxy.auckland.ac.nz/10.1177/1476993X16683331>



Reference lists in handbooks etc, eg :

Goddard, A. (2014). Theology and Practice in Evangelical Churches. In *The Oxford Handbook of Theology, Sexuality, and Gender*. : Oxford University Press. Retrieved 26 Jun. 2018, from <http://www.oxfordhandbooks.com.ezproxy.auckland.ac.nz/view/10.1093/oxfordhb/9780199664153.001.0001/oxfordhb-9780199664153-e-30>.

Cornwall, S. (2015). *Intersex, Theology, and the Bible : Troubling Bodies in Church, Text, and Society*. New York: Palgrave Macmillan. Retrieved from <http://ezproxy.auckland.ac.nz/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=1054032&site=ehost-live&scope=site>

Journals



- GLQ : a Journal of Lesbian and Gay Studies. (1993+) 45 ...
- Journal of Gay Lesbian Mental Health. (1989+) 35 ...
- Journal of Homosexuality. (1974+) 240 articles after 2000
- Journal of Lesbian Studies (1997+) 230 ...
-
- Bible and Critical Theory. (2004+) [open access]. 17 items..
- Religion & Gender. (2011+) [open access]. approx. 12 articles
- Theology & Sexuality : the Journal of the Institute for the Study of Christianity and Sexuality. (1994+) >100 articles

Catalogues

It was a life-altering experience to learn of the category "lesbian" in the library – and not only that, lesbian was a library subject heading!

- Alison Bechdel, paraphrasing acceptance speech at the 2007 American Library Association “Stonewall Book Awards” for *Fun Home*
<https://www.lgbtran.org/>
- See also
<https://www.library.auckland.ac.nz/guides/arts/gender-studies/#=4>



ONE DAY IT OCCURRED TO ME THAT I COULD ACTUALLY LOOK UP HOMOSEXUALITY IN THE CARD CATALOG.



Access issues



- Terms become outdated.
- Use of Gays as an umbrella heading for gay men and lesbians.
- Using sex and gender as synonymous terms.
- What do you do with Queer?
- Tags anyone?
 - There are certainly cases where tags work well. Take **Armistead Maupin's *Tales of the City***, for example. The top tags include [queer](#) and [gay fiction](#), whereas the subject headings are [City and town life > Fiction](#), [Humorous stories](#) and [San Francisco \(Calif.\) > Fiction](#). Someone looking for *Tales of the City* is unlikely to start their search under [City and town life > Fiction](#) (San Francisco, however, might prove a good access point, which is also highlighted in the tags).* (Originally in <http://blog.librarything.com/thingology/2006/05/tagging-meets-subject-headings/>)

Reference:

Greenblatt, E. (2011). *Serving LGBTIQ library and archives users : essays on outreach, service, collections and access*. Jefferson, N.C.: McFarland.



Databases



General databases:

- Google Scholar [link](#)
- Ebscohost [link](#) to Academic Search Premier

Specialist LGBTQI

- LGBT Thought and Culture [link](#)
- Archives of Sexuality & Gender: LGBTQ History and Culture Since 1940 [link](#)
- The LGBT Religious Archives Network (LGBT-RAN) [link](#)

Specialist Theological material:

- ATLA Religion [link](#)
- Religion and Philosophy Collection [link](#)
- Australasian Religion Index 150 references [link](#)
- Index Religiosus [link](#)

Archives of Sexuality & Gender

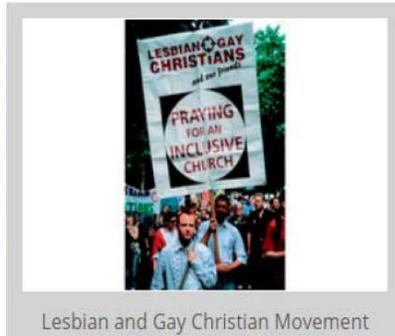


Example archives:

Twice Blessed (Jewish)

LGCM

Asian Pacific L & G





Welcoming environment

Professional development for library staff:

Equity and trans students and staff - Trudie McNaughton, PVC Equity, Dr Terry O'Neill, Director - Student Equity and Dr JJ Eldridge Senior Lecturer in Science.

[Providing a safe, inclusive and equitable working and learning environment at the University.](#)



Welcoming events

Visibility

Networking

Hospitality





Inclusive policies



Transgender people at the University of Auckland Guidelines & FAQs

- Legal name change
 - “The University of Auckland will cover the cost of legal name changes for trans and gender diverse students who meet eligibility criteria as assessed by the Equity Office. “
 - “Trans and gender diverse students’ experiences and University of Auckland research have identified that use of preferred rather than legal names is key to the provision of a safe and inclusive environment for trans and gender diverse students. Inappropriate use of legal names can lead to ‘outing’ and associated negative consequences including to health, safety and wellbeing.”

=====
 Library focus – circulation notices (email, print slips, formal letters),
 how personal details display on screen, how easy is it for patrons to
 amend their record?

Inclusive facilities



- Unisex toilets on campus
 - These are available for trans and gender diverse students and staff. The Equity Office is working with Property Services to increase the number of unisex toilets, initially on the City campus. [Link](#)
- Sport and recreation facilities
 - The University is committed to being safe, inclusive and equitable. As such, its Inclusion of Trans and Gender Diverse Students and Staff in Sport and Recreation Policy and Guidelines promote participation in sport and recreation without discrimination, and based on self-defined gender identity. [Link](#)





Contributors



Kate Davis (University of Southern Queensland)

Kate is a Senior Research Fellow at USQ's Digital Life Lab. She is a social scientist who researches information experience. Kate is a librarian by trade with a background in public and national libraries. Kate is an experienced facilitator with practical expertise in design-based workshop development and delivery. Find Kate online at katedavis.info or @katiedavis.

Clare Thorpe (University of Southern Queensland)

Clare is the Associate Director (Library quality and Planning) at University of Southern Queensland. She has worked in academic and state libraries since 2001, using evidence-based approaches to develop and apply best practices in collection management, user experiences, staff management, and information literacy design. Clare was awarded the Australia Library and Information Association's Metcalfe Award in 2005 and the Queensland Library Achiever of the Year in 2016. Follow Clare on Twitter @thorpe_clare.



Mark Hangartner (University of Auckland)

Mark is the Subject Librarian for Classics and Ancient History, European Languages and Literature, History, Philosophy, Theological and Religious Studies. Mark is a long term member of ANZTLA, and has presented papers at previous ANZTLA conferences.

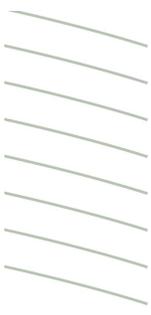
Maria Stanton (American Theological Library Association)

Maria is ATLA's Director of Production and is the contact person for questions about indexing policies and practices, and the ATLA subscription database content.



Mandy Lupton (Queensland University of Technology)

Dr Mandy Lupton is a senior lecturer in the Faculty of Education at the Queensland University of Technology. She is the coordinator of the Master of Education (teacher-librarianship). Mandy's research areas are information literacy, inquiry learning and connected learning. Her current project involves analysing the digital identities of pre-service and practising teachers. She is also working on building a model of the connected educator.



Erin Mollenhauer (Moore College)

Erin began her career in information studies as a cataloguer at Moore College Library in 2012, while completing her Masters in Librarianship through Charles Sturt University. After developing an interest in rare books and archives, Erin obtained a further qualification in archives and record management and was appointed Moore College's archivist and special collections librarian in 2017.