



State of the Art Report

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Chapter



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UNDERSTANDING THE ESSENTIALS

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2.1.1 The Holistic SHIFT

The shift is now more than ever demonstrated in the sector of libraries: experienced consumers process with strong environmental conscience and respect for local cultures, enter the phase of the self-designing the consumption process, wishing to discover what is unique about the experience, putting pressure upon the libraries towards the development of new products, services and integrative, holistic experiences.

The holistic shift requires the implementation of praxis validated with a constantly improving and profoundly interconnected network of people, tools and services and new library entrepreneurial models, fully capable to provide opportunities for structural changes in various working areas. Improving the way assets, infrastructure, and people work, with the least possible waste and cost, is just as important as the push for reform and innovation.

Holistic shift includes:

- *Prosumer Market*
- *From the notion of "product" to the notion of "service"*
- *Self-designing the consumption process*
- *Integrative, holistic experiences*
- *Intangible aspects (ideas, information, relationships) intensely interlinked*
- *Integrative experiences.*
- *Tools for viral dissemination*
- *Multi-screen device as the uprising market for mobile and connected consumers*
- *People sharing their experiences in the social networks*
- *QR Codes connected to the smart place consumption*
- *Social media assisting library entrepreneurship*
- *Mobile pervasive media are challenging current consumption models and old style products.*

2.1.2

New trends, new behaviours, new consumers

Libraries are facing with the challenge of designing and developing new services (or revising the traditional services) according to the new generation of users' demands. Values of tangible-intangible, movable-immovable, virtual and real become catalysts for redesign and development. Given the diversity and complexity of new library services, the use of new tools for accessing and delivering new generation of services is feasible, only if multilateral interactions are understood and reflected in policy and delivery. Required is a multivalent and flexible nexus at local-global level to mitigate the impact of this change.

Libraries are operating in a new environment and community that forces them to advocate their own relevancy with competitors such as Google. The need for reinvention developing relationships with users is imperative if libraries are to meet the needs of the next generation of users, namely the millennial generation. Millennials are those born between 1977 and 1994 and are the second largest population group after the Baby Boomers (Zou 2008). This group is the primary group of library users today and library services have to meet their expectations, as they are accustomed to being courted.

According to Walker there are seven key traits that characterize this generation: "special, sheltered, confident, team-oriented, conventional, pressured, and achieving." Special, pressured, achieving, and team-oriented are traits that have implications for libraries. Since this group is more team oriented, focusing on collaborative learning, libraries will need more group study space to accommodate this need and new services which encourage team work. Library users have demanded extended services to fit their busy non-traditional schedules and libraries have responded, albeit slowly, to these demands by expanding services with technology. Chat reference and instant messaging, blogs, federated searching, and Google Scholar are examples of this (Konata, 2009).

Two additional important concepts that characterize this generation is tech savy and prosumer. A "prosumer" is a person who consumes and produces media. It is derived from "prosumption", a dot-com erabusness term meaning "production by consumers". These terms were coined by American futurist Alvin Toffler, and were widely used by many technology writers of the time (Wikipedia, 2015). Today, vast majority of library users are prosumers. They create, organize and share content. Their expectations from libraries when they consume information and information services is close to their experience with production. Not only their expectation but also their behaviours (searching and use) are changed. These should be closely followed by libraries for timely adaptation of their services.

Librarians are also engaged in other "social software" such as wikis that allow users to add and delete information as desired, and Facebook which allows users to add or "make friends" with the library by adding the library to their circle of friends. Social media has the potential to facilitate much closer relationships between libraries and their patrons. Current usage of social media by the library community generally remains ad hoc and somewhat experimental, but the uptake of these tools is accelerating, and they will likely play an increasingly important role in library service provision and outreach in the future. All of these efforts are a result of libraries applying the business/economic principle of "supply and demand." Libraries are reinventing themselves by going where the users are. This is also evidenced with federated searching, Google Scholar, and digitization projects such as repositories. Libraries have taken this adage to heart and are taking a page out of Google's online book to provide similar services. Users like the ease of use and how quickly the results are displayed. Metasearch technology (federated searching) provides this same ease of use, allowing users to conduct one search and receive results from several databases. Google Scholar is another example where libraries have joined forces with Google to provide higher quality content and in some cases link to their subscription databases (Konata, 2009).

Libraries have not always followed "the customer is always right" principle because it was not necessary to do so. Resources found in libraries were so unique that there was no other place to find them. The age of the internet changed that and libraries must now compete against other online sources available on the internet. One way to compete is with customer satisfaction and loyalty, and how we resolve customer complaints. Customer complaints should be valued, welcomed and used to improve services and customer relations. One important point is that unhappy customers share their experiences with others far more than do happy customers. Consequences are not good for libraries (Konata, 2009).

What libraries can do and what many have done is to become more open to receiving complaints and creating new opportunities to hear about them (not only complaints but also about needs, demands, likes and dislikes). Branding could be also a good approach to encourage users to share their good experiences and satisfaction with others.

2.1.3

Increased Need for In-service Training

Training is bringing a person to a desired state of efficiency by instruction and practice (Concise Oxford Dictionary). All libraries aim to have efficient staff in order to provide good services to the community they serve. Training is the utmost importance in the library field because the field changes fast. Libraries must continually strive to- improve usage and this does not happen when staff unaware of recent developments, disinterested or uninformed. Well-trained staff serve to enhance the reputation of the library service. Training, therefore, must be an integral part of the library management's plans and should be a continual process and include new ideas and practices (Castelyn, 2016).

One should not assume that staff will automatically know everything about new developments, recent trends, technology, pedagogy and new user demands. They won't and they will need training in an efficient and effective way. In these days of highly complex and diverse services it becomes more essential than ever to ensure that staff are well trained to provide a more than competent service to the public. Training of staff must be accepted as part and parcel of the library routine. Training is a service-enhancing necessity. Its benefits must be made obvious and training must be valued by the organization. Therefore training courses themselves must be viable, important and relevant to the organization (Castelyn, 2016).

Identifying training requirements is also needed. There are two ways of looking at the problem. These are the needs of the organization (based on the needs on users) and the related needs of the individual. While identifying training needs one must take into account the various human differences of age, ability, experience, educational background. There are different levels of training to suit different abilities and the trainer has a responsibility to assess the level of training required by each individual or group of individuals. It is important to make the content and the delivery method of in-service training services interesting and attractive. Co-designing in-service training with target groups helps to achieve the best results.

In-service training for librarians today should provide information and experience with new tools and methodologies with which librarians can develop new services that are demanded by the SMART users. Online training for librarians becomes a good alternative with its 24/7 availability, as a result there will be an increase in the number of MOOC created for this purpose.

2.1.4

Creative crowds

The creative crowds (library users) are not well organized. Local actors (creative crowds) they are active looking for new services, but there is a lack of coordination that disables the producer-consumer interaction.

The growth of Internet, and mobile Internet and other informalised, internet-based apps facilitates contacts and interactions and interact with creative actors in libraries spaces and places in a completely new way, with hosts in the role of the library service and user in the role of the creative consumer. New ways of interaction with creative crowds is needed. This project aims to develop a methodology for this.

CROWDSOURCING is one of the tools to collect some ideas and insights from users and peers. This provides different perspectives from wide range of individuals (from potential users to experts), for instance for a newly proposed service, before it is actually implemented.

Crowdsourcing is the act of taking a job traditionally performed by a designated agent (usually an employee) and outsourcing it to an undefined, generally large group of people in the form of an open call (Howe, 2009). Crowdsourcing can be used for many different purposes (Grier, 2013):

- getting a work done such as translating, logo design, mobile app testing, data verification, brand creation;
- stimulating action such as crowdfunding, political activism, citizen participation, civic innovation, community improvements;
- obtaining input such as idea generation, product feedback, collective brainstorming, problem solving, Beta Testing.

When it is used crowd should be defined: Is it a specific group or everyone, where can you find your crowd, how can you best reach this crowd? Message to the crowd should be clear. The crowd must understand what you are asking. It should not be interpreted differently. Process should be described. All steps in the process such as contribution, selection, voting should be defined. A deadline should be given. The reward system should be explained. Questions of the crowd should be answered. Feedback should be provided to contributors. There should be a minimal barrier to entry (Grier, 2013).

Developing creative opportunities for libraries requires visibility, permeability and flexibility.



2.2 | Paradigm Shift in Libraries

The shift in libraries mainly based on the changes the new millennium witnessing in economy, technology, education and society including attitudes, behaviours, perceptions and habits of individuals. It is important to be aware of these changes to be able to design services which will address the rapidly changing needs. This report will address some of the most important changes.

New Librarianship is mainly based on participatory culture. The library of this century is not only a place to watch, read, and listen (in other words consume) passively but a place where new social relationships are forged and knowledge is created, explored, and shared. It is a beta space for real-time knowledge creation, design for experimentation and community-driven innovation (Hill & Goldenson, 2013)

Librarianship is about knowledge and facilitating knowledge creation. (Lankes, 2011, p. 43). In addition to knowledge consumption libraries should adapt to changing student needs and start supporting knowledge creation. For instance bringing makerspaces into libraries serves this purpose (Fisher, 2012).

The notion of the library in the past, is the library waits for people to come inside of its doors, to discover what they have, to take it home, to consume it in the privacy of their own home, whereas the notion at present changes and libraries begin to redesign their services and even their physical space. (Roberts, 2012).

Traditionally, libraries have invested mostly in the collection, preservation, and provision of access to certain types of information and certain types of cultural objects (i.e., literature) all for the purposes of self-directed learning and/or enculturation. But, in the future, libraries will need to invest more heavily in providing their communities with the tools needed to create technologically-mediated cultural objects and information. It's not that creation and consumption are opposed to one another, rather, the balance is simply shifting away from collecting information and shifting towards collecting the tools required to process information (Wilkinson, 2013).

Academic libraries have been steadily migrating from warehousing artifacts to being more directly integrated into the educational missions of colleges and universities. This can be seen in the push of services to the desktop of students and faculty. This began with a massive increase in the expenditures on full-text databases. This made the artifacts of the library more accessible outside of the physical facility. This was later matched by the wide availability of digital reference services to make the librarians also accessible from the academics' desktops (and laptops and increasingly mobile phones). Academic libraries are also working hard

to retask their physical spaces. They are moving collections offsite in favor of more meeting and commons space (Lankes, 2011, p. 197).

There has long been a debate about the future of libraries. Some believe that there will be no libraries in the future because some of the functions that the library performs are scattered and some are no longer required. With the emergence and integration of information technology, many predicted that the library would become obsolete. Once people had the option of using their computers anywhere and reach information from where they are why would they need to go to the library? (Bell & Shank, 2004; Bennett, et al, 2005).

There is growing ambiguity about the professional role of librarians and where the future lies for libraries in this period of change. As the wants and needs of the end users transform, librarians have sought to redefine what the library services and library building mean to users. There has been experiments on restructuring the ways of capturing, organizing and delivering the information. All of this change is happening in a new, increasingly competitive information environment in which the library no longer is the de facto resource of first choice for those it exists to serve (Bell & Shank, 2004).

Within the current global climate, an experimental mindset may be the only way for libraries to compete effectively. Successfully justifying investment and funding for libraries has become a serious challenge. In a changing landscape, often the services libraries offer do not go far enough to meet user needs. This situation reflects a fundamental shift. For centuries, the great strength of libraries has been consistency— reliably collecting, describing, storing and preserving materials. However, in today's dynamic world, fueled by rapidly evolving digital technologies coupled with increasingly limited institutional resources, this is no longer enough. In order to flourish, libraries must be agile enough to experiment with new services, retaining what proves valuable, and refashioning what does not. This dual role—both providing today's core services and experimenting with anticipatory development for tomorrow—is often the subject of organizational distress (Luce & Weinryb, 2012).

There is a call for a new vision for libraries. **The question is: what a library is supposed to be to continue its existence in the future?** This is time for a transformation and a paradigm shift. External sources have an impact on this shift. Some of these developments are listed below by Bell and Shank (2004):

- Ubiquitous courseware systems allow faculty to create information silos that serve as gateways to all course related information, including research sources that may or may not include the campus library.
- Textbook publishers are moving to incorporate traditional library database content into Web sites that are companion tools for students as they use the text.
- Google is the first place people refer when they need information and it provides some search features libraries cannot.

- Radical transformation in scholarly publishing is creating new avenues by which scholars make their research available.
- Personalized subscription databases are being marketed to individuals as an alternative to existing libraries.
- Amazon and Google “book searching,” despite their inadequacies, become immensely popular almost immediately, receive tremendous media adulation, and make libraries, despite our technology, seem old and shopworn.
- The “Googlelization” phenomena, in which librarians and database producers are driving a movement to make their systems emulate Google, proves that days of librarians teaching end users to develop efficient research skills are over.
- Microsoft is pursuing and creating partnerships with all of traditional information vendors of libraries for direct linkages from their ubiquitous Office software to fulltext database content that will allow endusers to bypass our libraries with the click of a mouse button.

Reinventing the role of the libraries leads librarians to invest on integrating their services and practices into the teaching and learning process and become a “blended librarian” who combines the traditional skill set of librarianship with the information technologist’s hardware/software skills, and the instructional or educational designer’s ability to apply technology appropriately in the teaching-learning process (Bell & Shank, 2004). Paradigm shift is also increases the importance of the library as a physical space where new and emerging information technologies can be combined with traditional knowledge resources in a user-focused, service-rich environment that supports today’s social and educational patterns of learning, teaching, and research. It becomes a place for community where people come together on levels and in ways that they might not in the other places. Upon entering the library, users become part of a larger community. In the past, expanding collections reduced user space; now, it is the opposite. Technology has enriched user space, and people need the space for social interaction. Libraries are also to remain dynamic, the services they offer must continually stimulate users, they should be engaging, attractive and innovative (Dunn, 2011; Bennett, et al, 2005).

In recent years, it has become increasingly clear that libraries cannot simply scale their old services and expect them to address emerging user needs. Recognizing this conundrum, librarians have begun to explore departures from older models of simply collecting materials and providing access. Libraries now seek to anticipate the needs of their users, building services that support transformations in the society (Luce & Weinryb, 2012).

Finding the balance between supporting users’ stated needs, and providing services they do not yet know they want is necessary. Exploring what users want

and need (consciously and unconsciously) requires use of new methodologies. Inviting users to co-curate collections, physical as well as virtual workspace and to create new services (or new ways) seems to be the best solution.

2.3. User-based (User - centered) Design Paradigm

In the user-based approach, the user's needs and habits needed to be well understood and then reflected in the systems created. However, today, we see a further evolution to truly user systems. In today's spate of social Internet tools, the systems only provide a sparse framework of functionality for users to populate and direct. Wikis, blogs, video-sharing sites, and the like have shown that when users construct the system around themselves, they gain greater ownership and utility. We call these participatory systems. Participatory systems and participatory librarians do not seek to construct a system of functions and information and then bring the users to them, but rather seek to support users as they construct their own systems and information spaces. After all, from reference to collection development to cataloging (in the concept of literary warrant), we claim the users direct our services. Yet look at the systems we use to instantiate these ideals. The catalogs we provide only accept queries from users not actual documents. In reference, we have a conversation between librarian and patron, not patron and patron. It is time to take our ideals and make systems that reflect that the library is an agent of the community not simply a service to it (Lankes, 2011, p. 183).

User centred approach is mainly focuses on the user perspectives and needs in design of information systems and services. Implementation of information systems according to user behaviours is essential for user centred approach as well as universal rules (Fidel, 2000). Users' expectations, searching behaviours and needs should be discovered before the creation of information systems and services.

There are many libraries faced with some difficulties as a result of the lack of interest and low user interaction. In this regard, the necessity of a strategic action based on the understanding user needs is recommended for libraries (Harbo & Hansen, 2012). Furthermore, it is also claimed that expectations, needs and behaviours of today's users are generally different than users of the past (Morris, 1994). Following questions are taken into account for user centred approaches in libraries (Somerville and Brar, 2009):

- How do people interact?
- How do people meet their information needs via library or library systems?
- How do people interpret the outputs?
- What are the users' strengths and weaknesses?

User expectations and needs also change according to previous experiences and systems interacted. Google is shown as one of the systems that influence user behaviours and expectations. Geisleine and Vine (2014) describe that users prefer long and natural language search queries and they think all knowledge is stored in search engines and information systems. In this context, importance of user need analysis and user personas in system design is pointed out.

Users and their information behaviours are essential for every kind of library including digital libraries. It is seen that user behaviours influence design, implementation and evaluation of library services and systems (Marchionini, Plaisant, and Komlodi, 2003). On the other hand, without user centred approach or analysis, scope of the systems or services delivered could be easily insufficient and easy to fail (Dervin and Nilan, 1986). In the light of advancements in technology, user centred approach is also important for digital library services. Log analysis and usage patterns are generally taken into account in digital services offered by libraries. As is in every information system structure, user centred approaches in digital services can be carried out by analysing user interaction with the interfaces, finding required information easily and the effectiveness of the information presented by services for users (Xie, 2008).

Explained as user centred places, libraries are also learning environments and studies reflect that libraries are in the fifth place after residence halls, dining halls, student unions and outdoor spaces. Additional to the systems and services they develop, libraries should also carry user centred building facilities that provide positive ambience for users who see libraries as learning environments (Dunn, 2011; Faerman, 1993). As learning environments and places, user centred approaches are not only important for information systems they are also important for creation of positive ambience for physical use of libraries. We can conclude that libraries have a mission that create physical and digital experience for users by providing user centric services. Libraries also should encourage active user participation in system, service and physical space design.

2.4. Games, Gaming & Gamification

Games and gaming encompasses many forms of structured play—board and card games, computer games, video and console games, role-playing games, war and combat-focused games, and even alternate reality games. Since librarians support a variety of user interests and age ranges, they also support all types of games that are appropriate for the needs of the specific group of users. Games, like movies, music, and even fiction, are a form of popular media that the librarian supports. As the role of gaming in society has grown, the role of gaming in libraries has also grown (Dyson, 2008).

Over the years, the library has changed to reflect the changing recreational interests of the public that it supports. Currently, at least for electronic games, “the average game player is 35 years old and has been playing games for 12 years” and majority of population (about 70%) play computer and video games (Entertainment Software Association, 2009). Therefore, it makes sense that librarians support games for a growing portion of their user population. There are two primary ways through which a librarian supports games and gaming—through collections and services. Many librarians have created collections of games, and in this way the game is treated just like any other artifact in the library. Games are selected according to a selection policy to develop a collection that meets a specific need and audience. School and academic librarians build collections of games to support the curriculum either through games that teach other subjects or games that are used to teach courses about gaming. A growing number of special collections of games and game related materials are in libraries. These games can be accessed by users in the same way that other forms of media are accessed (Nicholson, 2009).

Supporting games as collections falls in line with a more traditional view of librarianships and can neatly fall underneath policies that dictate other collections. In line with new librarianship is the support of gaming as a service. With these gaming services, patrons are able to play games in the library. There are several ways that gaming goes in libraries. Most librarians allow patrons to use computers for whatever they would like for a certain period of time. This means that while patrons can use the computers for database searching and web browsing, they can also use them for personal e-mail, social networking, and gaming. Another

common implementation of gaming in libraries is as part of a summer reading program or other program for children. One traditional sight in many libraries is public domain games, such as chess or checkers. The growing area of gaming as a service is a formal gaming program. These programs could be focused on one game, such as a Scrabble tournament, or one type of game, like the Nintendo Wii, or a variety of board, card, and video games in a mixed session. These gaming programs may be an open play event, where players come and engage in games with each other with no other structure, or a tournament, where players play within a structure with the goal of providing competitive play and recognition. These programs could be focused on one age group, such as teens or seniors; could be explicitly intergenerational, such as a family game day; or could be open to all. Programs could be one-time or ongoing, and they vary in size from a Pokemon regional tournament that draws hundreds or an ongoing Dungeons and Dragons game that brings six players per week. Surveys done by the Library Game Lab of Syracuse have unearthed three common reasons for gaming programs. The most common reason is to provide a service for those who are not served as well as other groups by the libraries; typically, these are teen-focused programs designed to draw teens into the library. Another common reason is to create an activity that allows members of the community to engage with each other in a participatory manner (compared with more passive programs where the audience comes together to watch something but not engage). The third common reason for gaming programs is to extend existing library programs; summer reading gaming is a good example of this. Because games engage and motivate, gaming programs can create new dimensions to book talks and other traditional library programs (Nicholson, 2009). One of the problems that librarians can have in starting gaming programs is making decisions about which games to use based on personal gaming interests. The games selected should be justifiable as the most appropriate choice for the patron group and the librarians' missions. The programs can then be assessed to demonstrate how they fulfill the librarians' goals. These assessments are then valuable for those needing to answer the critics of gaming programs. When used with the librarians' goals and missions in mind, gaming programs can be motivating ways to bring people to the library on a regular basis to engage with each other through shared activities. They easily fit into the model of new librarianship as interactive and exciting activities that fit the interests of a growing group of the population.

Additionally, gamifying library services, such as user education services, becomes a common practice. The term gamification was coined by Nick Pelling in 2002 and became popular in the second half of 2010. Gamification is transferring some of the positive characteristics of a game to something that is not a game. Those positive characteristics of a game are often described as "fun" and they have the effect of engaging game players in the activity.

Gamification is applying game design to non-game applications to make them more fun and engaging. Gamification is integrating game dynamics into a site, service, content in order to drive participation or awareness. Research has shown that gamification increases attention, participation, teamwork, problem solving skills, user experiences. Well designed games and game like implementations are a good resource of motivation (Bozkurt & Kumtepe, 2014).

Recently, gamification, which has multiple applications in different fields, attracted the attention of both educators and researchers. Gameful design has become a popular trend to create more engagement in the area of education and learning environments. Using games mechanics and game principles from both digital and non-digital games can also be incorporated into library services (Knautz, et al, 2014).

Gamification aims to utilize peoples' desire to play and aims to evoke a similar degree of motivation and dedication by using game mechanics to make otherwise mundane or difficult tasks more appealing. Besides addressing a general desire to play, the various game mechanics also satisfy a broad range of human (core) desires like reward and status, achievement and self-expression or competition and altruism (Bunchball).

In recent years, gamification has become increasingly popular with implementations ranging from simple point systems on websites to tools like jogging apps, in which users have to run through a zombie apocalypse. At the same time teamwork, competitiveness, and especially information literacy, have become key skills in today's society. However, as the new generation of learners demands a more interactive and motivating learning environment, gamification seems to be a promising approach to mediate these skills. "Games and game-like elements have begun to invade the real world" (Lee & Hammer, 2011, p. 1) and researchers are starting to recognize the worth of games for education and other purposes. Games mechanics and game principles from both digital and non-digital games can also be incorporated into library services such as user education (McDevitt, 2011; Smale, 2011).

Traditional library services are designed to solve information scarcity by mediation. But now information is abundant, and what is precious and scarce is not information, it is people's time and attention. Most critical in the times of abundant information is how to engage people. Gaming is a proven tool for engagement. This is why gamification is an important trend in libraries

For instance, Librarygame (<http://librarygame.co.uk/index.html>) is a web application running on a server that is either remote or local to a library management system. Librarygame links into the LMS to collect participating user activity. When a Librarygame user borrows or returns an item (and other types of activities) the LMS sends this information to Librarygame, where it is processed. No

manual input of information is required by the user. Certain activities will earn users' points and occasionally award them achievements and badges. All other activities, such as commenting, rating, sharing, recommending, competing and creating friend lists takes place on the Librarygame app with no required interaction with the LMS.

Some examples for digital and non-digital games designed for (by) libraries:

- Murder in the Library (<https://suzannahbridge.wordpress.com/2015/05/05/murder-in-the-library- a-library-induction-game/>),
- Gaming Against Plagiarism (<http://digitalworlds.ufl.edu/gap/game2/>),
- Citation Game (<http://www.lib.jmu.edu/tictactoe/>),
- Magnetic Keyword (<http://www.lib.jmu.edu/games/MagneticKeyword/>)

Although it is proved that gamification increases engagement, it alone does not guarantee user engagement or learning. A clear goal, careful planning, and skillful execution are necessary for the success of a gamification project.

2.5. | Chance in Pedagogical Approach

In education, the last few decades have witnessed a progressive change from teacher-centered pedagogies and practices towards student-centered and more personalized learning. This means that students' needs, interests, backgrounds and learning styles are placed at the center and students start to become more actively and flexibly involved in the learning process (Wanner & Palmer, 2015). Advances in Information and Communication Technology (ICT), especially in the areas of online educational programs and video content creation and delivery, have enabled the implementation of flexible and personalized learning spaces (Brown & Green, 2015; Gordon, 2014).

Research findings suggest that, in order to be effective and engaging for the millennial generation, learning and teaching approaches should go beyond traditional lecture instruction (Ferreri & O'Connor, 2013). Millennials, raised with information technology and 24/7 connection to information, have a preference for environments that support multi-tasking, group work, and engagement with the social aspects of learning (Obradovich, Canuel & Duffy, 2015). In response to the expectations of Millennials, education institutions have recognized that in order to promote learning, maintain student engagement and increase student satisfaction, the utilization of technology (O'Flaherty & Phillips, 2015) and innovative

pedagogies were essential. Consequently, pedagogies became geared towards Millennial learning preferences, and started to combine the traditional face-to-face classroom instruction with activities facilitated through a range of technological resources outside of the class. As a result, blended learning, flipped classroom model, online instruction, video based instruction and MOOC have emerged and became increasingly popular.

2.5.1

Blended Learning

In education, the last few decades have witnessed a progressive change from teacher-centered pedagogies and practices towards student-centered and more personalized learning. This means that students' needs, interests, backgrounds and learning styles are placed at the center and students start to become more actively and flexibly involved in the learning process (Wanner & Palmer, 2015). Advances in Information and Communication Technology (ICT), especially in the areas of online educational programs and video content creation and delivery, have enabled the implementation of flexible and personalized learning spaces (Brown & Green, 2015; Gordon, 2014).

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2.5.2

Flipped Learning

The flipped classroom is a blended learning approach which integrates face-to-face and online delivery methods. It retains the advantages of blended learning such as optimizing in-class interaction between students and the instructor, and the

flexibility and variety of the online lecture content (Becker, 2013). It is a fundamental redesign that transforms the structure of teaching and learning where a student is first exposed to new material outside of class, usually in the form of a video presentation available online; then the class time is used to apply the knowledge acquired from instruction material in the form of problem-solving and discussion. Flipped learning provides flexible environments where students can choose when, where, what and how to study and learn (Wanner & Palmer, 2015). The flip is causing a shift in the responsibilities and roles of both the instructor and the student. While the instructor acts as a facilitator, assisting students where needed and offering additional clarification as required (Obradovich, Canuel & Duffy, 2015) students become active learners who take on the responsibility of learning.

The flipped classroom refers to a teaching method (a pedagogical model), that delivers the lecture content (interactive videos or tutorials) to students before the class for them to study on their own time and uses class time for practical application activities where students review and apply what they have previously learned. The objective of the flipped classroom is to engage students in active learning by having them apply core concepts to a variety of contexts in order to more effectively build concepts into their knowledge base (Obradovich, Canuel, & Duffy, 2015). In other words, the flipped classroom reverses the traditional educational model by delivering the lecture outside of class, and spending class time on practical application assignments, formerly called homework.

The flipped classroom, also known as "inverting the classroom", and sometimes "peer instruction", is becoming more prevalent. It is not unusual to see it referred to simply as "the flip". The flip evolved out of experimentation with blended learning and problem based learning, along with the utilization of active learning techniques and new technologies for enhanced learning opportunities to students (Arnold-Garza, 2014). The asynchronous approach of recording lectures for students to view out of class at their own pace frees up in-class time for student centered synchronous learning (O'Flaherty & Phillips, 2015). Focus is on "just-in-time" instruction (Fawley, 2013). The lecture content is provided mainly through electronic means such as videos, podcasts or online tutorials which may incorporate animations, screen captures, and other multimedia content (Arnold-Garza, 2014).

Although it has gained popularity and attention especially during the last decades, instructors have been experimenting with the flipped classroom for a longer period in different forms. Especially in higher education, it has been and still is quite common to ask students complete assigned readings (nowadays also videos) and devote class time to discussions (Wilcox Brooks, 2014). Well-known online resources providing access to recorded lectures (MOOC) and instructional videos such as Khan Academy, Coursera and TED talks are also often used for this purpose and therefore associated with the flipped classroom. Instructors

implementing the flip sometimes use these resources to support the lecture content (Bull, Ferster, & Kjellstrom, 2012). This could be particularly enriching when an outside perspective is needed (Arnold-Garza, 2014).

The flipped classroom is no longer a new concept and is increasingly becoming popular as more instructors (teachers, professors and librarians) are testing this new learning strategy and creating new ways to improve current methods. Many authors examined the benefits of this pedagogical model over the traditional model. This pedagogical model is beneficial for a number of reasons (O'Flaherty & Phillips, 2015): Supports diversity in students' learning pace; provides efficient use of class time and just-in-time, point-of-need assistance; provides more active learning opportunities for students; promotes development of higher order thinking skills; promotes better student-instructor one-on-one interaction; increases student responsibility for learning; addresses multiple learning styles; provides Improvement on lecture material; mitigates inequity caused by the involvement and education level of parents; promotes better student engagement and confidence through student-centered learning and collaboration; provides easy access to the lesson content.

Use of the Flip in Libraries

"The flipped model works best for those who want to strengthen their students' skills rather than transmit content" (Benjes-Small & Tucker, 2013). All instruction librarians want is that, students understand information problem solving concept (search, evaluate, use and communicate information) well enough to apply it in their own study and work (Arnold-Garza, 2014). Information literacy instruction includes teaching and learning concepts as well as skills. The flip model can help using limited instruction time in one-shot sessions in an efficient way by teaching skills in-class while teaching concepts online.

Having students come to class prepared to employ what they've learned from a video lecture is useful for dedicating entire class-time to simulations of real world activities (Cole & Kritzer, 2009). It seems like the flip model can help implementing an ideal information literacy session which provides more active learning opportunities and allows students to practice information problem solving, in other words information literacy, skills in the classroom while the librarian is present to assist with difficulties encountered (Arnold-Garza, 2014). According to Smale (2012), with such a limited time for instruction anything that helps students get more out of a single session is worth a try. There seems to be a consensus on the appropriateness of flipping for information literacy instruction (Gibes & James, 2015; Obradovich, Canuel, & Duffy, 2015).

Students often come to a library session with a range of knowledge; librarians cannot always determine what level of instruction is the best. The advantage noted by Stebbins (2012) of the flipped classroom model is to meet each student at his/

her level and gradually bring all students to a shared level of understanding; this is especially important to one-shot library instruction (Arnold-Garza, 2014).

There has been a proliferation of literature on classroom flipping in library literature. Due to its frequently seen one-shot nature, challenges of using the flip in information literacy instruction might be more complex than challenges faced in semester-long instruction. As Arnold-Garza (2014) notes, these challenges are primarily logistical.

2.5.3 MOOC

The term MOOC was firstly used to describe a free, online course taught at the University of Manitoba in 2008 (Educause, 2011). It is the abbreviation of Massive Open Online Courses. MOOC is defined as an online course aimed at large-scale interactive participation and open access via the web (Habre, 2016). It is a system that generally allows free enrolment (some could be fee-based) for the users who wish to attend to courses structured by a web based platform such as learning management systems. MOOC has become new information resources in learning environments based on information and knowledge sharing with the emerging technologies and tools like Coursera, edX, FutureLearn.

MOOCs have the following features (Kazakoff-Lane, 2014; Habre, 2016):

- A systematic structure.
- Content mostly delivered by faculty
- Video based instruction
- No registration limits

The structure of the MOOCs is similar with the structure of OER (Open Educational Resources) (Kazakoff-Lane, 2014). OER movement described as a vital and essential movement for libraries, as the main supporter of educational activities at universities with their informational resources (Çakmak, Özel and Yılmaz, 2012).

Today, there are many organizations (including libraries) offering MOOCs. Coursera, Khan Academy, Udemy are some examples. MOOCs provide user friendly and responsive platforms for individuals with the aim of supporting lifelong learning. Libraries and librarians play an important role in MOOC development. They can facilitate implementation, support content creation, support student engagement, provide resources that can be used to support MOOCs content, provide permissions about copyright and usage rights of the materials and find solutions related to fair use, preserve MOOC content and support sustainability and effectiveness of the provided content (Schwartz, 2013; Kazakoff-Lane, 2014; Butler, 2002). In other words, library and information science professionals are

learners, connectors and collaborators in MOOCs (Stephans, 2013). Librarians, as members of a rapidly changing profession can participate into the courses offered in MOOC platforms for keeping up with new development (as part of their in-service training and lifelong learning). They can also analyse MOOC curriculum and describe required information literacy skills for the use of the platform by students and instructors (Shumaker, 2013).

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2.7

Current State of Partner Institutions

2.7.1

Hacettepe University

Hacettepe University <https://www.hacettepe.edu.tr/english/> was founded in 1967 as a state university in Ankara. Hacettepe University continues its activities with 14 faculties, 14 institutes, 2 applied schools, 1 conservatory, 6 vocational schools, and 45 research and application centers which are located in 5 campuses. Hacettepe University has an international and interdisciplinary philosophy of education with over 500 bilateral agreements with numerous universities abroad and numerous international students and faculty. About 30,000 undergraduate and 7,000 graduate students enrolled in 115 programs offered by academic units. There are about 3,500 faculty. Hacettepe University is aware of the necessity to bridge education with practice and provides a wide range of opportunities such as workshops, internship programs and projects in cooperation with the state and private sector. Hacettepe University, as one of the leading universities in the country, keeps contributing to social development and universal values in the fields of science, technology and art. According to URAP (University Ranking by Academic Performance), based on 2013 data, it has ranked first place among Turkish universities.

• Department of Information Management

The Department of Information Management of Hacettepe University <http://www.bby.hacettepe.edu.tr/english/> was founded in 1972 to offer a graduate program in Library Science. The Department accepted its first undergraduate students in October 1974. The Department differs from other similar programs in that students complete a year-long English language courses before they start their program and one third of the courses are taught in English. The Department celebrated its 40th anniversary in 2012. The Department of Information Management is one of the 16 departments organized under the Faculty of Letters. The Department recently became an iSchool member (<http://ischools.org>). It is the first and only iSchool in Turkey.

The Department of Information Management strives to be the first choice of students who wish to work as information professionals; contribute to science on a national and international level by carrying out research; create its own resources; and have a respectful image in society. The Department aims to educate creative and self-confident information professionals who can organize and manage all

kinds of information and information centers; design and implement user centered information systems and services; and conduct research to produce new knowledge.

- **Degree Programs**

Hacettepe University Department of Information Management is number one among other LIS departments in Turkey. Since its foundation, the Department accepts the students with the best scores in the same category at the national university entrance exams. Additionally, the alumni of the Department are in high demand and preferred by LIS institutions. The unemployment rate of alumni is very low.

Department offers degrees in three cycles (bachelor, masters and doctorate) and revises and renews its programs regularly. The undergraduate program lasts 4 years. It consists of both compulsory and elective courses. The curriculum of the undergraduate program was last revised in 2010/2011 academic year. About 90 students start undergraduate program every year. Currently, some 400 students enrolled in the Department (61 are masters and 31 are doctoral students). The Department has graduated about 2,000 alumni (between 1972 and 2013) who currently work in crucial positions in the LIS institutions and lead professional developments in the country.

- **Faculty**

Faculty consists of 6 tenured full-professors; one visiting professor from University of South Florida, USA; 4 tenured associate professors; and 3 tenured lecturers along with 9 research assistants. Background of the staff varies from Mathematics, Statistics, Computer and Education Science to Library and Information Science. There is faculty collaboration within university (mainly with Statistics, Computer Science, Education, Philosophy, History, Political Science and Public Administration departments) and outside the university (such as the Ministry of Economics) in terms of teaching specific courses.

- **Research and Projects**

One of the main functions of the Department is research. Main research areas of faculty are as follows: Information Retrieval, Bibliometrics, Information Literacy, Information Behavior, and Electronic Publishing.

Research projects funded by both national and international bodies are carried out by the faculty. International projects mainly funded by the European Commission while national projects mostly funded by TÜBİTAK (The Scientific and Technological Research Council of Turkey) and Hacettepe University. Faculty have been quite successful in securing research funding from the European Commission and National Research Council (TÜBİTAK) through competitive evaluation.

InterPARES TRUST (The International Research on Permanent Authentic Records in Electronic Systems: Trust and Digital Records in an Increasingly Networked Society), PASTEUR4OA (Open Access Policy Alignment Strategies for European

Union Research) / 611742, Copyright Policies of Libraries and Other Cultural Institutions / DFNI-K01/0002-21.11.2012, LoCloud (Local Content in a Europeana Cloud) / CIP - ICT-PSP-2012-6, MedOANet (Mediterranean Open Access Network) / 288945, EMPATIC (EMPowering Autonomous Learning through Information Competencies) / 505657-LLP-2009-UK-K4-K4MP, AccessIT (Accelerate the Circulation of Culture Through Exchange of Skills in Information Technology) / 2009-0766-001-001-CU7-COOP7, [InterPARES 3 \(The International Research on Permanent Authentic Records in Electronic Systems\)](#) are among the international projects carried out by the faculty.

• Publications

Faculty is quite productive in publishing both nationally and internationally. Journal of Informetrics, Journal of the American Society for Information Science & Technology, Scientometrics, and Journal of Documentation are some examples of the international journals in which faculty publish their research results. In Turkey, publications are highly concentrated in two major LIS journals: Türk Kütüphaneciliği (Journal of Turkish Librarianship) and Bilgi Dünyası (Information World). Both are publications of professional associations. First one is published by TKD (Turkish Library Association) since 1952 and the second is published by ÜNAK (University and Research Librarians' Association) since 2000. Both journals are indexed by LISA and national (ULAKBİM) databases and therefore periodically reviewed for their peer review process and academic integrity. Additional to publishing articles in professional journals, faculty also publish books, book chapters and conference papers. Proceedings of the Department's regular conferences are published under CCIS series of Springer and indexed in WoS. Apart from editing proceedings books of the conferences organized by the Department, faculty are also heavily involved in making contributions to, on different levels (keynoter, invited speaker, regular speaker, moderator, committee member, etc.), professional conferences (both on national and international level).

• Organization of Events

Starting with a conference in 1997, to commemorate its 25th anniversary, Hacettepe University Department of Information Management has developed a strong tradition of organizing conferences both on national and international levels. Currently there are two international conferences regularly organized by the Department. *International Symposium on Information Management in a Changing World (IMCW)* aims of the to bring together researchers, information scientists, information professionals, computers scientists, librarians, data curators, educators, social scientists, policy makers, museologists and archivists to discuss the most recent developments and issues regarding Information Management. The second regular international conference organized annually is *European Conference on Information Literacy (ECIL)* which mainly focuses on information literacy and lifelong learning concepts and issues. It is organized, under the patronage of UNESCO and IFLA, in collaboration with Zagreb University.

The Department is also keen on hosting other international conferences. *The 10th International Conference on Knowledge Management (ICKM 2014)*, the 6th

International Conference on Qualitative and Quantitative Methods in Libraries (QQML 2014), the 21st International LIS Students' Symposium (BOBCATSSS 2013), and the 15th International Conference on Electronic Publishing (ELPUB 2011) are among the international conferences hosted by the Department. Apart from international conferences, the Department organizes other international events such as workshops and seminars. *International Workshop on Research Data Management* (co-organized by Goethe Institut in 2014), *Higher Education Linkages to Education For All* (co-organized by International Association of Universities in 2014), and UNESCO *"Training the Trainers in Information Literacy" Regional Workshop* (co-organized by UNESCO in 2008) are some examples to show not only the range of subject coverage but also the variety of organizations the Department has been cooperating. Additional to international events, the Department also organizes some national events. Workshops on *Open Access* in 2013, 2012 and *Web 2.0* in 2009 are among them. Since 2011, in every Spring Term, a *Career Day* has been organized. This event aims to bring together representatives of different career paths, potential employers and career planning experts with the students. Starting from 2010, a regular colloquium series, called *Wednesday Talks*, are organized. Students on all levels are strongly encouraged to attend these events to meet experts from LIS and related fields and to learn on subjects which might be of interest to them. Followings are titles of some of these talks: *Cognition, Emotion and Information Science: Some Aspects of a Relationship, Towards the Internet of Things to Big Data: Why We Should be Concerned?, Entrepreneurship and Innovation, Youth Branches of Professional LIS Associations, Science, Technology and Industry Policies of Turkey, Children's Literature in Turkey, Insights from Software World, Best Practices from Public Libraries in Turkey, Innovative Information Literacy Services in Ireland.*

• Other Activities

According to their research interest faculty attend and participate in scientific conferences on regular basis. iConference, Annual Meetings of Association for Information Science & Technology (ASIS&T), International Conference on International Society for Scientometrics and Informetrics (ISSI), International Federation of Library Associations and Institutions (IFLA) World Library and Information Congress, European Conference on Information Literacy (ECIL), and Digital Humanities are the most frequently attended international conferences. Public Librarianship Symposium, InetTR (Internet in Turkey), Academic Informatics, Library Week Annual Conference, ÜNAK (University and Research Librarians' Association) Annual Conference are the national conferences that faculty attend and participate.

Editorship of the two leading LIS journals published in Turkey, namely *Journal of Turkish Librarianship* and *Information World*, has been carried out by the faculty of the Department. *Information Development, LIBER Quarterly* and *Journal of Hacettepe University Faculty of Letters* are other journals that some faculty sit in their Editorial Boards. Faculty also serve as reviewers to numerous scientific journals.

Faculty also hold positions in Professional Institutions and Associations such as EUCLID (European Association for Library and Information Education and Research), Turkish Librarians' Association, University and Research Librarians' Association. Standing Committees of IFLA, UNESCO Turkish National Commission.

Although it is a small Department, Faculty actively involved with University's committees such as Commission for Academic Promotional Criteria, Education Commission of Faculty of Letters, Awards Committee, Publications Committee, Conference Support Committee.

• **Partnership and Collaboration**

The Department of Information Management is in collaboration with several institutions. On one hand, many institutions support the program as well as the practica and activities of the Department. Various departments within the University contribute to the program and the University Library provides venue for applied courses. Professional associations and other LIS departments in the country and abroad are also among the partners. On the other hand, the Department supports other institutions in many ways. National Library's automation project was carried out by the Department. Abdullah Gül Presidential Library, first of its kind in Turkey, is being organized by the Department. Within the scope of Library e-Turkey Project the Department collaborates with Hacettepe University Technology Transfer Centre, Republic of Turkey Ministry of Culture, Republic of Turkey Ministry of Development, and Bill & Melinda Gates Foundation. Google Turkey, Turkcell (one of the main telecommunication organizations in Turkey), Adobe INC are among organizations faculty collaborate. Faculty provides consultancy services to firms in University's Techopolis.

The Department is quite active in student and teaching staff exchange especially with European countries. Following is a list of LIS schools/departments the Department has Bilateral Agreements within Erasmus+ framework: University of Zagreb, Croatia; Charles University in Prague, Czech Republic; Masaryk University, Czech Republic; Tallinn University, Estonia; Alexander Technological Educational Institute of Thessaloniki, Greece; The Hague University, the Netherlands; University of Szeged, Hungary; Eötvös Lorand University (Elte), Hungary; Universite delgi Studi di Parma, Italy; Jagiellonian University, Poland; Universidade de Porto, Portugal; University of Ljubljana, Slovenia; State University of Library Studies and Information Technologies, Bulgaria; Sofia University St Kliment Ohridski, Bulgaria; Limerick Institute of Technology, Ireland; Vilnius University, Lithuania; Transilvania University of Brasov, Romania; University of Boras, Sweden

• **Project Related Features**

In the Department, there is a good expertise regarding ICT, social media (web 2.0), web 3.0, library services, marketing, user education, information literacy and in-service training (continuing education) for librarians. However because of the limited number of faculty (teaching staff) and limited time the Department cannot fulfil some of its responsibilities especially in the area of developing continues

education (in-service training) programs for librarians. This is quite crucial when we consider the speed of change in technology and in the field. To be able to fulfil this responsibility the Department has been considering to start e-learning opportunities and platforms for librarians who do not have time to go for classroom education/training.

Although social media, user-centered approach, smart ICT and library services are in the core of the Department's curricula, there is no specific course which brings all these concepts together and teach students innovative methodologies which can be used in creating user centered services and motivate them creating new

2.7.2

Radviliškis District Municipality Educational and Sport Service Centre

Radviliškis District Municipality Educational and Sport Service Centre consists of five departments:

- Day centre department for the people with mental disabilities,
- Pedagogical and Psychological service department,
- Sport department,
- Accountancy department for educational institutions in the district,
- Non-formal training department for adults and young people in the district.

All departments of the centre work for educational business in the district. Nonformal training department for adults and youths organizes a wide range of nonformal and informal educational activities for adults and young people in the district.

The department is responsible for creating, organizing and implementing lifelong learning (LLL) programmes including in-service training programmes for pre-school, primary, secondary and vocational school teachers and the staff of educational institutions in the district. The teachers in Lithuania have to develop their competences and skills continuously and to prove if they satisfy their degree of qualification every five year. So, almost every town in Lithuania has its educational institution which is responsible for development of the teachers' qualification. The institution follows the priorities of the educational policy in Lithuania, Programmes of in-service training are written and delivered to teachers in various subjects.

Training programmes aim to develop teachers' personal, cultural, professional competences. The main directions of teachers' in-service training are:

- Dealing with special educational problems,
- Creative learning,
- School leadership development,

- Development of educational quality assurance system,
- Development of students' achievement assessment system,
- Implementation of the new technologies into the educational system,
- Educational process and content modernization,
- Development of methods and ways to make lessons more effective,
- Analysis and prevention of students' drop outs and effective school management.

Besides following the priorities on the national level every year the institution performs the survey in the schools to learn the teaching gaps that the respondents identify. Under the received feedback in-service training programmes are prepared and implemented. In addition, the organization coordinates teachers' methodological groups (each group represents a different teaching subject). Those groups are responsible for developing and improving teaching quality and achieving better students' results in district schools. Moreover, the institution receives many initiatives for training programmes from the methodological groups.

In-service training programmes consists of six, eight, sixteen, eighteen hours or even longer, If a programme is longer than eighteen hours it is usually presented to be accredited. To implement these training programmes teachers from universities and colleges under their teaching subjects are invited to deliver the programme.

There are many teachers who have considerable expertise in dealing with problems of teaching their subjects. This type of trainings is considered as a good practice training programme. What is more, there are training programmes which are initiated by school communities in which the whole community develops their competences, for example, leadership, management of lessons, ICT application in classes, etc. After a programme has been completed the participants are issued with certificates or references which depend on the amount of hours of a programme.

The Centre has an agreement with Šiauliai University which has pedagogical programmes for teachers' in-service training and provides internship opportunities for students. Thus, Radviliškis District Municipality Educational and Sport Service Centre cooperates with the university for implementation of in-service training activities in non-formal training department in the district. The students from the university carry out research for the needs of teachers or other educational issues.

Additionally, the centre provides district's residents with a variety of educational activities and programmes which encourage them to participate in LLL. Most popular LLL programmes are languages, English, German and French, different programmes on the use of information technologies and arts. The courses and programmes are advertised every year in August and September using traditional and social media. Every academic year we have several level language courses, different programmes on the use of information technologies and permanent groups of arts for women. The art works such as painting, decoupage, embroidery,

needlework, knitting and etc. are exhibited in different places, for example, the cultural centre and public library every year.

The centre is also accredited for testing European Computer Driving Licence (ECDL) and the level of the English language under European frameworks of languages. The department provides non-formal education and assessment of the above mentioned testing to different professional staff such as public institution officers, service officers. The other target group of the institution is the youth in the district. The institution works in two main fields with this target group. One target group is smart pupils and it is related closely to formal education which includes the implementation of activities devoted to the encouragement of pupils' academic development. The institution together with methodical teachers' groups discuss and organize olympiads and competitions in which smart pupils of different ages and from different school compete for the best academic results. In addition some olympiads and competitions are initiated at the national level and it is almost compulsory to organize them at the local level to find who is the best pupil in a specific subject with this pupil is being sent to represent the district at national level.

The other group of youth is totally different and which requires different very professional work. They are 'drop outs', juvenile offenders and other young people facing social problems. There is a special team, of youth workers in the institution who are responsible for working with this target group. They organize active free time activities, individual and group coaching and career consultations.

Seniors are another target group which are active clients in LLL training activities in the institution. They participate in lectures such as:

- Positive attitude to aging problems
- Social care
- Law
- Healthy lifestyle and others.

There is a managing board which discuss with the members and look for lecturers for their learning. They have long courses in which they learn languages, computer-literacy and learn different handicrafts. Delivering training activities for this group of learners is a voluntary job. Seniors receive a very small amount of finances for their trainings, so most lecturers and trainers deliver trainings voluntarily. Most training except for projects are chargeable, so learners have to pay a nominal amount for training activities which might differ, but there are some limits ordered by the municipality. It might be exceptions for the learners who represent disadvantaged groups of the district such as people living in remote places, seniors, unemployed and disabled people.

The centre is very active in international projects which help to expand training activities to different target groups, develop the quality of non-formal education, improve and solve management issues, share a good practice and of course, offer

a wider range of learning subjects. International, national and local projects contribute in the field of evaluation and findings of learners' needs.

The institution has been participating in international projects since 2005. The project devoted to developing adults from disadvantaged groups' IT and social competences was implemented in 2005-2009 under Grundtvig programme, secondary school teachers developed their IT competences learning how to apply IT tools in classes (Grundtvig) in 2009-2011. Adult teachers participated in NordPlus programme and improved their teaching competences and skills for working with adult learners (2012-2014).

The institution has had several projects for young people. During project activities young people developed social skills, active democratic participation, learnt cultural issues, etc. The projects were implemented under the programmes of Youth in Action and Europe for citizens. A lot of youth and senior people's activities were implemented supported by municipality funds and the Ministry of Social Care and Health. During these activities both groups learnt to follow healthy lifestyle and have active free time activities. The seniors gained knowledge of coping with aging problems, youth participated in camps which were dedicated to active free time activities. The youth workers participate actively in international programmes which support them with useful knowledge of working with disadvantaged youth groups. They had a lot of activities devoted to reducing youth harmful habits such as abusing alcohols, drugs and smoking.

The non-formal department for adults and young people implement lifelong learning programmes in the district including different age target groups from school children to seniors aiming to meet the requirements necessary for a 21st century individual.

• **Current State of School Libraries in Radviliškis**

Every school in Lithuania has got its library. However the type of the library usually depends on the type of the school. If the school is a gymnasium (students 14-19 years olds) the library funds are different from the funds in a library of a basic school where 6-14 years old children study.

The general task of school libraries is to provide educational resources for students and teachers mostly in the form of printed resources and rarely in other forms such as e-books, audiobooks, professional websites, etc. In addition this institution in the school is responsible for the organization of course books. All course books arrive to school libraries, they are registered and delivered to class groups. Teachers are responsible for course books of a teaching subject. Naturally, teachers take course books at the beginning of the school year and return to the libraries at the end.

Most libraries own an extra room where school children can read, study or work on a computer. Nowadays all libraries have computers.

Even though, school libraries have been connected to the system of MOBIS which are supposed to be a close system among school libraries in Lithuania however the system MOBIS does not work properly as the school libraries are not connected to each other and they cannot follow each other's funds. In addition there are still some libraries in the district which haven't been connected to MOBIS yet. So these libraries still continue to work with paper registrations while delivering and receiving books from clients, describing and registering books. Nevertheless, MOBIS is starting to operate, school libraries continue their service in old fashion different from big public libraries. Each book delivered to a client is written to a client's register and when it is returned the librarian signs on the register which means the return of a book.

The library is also the place where teachers and their students have literature afternoons to commemorate writers, poets or historic personalities for their birth or death dates, or other important events related to famous personalities.

Moreover school libraries have a room or a part of the room which is devoted to the secondary school students' career. Librarians and teachers plan consultations and information of students' career.

School libraries try to increase children's confidence and enjoyment of reading, open up reading choices, offer opportunities for the school community to share reading experience. The library also raises the status of reading as a creative activity.

The school library's working hours are very convenient for school community. It opens a little earlier than the first class starts. Schoolchildren can come to the library and prepare for classes especially those who are in the village schools as a school bus brings students early to school. In addition the service of the library is free. The clients do not pay for the use of literature and information. Some school libraries provide the service of making copies and for them clients have to pay .

School libraries still lack money for buying printed or e-books which are very necessary for school communities (students and teachers). For example, schoolchildren have some literature which is compulsory to read, but libraries do not have enough books for each student so that all students could have one in the literature class. What is more, not all books can be found in the digital format.

Nowadays school libraries have fewer possibilities for subscribing magazines, journals and newspapers, which could be very useful for different subjects such as literature classes, physics, history and etc.

Even though libraries try to be attractive and using different methods try to encourage schoolchildren to read more, interests in literature and reading are decreasing. It is obvious that printed documents are losing their purposes and school librarians have noticed that young people are interested in sleazy and cheap information on the Internet. So school libraries have the task to find methods

and approaches to attract young people to more valuable information than they are interested at present.

It is obvious that the traditional library is competing with the Internet as the latter is more convenient but school library is not going to disappear as it provides more functions at school. Thus the challenge is to find right approaches how to modernize it, attract clients and involve in reading, and other lifelong learning contents.

• **The Role of School Librarians in Lithuanian Schools**

The librarian performs an integral role in promoting an effective education at school. They have to collaborate closely with all teachers across different grade levels and subjects. They also work with all students considering literature and course books. Librarians have to book course books after they discuss with the teachers and decide on the content of the course. The librarian should follow the curriculum and information related to the subjects taught at school to be competent to learn about compulsory and optional literature students should read for their literature classes.

They promote literacy development and foster lifelong reading habits among schoolchildren helping them to select books, magazines and other printed literature. Organizing literature afternoons librarians together with literature teachers try to engage schoolchildren in reading. Different occasions organized in the library help students learn more about writers, poets and historic figures, moreover some students participate in organizing these events, which encourage them learn more in such subjects.

Librarians also have learnt a lot about the didactics, methodology, psychology and educology in general. They should know which pedagogical literature is useful and necessary for a modern teacher. School libraries receive a lot of pedagogical literature from country's educational institutions as a result of different projects and programmes. Next, they have to order the other special literature from publishers' catalogues so it requires competences and knowledge to select good ones. Usually, they work with school administration and teachers' teams to make the right selection.

The librarians are very busy at the beginning of school year and at the end the delivering and receiving course books. This work takes a lot of time because they have to count them, check how many are missing, look through each to evaluate the state of each course book. Before the beginning of the school year librarians receive the students' list and they have to check if there are enough course books for all subjects necessary for each course taught at school.

Librarians gather information related to students' career. Some of the librarians in the district are responsible for consultations of student's career. Together with class teachers they organize career classes for a group of students, organize trips to

different institutions, inform and consult on future studies. They also organize questionnaires for establishing the most suitable career for each student depending on his/her personality.

Librarians keep the library organized and tidy for example, clients will not put the book back where they found it, organize library catalogues and try to make them easy to use. They also try to maintain quiet environment even though it is very difficult to do it during breaks at school.

The librarian's function as an educator is one of the most important. It is obvious that this role is frequently unrecognized. There has been too little attention paid to the research role that should be played by the librarian. With the development of new methods of information storage and dissemination, it is imperative that the persons primarily responsible for this function should be actively engaged in research. Librarians lack trainings for working with various media, how to select the right information for their clients what to suggest reading for necessary knowledge. School librarians should find the solution how to survive in the world of electronic information.

School librarians participate in different in-service-training programmes such as how to provide information attractively, motivate students to read. They also share good practice examples how to reach successful reading results. In addition, they learn how to create and make advertisements which encourage reading, how to advertise literature, how to create an attractive list of literature items. They have had seminars and courses for developing their IT skills.

School librarians understand that school libraries are becoming more and more important but there is a need to change. What is more, the library as an institution is becoming an information provider with IT skilled specialist who is ready to function in an electronic environment. 21st century librarian should be able to select, organize, service not only printed documents but also other digital media, to assist users in searching necessary information sources, cooperate with other libraries, train schoolchildren and teachers on Internet use such as Internet tools, engines, platforms, online database and catalogues, electronic journals and etc.

• Areas of Improvement

The challenge is to develop librarians' IT competences and skills, to use Information technologies for servicing clients and gaining more knowledge in the use of Internet sources. Lack of competences to manage digital information, social media, use different platforms are some of the problems.

First of all the librarians should develop their IT skills to be more qualified. Nowadays all librarians have basic skills of computing however it is not enough to use and work on the platforms organized for the libraries. Information technologies have been developing very fast so it is very important not to tarry. For example, only few school libraries in the district use MOBIS, the system which is devoted to modernize the service of school libraries because librarians lack IT

skills. This system would help them organize funds better, as they would know which client has a necessary book, journal or newspaper. They could inform clients about the time when the item is returned and when another client can take it from the library. They wouldn't need to have paper index card system and folders. They also lack daring for being active on the social media and supporting their clients with the necessary information because of lacking necessary IT skills.

Librarians lack competences which could help them organize their school library's work. First of all they have to improve ICT skills even though they all have basic ones. The information technologies are developing very fast so they need to develop their IT skills constantly, for example, communication skills tightly linked to IT, the use of social media and their tools, how to use social media tools for accumulating digital material, advertising various library and school's events, establishing and organizing on-line events, using mobile tools for accessing digital information and modernizing library's services. In addition the librarians in the district haven't had much trainings and school communities have been changing and they require different age communication especially children, who are a new generation. The librarians need to develop their teamwork skills to be better at building teams of the library members. Critical-thinking and leadership are other important skills which help humans be active and motivate them to change long ago established attitudes. In addition librarians claim that psychological competences are very necessary to avoid misunderstanding communicating with modern generation and learning their needs. School librarians should organize their work attractively to have more clients in their libraries so they need to develop entrepreneurial skills.

The task of the educational centre is to prepare a training course programme for librarians and teachers in which they could develop their IT competences to be able to use the system MOBIS and manage digital information. The librarians and the teachers stated they would like to have a platform in which all district school libraries could share the information about books, e-book, Internet websites and course books when they lack them in their schools.

The librarians would like to service their clients more professionally, helping them in searching necessary digital information. Mostly the school library is used for schoolchildren and teachers, but sometimes students from universities and colleges visit the library because they need some pedagogical or psychological literature, which not all public libraries can have, so librarians should be very knowledgeable to help their clients. They should learn a lot to accumulate necessary funds (printed and digital). Their skills would help them select the right Internet data related to academic knowledge. The information about school libraries, their activities and news are published on school websites, so the librarians stated they would like to be more skilled to prepare this information more attractively as now they usually ask IT teachers to help. They would like to learn more about social media, social networks and be active on them.

There is a need for training to change a traditional library into a sophisticated one with a professional librarian, who is skillful to manage digital data and online service such as informing clients about the status of a necessary item, supporting with necessary information and etc. Moreover, this modern library is supposed to create an effective service with online catalogues and the information of delivering/receiving documents, which can be very useful for clients who need them.

2.7.3

Wisamar Bildungsgesellschaft

Wisamar Bildungsgesellschaft is a non-profit educational institute in Leipzig, Germany, acting in vocational, cultural and adult education. Our fields of activity are:

- Competence and Dialogue Centre: consulting and supporting labor market integration
- Professional and personal development
- European Project Management and Information on European topics (e.g. ECVET)
- EU mobility

Wisamar is accredited by the German Institute for Adult Education as competence and dialogue center for ProfilPASS consultancies. In addition we are a certified training provider for measures by the Federal Employment Office. We carry out competence analysis, consultancy, job application training as well as different further education modules, in cooperation with local partners.

Together with partners from the Leipzig-Halle region as well as from all over Europe we are committed to common European activities in education as well as regional development. Therefore we carry out activities in vocational and adult education, in formal as well as non-formal and informal fields. In our language and mobility center we offer young people as well as teachers, trainers and human resources staff the possibility to take the broader view, gain practical experiences in another country or exchange with colleagues about teaching methodologies and contents as well as its organisation. We were awarded already with "Good Practice Awards" for high quality management of mobility projects as sending and receiving partner.

The Municipality Kabelsketal is situated in the Central German Metropolitan region around the cities Leipzig and Halle and is part of the Saalekreis District in the federal state of Saxony-Anhalt. The municipality Kabelsketal was founded in 2004 and incorporated the former municipalities Dieskau, Dölbau, Gröbers and Großkugel. The number of inhabitants is about 8.800.

Kabelsketal is situated in a rural and disadvantaged region in Germany with an unemployment rate over 20 percent, which leads to social problems. The economy and purchasing power is low. This is why Kabelsketal has been engaging itself in European projects since 2007 in order to contribute to the development of the municipality as a part of Europe. Kabelsketal aims to enhance the sense of belonging and strengthen citizens' commitment to their community.

- **Library Kabelsketal**

The library is situated in the secondary school in Gröbers and has several rooms with approximately 50 qm² in total for disposal. The municipality is renting those rooms from the administrative district Saalekreis, which is responsible for the school. It is a public library open to all residents, so not only to the pupils of the school, and it is free of charge. Mrs. Angela Hirsch runs the library. She is the only person working there, 16 hours a week.

Because the library is situated in a school, the opening hours of the library depend on the opening hours of the school. The library is open on 3 days during the week - Monday, Tuesday and Thursday from 10:30 a.m. until 3:30 p.m. Because Gröbers is not the only locality in Kabelsketal several years ago the municipality Kabelsketal established a mobile book service. Once a month books, films etc. - also after consulting the users - are brought by Angela Hirsch with a car to users in the districts Kleinkugel, Großkugel and Zwintschöna. The dates are published before in the official gazette of the municipality. In this way also older residents have the possibility to borrow books and other media without much effort.

The number of visits to the library lies between 350 and 450 each year. At the moment the library has around 80 active users. The age of the users ranges from 6 years up to 70+. Pupils from the primary and secondary school are the main users of the library. After consultations with the teachers, a general introduction into the library is organized for different grades, especially for the younger pupils. Here the focus is to explain to the pupils what kinds of media the library offers, how it works to borrow something and when it is open. While having a look through the small library the pupils often find something, which they are interested in and so they become regular users of the library.

In the library it is possible to borrow novels, children's books and nonfiction books. Furthermore, the library offers CD's, videos and DVD's. At the moment the

library has around 8.420 different media – ca. 3.000 novels, ca. 2.300 children's books and ca. 1.480 nonfiction books. Every year around 1.300 media are borrowed from the library. The municipality had to close the second small library in Kabelsketal in May 2015, which was situated in Großkugel. All media from the library in Großkugel have been moved to the library in Gröbers. Unfortunately the library in Großkugel did not have an updated list of the inventory, so the inventory of those media has now a high priority.

The library is still administered on paper, for example the user information and which books they borrow is kept on index cards. The data of the users are already also stored on the computer. The library is also still working with a card index. Mrs. Hirsch started to do the inventory of the library with the computer.

Until March 2015 the library had no internet connection and therefore it was not possible for users to reach the library over the internet, for example via e-mail. This point has now been addressed due to the X-libris project. The library has an internet connection since April 2015 and an official e-mail address, so the users can reach Mrs. Hirsch via e-mail. Also the new established Facebook site of the library provides information on the X-libris project as well as new from the library, for example when the library is closed or which new books have been bought.

Every year the library gets a budget to make new acquisitions. In this way over the last years new media could be added to the inventory of the library. The library tries to react on the wishes of the users which new media to buy. In addition, book donations are very welcome and are integrated into the inventory.

An extensive asset to the library is the librarian, Angela Hirsch, with her positive attitude and her friendly and open-minded personality, which is very important in the everyday personal face-to-face contact with the users. She brings her creative ideas, energy, motivation and experience to the library.

The location of the library will change in 2016, since the secondary school where the library is situated at the moment will be renovated. For now it is planned to move the library to a primary school in Dieskau, another part of Kabelsketal and about 6 km from Gröbers where the library is now. This will offer new opportunities to work together with this primary school. But there is no information yet about the new space of the library and the details such as room size, internet connection etc.

• **Areas for Improvement**

Since the library is a voluntary service by the municipality, the existence of the library is never certain. Every year the local council has to decide upon the future of the library. A sustainable concept to secure the existence of the library is needed.

The library is not administered by computer yet. Therefore it is necessary to digitize the whole inventory of the library.

The accessibility of the library is very limited due to the opening hours. People who are working during the day do not have the possibility to come to the library.

In general the library has to be more visible to the public so that more people consider using the library.

• **Innovative Ideas**

To improve the accessibility of the library without having to extend the opening hours the library catalogue should be available online. To get to this point the first step is to digitize the inventory and ask the users and volunteers for help to finish this process faster. In this way the users get involved in the whole transformation of the library from the beginning. After programming the database and the website all users will be able to look through the holdings of the library in the internet. A further step could be to program the website in a way that the user can also order the book or DVD online. This would also improve the mobile service and make it easier for the users to get what they request. The work of the librarian becomes much easier as well, when she can add new media directly into the online database and administer the inventory on the computer. The launching of the website will be made public not only in newspapers and on the website of the municipality, but also through social media channels, which will be linked to the website.

The library opened social media sites (facebook, twitter, pinterest, Instagram, vimeo) to inform about the Xlibris project, but also about the innovations and new services within the library itself and the users can comment on that. The social media sites make it possible for example to ask the users which new books or films should be bought or to present their favorite book from the library.

In this way the library will be more accessible and attractive for the community, the number of users grows and in addition it stimulates social contacts and communication among the residents.

• **People at Risk of Exclusion**

The municipality Kabelsketal is a rural area in a disadvantaged region of Germany with an unemployment rate over 20%. Therefore, the access to cultural activities is very limited, especially for children and elderly people, since for them it is not as easy to get to the nearby cities of Halle and Leipzig as for the working population often working in one of those cities. Thus, the risk of social exclusion is primarily high for unemployed people, children and elderly people within the municipality Kabelsketal.

The library of Kabelsketal is an important place for those people at risk of exclusion. It is not only a place of books and knowledge for the inhabitants to continue their learning, but also a meeting place. For elderly people, who do not have their family nearby and who come to the library, the librarian is an important interlocutor. Through the mobile service to different towns in the municipality, the library offers its services to all parts of the municipality. The users do not only use the date when the librarian is coming to their town to borrow books, but also to meet each other and get into exchange with the librarian about news within the municipality.

In order to make the library more accessible, to improve the mobile service and to foster the learning in terms of digital competences of elderly people, the development of an easy to use online catalogue for the library of Kabelsketal is a very important step. The users will be able to search for books in advance and order them via e-mail, so the librarian can bring them the next time she will come to the town. In addition, the users will be regularly informed about news from the library (e.g. new books, events, closing times, dates of the mobile service etc.) through Facebook. Facebook could also help to form a community of library users and to foster a regular exchange among them.

2.7.5

Varna Public Library

Pencho Slaveykov Public Library in Varna was founded in 1883. It is a public institution supported by the municipality and the government. The library has been depository of the Bulgarian national literature since 1945. It is a regional library and centre for consulting other libraries in the North-East part of the country.

Latest statistic have shown that library collections number over 860 000 volumes of books, periodicals and other materials. 30% of our users are under 18 years old. Library collects and offers books and periodicals, manuscripts and archival documents, albums, cartographic publications, official documents, standards, written music, records, audio and video cassettes, CDs and DVDs. In its Regional History Dept. there is a unique and full collection of periodicals printed in Varna after 1880.

The Library is a member of the Bulgarian Library Association and a partner in a number of European non-governmental cultural programs and international projects.

The Library is situated in a city of 400 000 inhabitants, with regional responsibilities in an area of significant change. An increase in the number of adults with only a lower-level education highlights the risks of social exclusion and lost local traditions and is of deep concern for the library.

Current training activities for adults include cooperation with community groups serving seniors, maintaining collections and services of special interest to adults and workshops/one-to-one training on how to use new technologies. The last few years Public Library - Varna uses a method of active-learning for adults' trainings. The library has strong partnership with Centers for Rehabilitation and Social Integration and Senior Day Care.

The Library is one of the leading organizations in Bulgaria in the field of digitization. It started to digitize its rare and unique collections of serials, post-cards, photos, maps etc. several years ago. In 2008 Pencho Slaveykov Regional Library set up the Varna Digital Library - a virtual service which provides access to library's and its partner-museums' digitized materials.

Pencho Slaveykov Regional Library was the Bulgarian content provider in EuropeanaLocal project, where an OAI-PMH repository was set up for aggregating the Bulgarian libraries and museums content. The Library still remains the biggest Bulgarian content data provider for Europeana and also operates as an Aggregator since 2011.

The library participates in a variety of international projects, such as LoCloud, Europeana Awareness, NTVIS, Digital Literacy 2.0, EuropeanaLocal, LL4S Partnership. After the official end of the project the ICT workshops for seniors become sustainable service and took part in the Library's seasonal calendar with 8 - 10 workshops per year.

In 2015 the Library possessed 870 000 volumes of books, periodicals and other non-book materials in its storage facilities. The library is the most democratic institution on the territory of Varna which is accessible to everyone. There are about 130 000 visits at the library registered per the year and more 250 000 volumes in circulation. Fifty-five specialists of high qualification in different fields of science - bibliography and library science humanities, computer engineers work in the library.

The technological library processing of the books and documents and all of the users services have been computerized since 1990. The library provides both traditional and computer catalogue of:

- Books and non-books materials
- Periodicals publications
- Reference information
- Information about Varna and its region
- Rare books and books of true merit

Free Internet access has been provided to the users since 1993.

The library has produced and published over 200 bibliographies and references.

Currently Library provides training services for adult users, for librarians and for other professionals.

• **Services for Adults**

Started in 2008 with a project called 'Lifelong Learning for Senior Citizens - LL4S' the service became sustainable over the next years. Current training activities for adults include cooperation with community groups serving seniors, maintaining collections and services of special interest to adults and workshops/one-to-one training on how to use new technologies. The last few years Public Library - Varna uses a method of active-learning for adults' trainings. The library has strong partnership with Centres for Rehabilitation and Social Integration and Senior Day Care. The library has strong partnership with VET schools and training centres.

More than 39 training courses for adults have been run since 2008. More than 400 people were trained How to use ICT in the everyday life. Adults are scared of using computers and feel trouble about their ability to understand the way of

communication in Internet and social networks. On the other hand they have joy to share their thoughts, pictures and videos in Internet and social networks.

• **Trainings for Librarians**

The modern library develops in different aspects with the main aim to satisfy user's requirements. One of them is in the sphere of informal vocational education and training of the audience that needs library and bibliographic information and in highly qualifying library experts. The Public Library has got a leading role in the field because of its regional methodological functions for the particular region to optimize the activities at its municipal and community libraries. As an educational center with rich experience, Pencho Slaveykov Public Library in Varna meets the necessity to improve the qualifications of library experts aiming enhancement of their skills and competencies as tutors in professional field 'Librarian'.

Library focuses on developing skills for construction and implementation of innovative practices into the educational process and teaching. The activities are concentrated on the improvement of the functionality of the used teaching methods developed as users' oriented services.

As a result of participation in several European projects focused on non- and informal learning, Public Library Varna analyses librarians' and professionals' needs. This analysis formulates the difficulties of systematic usage of ICT and Web 2.0 faced by the librarians in their routine. In the analysis the training need is clearly pointed, as well as the librarians' intention of developing new smart user-centered services. The lack of knowledge and skills is the bottleneck for development and implementation of such services.

In the few projects run last two years Public Library uses the method of Service Design and reveals the construction of intuitive interface.

That method supports the development of effective analytical and creative approaches in service design.

The educated end user in the project realizes as a Tutor - Provider of vocational educational services and his potential learner - User.

• **Trainings for Professionals**

In all projects Public Library Varna follows an ICT based train-the-trainer and qualify-the-users approach. It sets out to develop and implement training programmes for staff in non- and informal learning settings such as Public Libraries, community and care centres to enable them to use Web 2.0, and to offer provision of ICT based non-formal learning. Once the people are trained, it was intended that these staff members would enable new users of the Internet to develop the skills and knowledge needed to make full and safe use of the World Wide Web, improving their motivation to learn.

2.7.6

ISES (Innovacion Social Emprendedores Sociales)

ISES is an NGO which works in the field of Social Innovation Social Entrepreneurship. It develops training programs for Leo VETPRO Mobilities and now for KA1 Mobilities to train staff in social media, and service design. ISES has worked for libraries as external expert in using the city as educational model. ISES has hosted a Leonardo VETPRO mobility organised by Varna Library, the purpose of which was to give in-service training to the library staff. ISES runs programs on coaching and empowerment applied to education. ISES's expertise is in the design of new services for the social good and art of hosting methodologies involving all kind of profiles. It runs a series of training in different field. ISES has expertise in working with youth and citizens. It cooperates with different cultural and social centres running social media training, coaching and mentoring activities.

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