Engaging the Google generation through Library 2.0: Part 2

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Web 2.0 has finally appeared on the radar of school libraries, and with it the new ways of working with literacy, information literacy and digital fluency that Web 2.0 allows. An exploration of these essential Web 2.0 tools, techniques and approaches has shown us what we need to know about Web 2.0 (O’Connell, 2006), what we must explore in Web 2.0, and what we could develop as part of the library experience of our students. The Web 2.0 tools and techniques, coupled with the trademark social networking, provide the framework for knowing what’s next for school libraries in Web 2.0. It is no longer a matter of guesswork, as we now have enough information about possible futures to blend and shape our new Library 2.0 future.

Believe the hype

Johnson (2006) considers that there are three critical societal changes that impact on libraries’ survival and opportunities to thrive:

- the growing digitisation and portability of information
- emerging fundamental changes in the nature and sources of information
- the critical need for new skills for workers in a global economy.

In its 2.0 incarnation, the digitally re-shaped school library must transcend the physical space to bring services and programming to every student and teacher throughout the school wherever learning is taking place, with teacher-librarians interacting more directly with students, as well as their teacher peers, in new spaces (Harris, 2006).

Searching is an essential skill for the Google generation.

Schools have differing levels of technology infrastructure to support online learning. However, as soon as a school library has computers connected to the Internet, with good online speed, then teacher-librarians, class teachers and students are ready for Library 2.0.

Library 2.0 searching

Searching is an essential skill for the Google generation. Have you noticed the primacy of Google in the minds of students? Have you been told that libraries don’t matter because we have Google? This is not really a negative comment, as it forces teacher-librarians to consider the complexity of our online world, and the remarkable range and depth of information resources that are available to us. Understanding search engines and search tools should be compulsory knowledge for all library staff. Reading Google power (2005) will help you to understand the remarkable developments in Google searching (Figure 1) and appreciate the possibilities that such access creates.

Alternatively, explore the function of Google Desktop (Figure 2), which can be installed to the C drive if users have administrative rights, and discover what is on your computer as well as on the web related to your topic search. Or use Google Desktop to search your own machine and find...

Figure 1 Searching in Google
related resources. A faster method involves hitting the control key twice, to perform a search 'on the fly' while working on something else.

Perhaps you thought that search engines are still not responsive to your search needs? Try AlltheWeb at http://livesearch.allthetweb.com/ and check out the personalisation features. As soon as you start writing a search query, AlltheWeb will start guessing your intentions, generating a list of alternative keyword combinations for you to choose. Search for meaning of school library 2.0 and explore this topic further.

Alternatively, teacher-librarians can become familiar with the differences between natural language, visual, clustering or metadata search engines in order to appreciate Search 2.0 versus traditional search as explained by McManus (2006). Clusty is an example of a clustering search engine that shows the search results in a concept tree format. Turner (2006) also lists the tools available for searching the deep end of the web for information that can only be found by very specific and direct queries.

Your digital Library 2.0

Search technology underpins our school library system and what is delivered by our library system to your Online Public Access Computer (OPAC). Your OPAC can only become Library 2.0 when your system supports a WebOPAC, that is, it is web enabled. Then digital library can become Library 2.0 when your WebOPAC integrates information sources, such as documents, websites, Clickview or other multimedia systems. Your digital library will become Library 2.0 as it combines an environment that:

- uses federated searching to allow your students to search your own online databases (Z39.50 makes it possible for a user in one system to search and retrieve information from other Z39.50 and Open URL systems without knowing the search syntax used by those other systems)
- incorporates digital resource management (weblinks, PDF, etc) and integration of e-books
- incorporates digital object description, display and storage
- provides content enrichment for more online information about books, such as book jackets, tables of contents, book summaries, author biographies, teacher notes and weblinks
- provides searching tools, linking, and integration of multi-campus with global collections
- utilises a range of metadata protocols to maximise information access
- incorporates information dissemination through Really Simple Syndication (RSS), blogs and podcasts
- provides personalised lists of subjects, authors, activities, and other information that digital users have asked their digital library to push directly to them, using a feed such as RSS
- provides other promotion of events, topics, or themes of interest through a portal entry point
- incorporates or, is incorporated with, user-built knowledge spaces through Wiki, LMS or other technologies.

Future Library 2.0 developments

Future Library 2.0 developments might include:

- searching social network repositories, such as Flickr and YouTube
- searching of other search aggregators such as Technorati
- personalisation of the information research process with a personal library storage space
- addition of virtual library environments such as Second Life and Virtual teen library: Second Life
- addition of read and write interactivity, as in Fanfiction, which is a broadly defined term for fiction about characters or settings written by fans of the original work
- adaptive hypermedia responsiveness to search strategies, stored information, personal tag structures and subject requirements.
Second Life Library 2.0
http://secondlifelibrary.blogspot.com/

Not a library in the conventional sense, this is a space in a 3D virtual world, where contributors mainly post images and news, with some observations. Searching for traditionally library content is fruitless: there are no matches for Shakespeare, for example. This library presents opportunities, models, and a glimpse of the future when managing and using information in the contemporary environment. The blog is useful for two reasons: it demonstrates some of the tools and technical possibilities available to teacher-librarians, and it demonstrates ideas in showing what people are doing with those tools, for example in digital imaging. The site is small and uncomplicated. At the time of review, 10 postings are available, and these allow users to get a sense of how ICT works with meaning in this virtual library. The contributors are also worth investigating for the same reason. Michael and Beth Gallaway have especially interesting ideas and information. C. Thomas

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Into the future

Is any of this realistic? Developments in the broader community point clearly to these directions and provide Library 2.0 options now.

The Open WorldCat program makes records of library owned materials in OCLC Worldwide WorldCat database available to Web users on popular Internet search, bibliographic and bookselling sites, including Google, Yahoo! search, Ask.com and Windows live academic. Links to content in library collections, including books, videos, serials, digital images and many other formats, appear alongside links to traditional World Wide Web content. The result is that libraries participating in the Open WorldCat program are more visible on the Internet, and their collections are more accessible from the sites where many people start their search for information.

The aim of Google books (Quint, 2004) and Google scholar is to eventually provide digital access to all journal and book resources in digital format.

The National Library of Australia provides free access to the complete database of over 14 million records for both Australian and international resources. PictureAustralia is incorporated into this. Users also have the option to buy material using links through online bookshops. Not to be outdone in Web 2.0, PictureAustralia is also increasing its number of contemporary images, by including images from Flickr on relevant topics uploaded by people to Flickr.

Helping your students find a book to read? Try searching for a book with www.whichbook.net (Figure 3). This is just one example of a different approach for searching for the next read. Instead of starting from the overwhelming choice of books available, Whichbook.net starts from the reader, and enables each individual to build the elements of that elusive good read that many are looking for but don’t quite know how to define.

Many other search sites that respond to reader input are available from Opening the book.

LibraryThing shows another aspect of the same Library 2.0 phenomenon. It allows users to create their own library collection, and share this information with others. Most importantly, it uses the Z39.50 protocol to search a global list of over 40 libraries, and imports images and information from Amazon to populate a LibraryThing collection. LibraryThing enables information to be added, the use of tags to organise and display information, and a spreadsheet of holdings to be printed.

Now for copyright

There are many ways to clip or collect online material for discussion or distribution. Flock is just one easy example. There are also myriad browser extensions, such as FireFox’s VideoDownloader 1.0 or Scrapbook 1.1.0.2.

Essential reading for Library 2.0 is the response to copyright of an amazing online initiative for use by Internet educators. Carvin (2006) explains how to encourage student creativity with Creative commons.

Gone are the days when teachers, students and parents are the only viewers of a classroom media project.

Figure 3 Whichbook.net
With the creation of YouTube.com and video blogging, that same project can be seen by hundreds of thousands of viewers.

Creative Commons (CC) is an online copyright initiative with clear and simple license statements that can be applied to any type of content, spelling out exactly how you would want the content to be used. Explore Flickr and find images with a CC tag to understand the correct CC copyright way to use images from this free repository.

Implementing Library 2.0 today

The Library 2.0 reading list (Levine & Stephens, 2006) provides essential information for librarians, and is easily adapted for schools. The reading list for school and youth librarians (Kersev, 2006) is also very worthwhile. Richardson’s (2006) book contains a comprehensive explanation of powerful Web 2.0 tools for supporting learners in their own learning domain. The Library 2.0 matrix (Figure 4) provides options for choosing the most appropriate blend for your schools resource environment to engage the Google generation with Library 2.0.

A realistic start to Library 2.0 involves embracing some inexpensive or free technologies. Teacher-librarians can use image sharing in Flickr to promote library events, and gather community feedback on topics of interest such as Book Week. Alternatively, students could use Flickr to post online comments of famous art works, environmental topics, or field trips, demonstrating their engagement and understanding of learning experiences.

Teacher-librarians could establish a Library Blog, or create their own library MySpace account. It may be easier to establish a library wiki which promotes books, leisure pursuits, or indeed anything that will capture the interest of your students. Establishing a blog for book promotion is a good start. Students could be encouraged to create podcasts for book promotion, literature circles, debating topics, or quiz challenges. Once students and educators have embraced this technology as a publishing tool, Just one more book!! shows the advanced possibilities of podcasting. Teachers can create an RSS feed directed to their readers to encourage involvement.

Create a Del.ici.ous account, share your finds with other teacher-librarians and then become even more adventurous. Set up your own library

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**LIBRARY 2.0 MATRIX**

<table>
<thead>
<tr>
<th>Library catalogue</th>
<th>Web 2.0 tools for the Library 2.0 user</th>
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<tbody>
<tr>
<td>• MARC compliant</td>
<td>• e-learning 2.0 environment</td>
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<tr>
<td>Web 2.0 platform 24/7</td>
<td>• Moodle, Elgg, LAMS</td>
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<tr>
<td>• adaptable user interface</td>
<td>Social networks</td>
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<tr>
<td>Information services</td>
<td>• MySpace, Facebook</td>
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<tr>
<td>• online virtual learning spaces</td>
<td>• blogs and wikis</td>
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<tr>
<td>Blended digital web collections</td>
<td>• Read/write web functionality</td>
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<tr>
<td>Blended digital repository</td>
<td>• social bookmarking e.g. Del.icio.us, Furl</td>
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<td>Digital access for user organisation</td>
<td>• images e.g. Flickr, Frapper</td>
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<tr>
<td>• e-reserve</td>
<td>• multimedia e.g. YouTube, VideoEgg</td>
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<td>• borrower loan access</td>
<td>• podcasting &amp; vodcasting</td>
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<tr>
<td>Digital access for licensed collections</td>
<td>Folksonomy</td>
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<td>• e-books, videos &amp; multimedia, images, learning objects</td>
<td>• tagging for personalisation</td>
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<td>• subscription online databases</td>
<td>Searching</td>
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<td>Digital access to inter-library loan</td>
<td>• browser and desktop API</td>
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<td>Federated searching</td>
<td>• blogs and social networks</td>
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<td>• Z39.50 and OpenURL</td>
<td>• visual &amp; metasearch engines</td>
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<tr>
<td>Taxonomy</td>
<td>Mobile computing</td>
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<td>• supported by global metadata standards</td>
<td>• MP3, PDA, mobile phone</td>
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<td>• laptop</td>
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<tr>
<td></td>
<td>RSS feeds and Mashups (Feed 101)</td>
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<td>• feed reader</td>
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<td></td>
<td>news Aggregator (Wikipedia)</td>
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<td>Discovery education e.g. One place (Dembo, 2006)</td>
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</tbody>
</table>

Figure 4 Library 2.0 matrix
33 ways to make a difference [sound recording]

ABSTRACT
In this 14 minute MPEG file, Professor Bill Louden summarises his views on effective teaching strategies and practices. Professor Louden’s keynote speech at the recent K-4 Early years of schooling conference presented findings from his national study on effective teaching practices to maximise student learning. In this podcast, Professor Louden talks about those findings and the factors which influence student performance. The talk is introduced by journalist Ben Wyld.

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account, and start promoting it to your students. Delancy Library’s favourties on del.icio.us is an interesting example of a library blog, and demonstrates various ways to use tagging to support student learning by directing them to models for developing notetaking skills, writing paragraphs, creating mind maps, as well providing information on a variety of topics. The next step is to encourage your students to contribute, or create a network of users in key learning areas.

While we do not have to jump into implementing every Web 2.0 idea and service, we do need to think outside the basic library website box and meet our learners in their environment. Most of the Web 2.0 options are designed to bring people together to create a vibrant learning community at school and online.

A final word on Web 2.0 and Library 2.0
Stephen Abrams, former president of the Canadian Library Association, challenges thinking and makes librarians and teacher-librarians face up to the future of libraries and Web 2.0, while assuring us that libraries can make a difference in a reference centre environment of authentic information, which is based on human interaction (Abrams, 2006).

[Editor’s note: ChatTM is a social engine that has recently been launched. It has 2500 live guides, including students, which allows the user to connect to a person to guide their search. This is an interesting experiment which combines the currency of web searching with human interaction.] ■

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OASIS Continuity Project:

an introduction

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What is the OASIS Continuity Project?

The OASIS Continuity Project is about the ongoing delivery of the OASIS application to NSW government schools, whilst a replacement product can be delivered via the Learning Management Business Reform (LMBR) project.

The strategy is to deliver OASIS to schools using thin client technology. This technology will allow all the OASIS data to be centralised in the Data Centre at St Leonards. The thin client technology will present OASIS as part of the customary desktop environment of a Windows workstation. User access to OASIS will be provided after authentication via the NSW Department of Education and Training portal.

A pilot program for schools will precede a decision on a rollout. Details of the schedule of pilot schools and information about the project, together with Frequently asked questions (FAQs) can be found on the School Systems website (Figure 1), available on the Department’s intranet.

Hardware

The OASIS Thin Client technology will only be supported in a Windows XP or Windows 2000 desktop environment.

Hardware rollout

The pilot will investigate and recommend strategies that will ensure the right mix of computer devices are available for administration and library staff when OASIS Thin Client is rolled out.

As part of the OASIS Thin Client pilot, the Department will be investigating the use of thin client computer devices to support the functions of library enquiry terminals, circulation desk terminals and administration cash register terminals. A thin client device acts like a dumb terminal and will be configured to access the OASIS Thin Client platform for the delivery of the OASIS application.

Applications

OASIS Administration, Finance, Timetable and OASIS Library will be accessed via the thin client technology. The delivery of the OASIS application