Turkish SMART ICT 3.0

New Libraries Services

Open Educational Resources - OER

3

Chapter

WHAT THIS CHAPTER IS ABOUT

WHAT THIS CHAPTER IS ABOUT

HACETTEPE UNIVERSITY

3.1   Current State of 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.

(*) This part of the text is copied from Chapter 2 (IO1) in order to keep the integrity of the content

3.1.1   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 Faculy 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 unemployement 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 (ULAKBIM) 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 *Wendesday 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?, Entrepreneurhip and Innovation, Youth Branches of*

Professional LIS Assocations, Sicence, Technology and Industry Policies of Turkey, Innovative Information Literacy Services in Ireland.

• **Partnership & Collaboration**

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 & 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 curicial when we consider the speed of chance 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 conceps together and teach students innovative methodologies which can be used in creating user centered services and motivate them creating new services by the use of smart ICT.

This project will help reaching both goals.

Appendix: Instruction Program

FALL	SPRING
SEMESTER 1*	**SEMESTER 2***
Required Courses	**Required Courses**
BBY 151: Introduction to Information and Record Management	BBY 152: Organization of Information
BBY 153: Information Sources	BBY 154: Information Services
BBY 155: Information Literacy	BBY 156: Information Retrieval
TKD 103: Turkish Language I	TKD 104: Turkish Language II
ING 111: Integrated Skills I	ING 112: Integrated Skills II
	BEB 650: Basic Information and Communication Technologies
Elective Courses	**Elective Courses**
BBY 161: Computer Software	BBY 162: Programming and Algorithms
BBY 163: Concept of Information Management	BBY 164: Children and Youth Publications
BBY 165: Communication and the Society	BBY 166: Scholarly Communication
BBY 167: Information Management and Mathematics	
SEMESTER 3*	**SEMESTER 4 ***
Required Courses	**Required Courses**
BBY 251: System Analysis	BBY 252: Research Methods
BBY 253: Information Usage	BBY 254: Information Seeking Behaviors
BBY 255: Records Management	BBY 256: Information Architecture
AİT 203: Ataturk's Principles and History of Turkish Revolution I	AİT 204: Ataturk's Principles and History of Turkish Revolution II
ING 211: Academic Writing Skills I	ING 212: Academic Writing Skills II
Elective Courses	**Elective Courses**
BBY 261: Advanced Programming	BBY 262: Web Design
BBY 263: Identifying Information Sources	BBY 264: Indexing and Classifying
BBY 265: Electronic Publishing	BBY 266: Archieve Management
BBY 267: School Libraries	BBY 268: Public and Children Libraries
SEMESTER 5*	**SEMESTER 6 ***
Required Courses	**Required Courses**
BBY 351: Management of Information Centers	BBY 352: Content Management
Elective Courses	**Elective Courses**
BBY 361: Database Management Systems	BBY 362: Information Systems Design
BBY 363: Information Brokerage	BBY 364: Collection Management
BBY 365: Setting Up and Managing Institutional Libs / Archives	BBY 366: Institutional Content Management
BBY 367: Information Management in Medicine	BBY 368: Scientific and Technical Information Management
BBY 369: Information Retrieval in Law	BBY 370: Information Management in Museums
BBY 371: Reference Services	BBY 372: Information Management in Media
BBY 373: Human Resource Management	BBY 374: Total Quality Management
BBY 375: Information Visualization and Presentation	BBY 376: Management Information Systems
BBY 377: Rare Books and Manuscripts	BBY 378: Research Libraries
SEMESTER 7 *	**SEMESTER 8 ***
Required Courses	**Required Courses**
BBY 451 Professional Ethics	BBY 452 Practicum
	BBY 454 Research Report
Elective Courses	**Elective Courses**
BBY 461 Project Management	BBY 462 Innovation Management
BBY 463 Academic Writing Skills	BBY 464 Semantic Information Management
BBY 465 Marketing of Information Services	BBY 466 Document Engineering
BBY 467 Digitization of Scientific and Cultural Heritage	
BBY 469 Learning Management Systems	
BBY 471 Information Literacy Education	
BBY 473 Geographical Information Systems	
BBY 475 User Interface Design	
BBY 477 Information Law	

Graduate courses - Master level

Course Code and Title

BBY 501 Information and Record Management

BBY 502 Information Services

BBY 503 Organization of Information

BBY 504 Information Technologies

BBY 600 Special Topics

BBY 601 Seminar

BBY 602 Curriculum Development for Information Literacy

BBY 603 Project Management

BBY 604 Evaluation of Information Systems and Services

BBY 605 Developments in Information Mana

BBY 607 Information Architecture

BBY 608 Electronic Information Services

BBY 609 Management of Information Technology

BBY 610 Information Centers in the History of Civilization

BBY 611 Reading Habits

BBY 612 Developments in Public Librarianship

BBY 613 Developments in School Librarianship

BBY 614 Developments in Research Librarianship

BBY 615 Children's Literature

BBY 616 Cooperation in Information Management

BBY 617 Standards in Information Management

BBY 618 Reference Services

BBY 619 User Studies

BBY 620 Conservation and Preservation of Records

BBY 621 Archival Systems and Archival Studies

BBY 622 Management of Information Centers

BBY 623 Comparative Studies

BBY 624 Historical Developments of Information Centers in Turkey

BBY 625 Electronic Archiving and Records Management

BBY 626 Organization and Analysis of Information

BBY 627 Bibliographic and Biographic Information

BBY 628 Quality System Documentation

Graduate courses - Doctoral level

Course Code and Title

BBY 701 Intellectual Freedom and Information Services

BBY 702 Scholarly Communication

BBY 703 Information Retrieval and Theory

BBY 704 Bibliometrics

BBY 705 Ecenomics of Information

BBY 706 Information Policy

BBY 707 Intellectual Property Rights

BBY 708 Libraries and Archives in the History of Anatolia

BBY 709 Information and Society I

BBY 710 Information and Society II

BBY 711 Information Seeking Behaviours

BBY 712 Information Centers and Services in

BBY 712 Information Centers and Services in Education

BBY 713 Issues in Information and Records Management I

BBY 714 Issues in Information and Records Management II

BBY 716 Issues in Information Organization

BBY 720 Document Engineering

BBY 700 Special Subjects (Thesis)

BBY 800 Preparation to Doctoral Profeciency

3.2 Service Co-design and Methodology Development through Workshops

Workshops organized for co-designing and defining services with users and experimenting with different innovative methodologies to develop Xlibris Methodology tool set as well as finding the best possible way to benefit from each methodology with the purpose of service co-design. A two days workhop was organized at Hacettepe University in Ankara, Turkey between 5-6 February 2015. http://www.xlibrisproject.org/workshop-ankara-turkey-february-5-6-2015/

• **Workshop Related Links**
Information:
Poster: http://www.xlibrisproject.org/wp-content/uploads/2015/01/xlibris-TR-workshop.pdf
Flyer: https://www.smore.com/f33u7-xlibris-projesi-t-rkiye
Photos: https://tr.pinterest.com/xlibrisproject/in-service-training-ankara/
Videos: https://vimeo.com/channels/xlibristr/page:1 (all videos starting with D SC codes)
Program: http://www.xlibrisproject.org/wp-content/uploads/2015/01/workshop_program_feburary_2015.pdf

3.2.1 Participants

Librarians mainly from academic institutions and Library and Information Sceinece (LIS) students participated in co-creation workshops. Workshops organized in Ankara were the first workshops within the Project.

• **Moderator**
Daniel Weiss (ISES, Spain)

- **Faculty**

  - Serap Kurbanoğlu (Hacettepe University Department of Information Management, Ankara)
  - Orçun Madran (Hacettepe University Department of Information Management, Ankara)
  - Tolga Çakmak (Hacettepe University Department of Information Management, Ankara)

- **Librarians**

  - Serap Özyurt (Kadir Has University Library, Istanbul)
  - Sina Mater (Koç University Library, Istanbul)
  - Tuna Can (Ankara University Library, Ankara)
  - Vedat Gültekin (Ankara University Library, Ankara)
  - Cihan Doğan (Hacettepe University Library, Ankara)
  - Eda Köse Uysal (Hacettepe University Library, Ankara)

- **Students**

  - Elçin Keleş (Hacettepe University Department of Information Management, Ankara)
  - Görkem İşçi (Hacettepe University Department of Information Management, Ankara)
  - Enes Çelik (Hacettepe University Department of Information Management, Ankara)
  - Ramazan Aytürk (Hacettepe University Department of Information Management, Ankara)
  - Ezgi Gamze Tekbaş (Hacettepe University Department of Information Management, Ankara)
  - Mervenaz Topçuoğlu (Hacettepe University Department of Information Management, Ankara)
  - Ebru Gönültürk (Hacettepe University Department of Information Management, Ankara)

3.2.2 Aims & Goals

One of the main goals of this workshop was to find out what librarians (both current and future) need to learn and which skills they need to develop (besides what they already know and the skills they already posses) to be able to create user centered and smart ICT based services. How they like to learn as being the subject of training programs was also explored. Second goal was to provide librarians with first hand experience on how to explore users' needs (**by the use of**

innovative methodologies such Lego Serious Play®, Hero's Journey, Gamification, Business Model YOU®, Storytelling, Crowdfunding and Design Thinking) to enable them to design user-centered services. Last goal was to give them the opportunity to co-design 5 new smart ICT based/related services (with special focus on training and educational services). These prototypes and the skills and training they need to realize/materialize these services have been analysed by Hacettepe University (Department of Information Management to design/developed 5 new training service to implement as one of the outcomes of the X-Libris Project (IO2).

3.2.3 Preparations

Since it was the first project worskshop, preparations took relatively long time and started well in advance. A workshop flyer which explains the aim of the project and goals of the workshop was prepared. Since the main target groups of the Department's training activities are future librarians (students) and librarians, workshop participants were carefully selected from these two groups. Participation was by invitation and special attention paid to invite young and active librarians and students who have good level of ICT competencies and at least certain degree of interest towards social media, smart technologies and innovation. Special attention also paid in keeping a balance between librarians and students as well as between genders (3 out of 6 librarians and 4 out of seven students were female). Librarians were from well developed and leading university libraries both public and private universities (university libraries are always pioneers for new services in Turkey), and students were from different grades (second, third and final year).

All participants were provided with information about the project and about the goals of the workshop. They were send the program in advance. Workshop Room was prepared one day before (a projector, modular tables, chairs, big size paper (80x80), post-its, colorful pens, Lego®, BMYOU and Hero's Journey templates were provided).

3.2.4 Tools and Methodologies

A collection of tools and methodologies were used to test and construct the Xlibris Methodology set.
 - Photo Wall
 - Empathy Map
 - Lego Serious Play
 - Hero's Journey
 - Business Model You
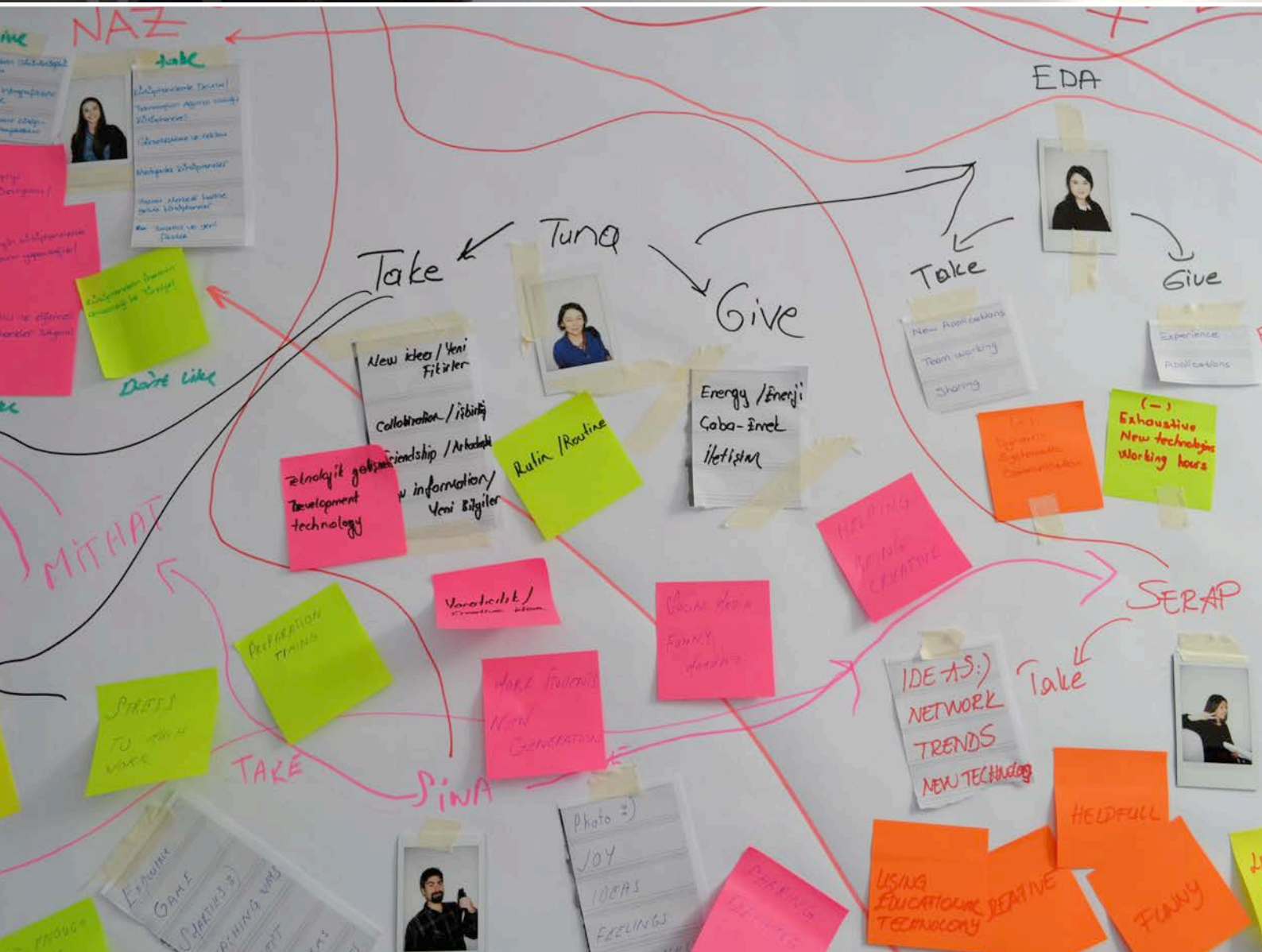
• Photo Wall

Photo Wall is paper version of Facebook where participants create their profile and connect it with other participants' profiles. The construction of the Photo Wall (like a Facebook on paper) is an exercise for understanding the common touchpoints between people. It helps to understand who is connected with who, that has a critical relevance to understand the concept of local stakeholder map. This can be combined with Empathy Map which explores what participants are were willing to give/take in the workshop. It helps creating identity, supports team building and contributes to alignment.

• Empathy Map

An empathy map is a collaborative tool teams can use to gain a deeper insight into their customers. Much like a user persona, an empathy map can represent a group of users, such as a customer segment and helps to develop a better understanding of the person for whom the product/service is going to be developed.

Empathy Map is used to help in the discussion about the needs a user has. Using it allows to focus on what was observed, and what can be inferred about different user groups' beliefs and emotions. Designing products/services with the Empathy Map helps to synthesize observations and draw out unexpected insights.

•
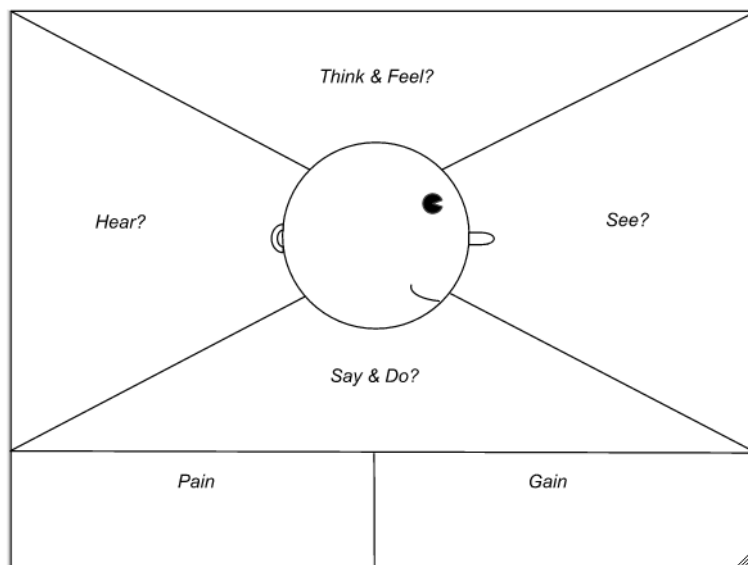
Empathy
map

It's about you

TAKE/GIVE IT

In our lives we need different things that is in our human nature.
I am talking just about **soulful** - the quality of **"having soul"**.
A limbic response to personally-challenging emotional stimuli.
Please write down on each slot one word, you feel you need to take or to give
to someone else.

Lego® Serious Play®

• **Lego® Serious Play®**

Lego® Serious Play® (LSP) methodology enables participants to understand the dynamic, interlaced systems with many feedback loops on the personal side with four steps: Challenging with questions, constructing, sharing through methaptors and reflecting.

Posing the Question: The challenge, which should have no obvious or correct solution, is presented to the participants. The framing of the challenge is clear and concise for participants to connect.

Construct: Participants make sense of what they know and what they can imagine by constructing a model using the LEGO® materials, and develop a story covering the meaning in the model. Through this process, participants construct new knowledge in their mind.

Sharing: The stories are shared among the participants.

Reflect: As a way of internalizing and grounding the story, participants are encouraged to reflect on what was heard or seen in the model.

Innovation requires engagement that goes well beyond crowdsourcing: it requires a user centric approach, and it demands for collaborative and constructive processes where participants build ideas and concepts, negotiate meaning and engage in creative activities together to create mutual value – value for the system and for the learners. Values that go into the design and development of a better user experience that target needs and values that are latent, subconscious and that LEGO® Serious Play® can surface. In such a perspective, LSP is the beating, engaging and revealing heart of a co- creation experience, helping organisations and users to engage in constructive conversations to build together, iteratively, the next user experience, innovating services and products together.

The Hero's Journey Methodology is based in the research made by Joseph Campbell "The Hero with a Thousand Faces "

• Hero's Journey

The hero's journey, is the common template of a broad category of tales that involve a hero who goes on an adventure, and in a decisive crisis wins a victory, and then comes home changed or transformed.

This tool is used to understand the participants' visions on struggling with where to steer the ship of transformation of in-service training an new-smart services. Participants were going on this journey together (they and the customer) each with their own areas of resistance, so they need to know what they should expect to encounter so they can be empowered instead of delusional.

• Business Model You®

A personal business model is the logic by which   delivers something valuable to customers. The Business M   applies principles of entrepreneurship to the work we do   ly these principles were applied only to organisations. It h   mprove or reinvent the sevice model. Combining the pc   ay® and BMYOU helps to extract in a meaningful way what

| 3.2.5 | Implementation and Lessons Learned |

Business Model You®

· 1st Day (5 February 2015) ·

1. **Workshops started with the Photo-Wall activity**. Participants were invited in the room. Their poloraid pictures were taken. They were asked to write down their expectations (by keywords) from this workshop (what to take and what to give) and their emotions (what they like and dislike about their jobs) on post-its and create a corner on the photo-wall for themselves (with their photo and post-its). After everybody had a place on Photo-Wall, participants were asked to make links with people they already know and talk about themselves and their connections. This was for a quick get to know each other and discover connections excercise to start.

   * *Notes and lessons learned: It took longer than planned and expected. Participants had some difficulties to understand what to write on the post-its. It helps a lot to put one-two example on the wall (of organizers) before the workshop starts. When they see an example they understand faster what to do.*

2. **Empathy Map**: Participants were asked to move post-its about emotions and expectations from the photo wall and create a user/customer profile on the Empahy Map.

   * *Notes and lessons learned:: Although they carried out this task, the role of Empathy Map was not clear for participants. More explanation is needed. There was a difficulty to connect it with the other activities. It was not taken into account (enough) during following activities. More guidance is necessary.*

3. **Lego® Serious Play®**: Participants were asked to build a model of themselves with lego and talk about it. When they talked about themselves based on the model they created they provided some new information which was not mentioned before.

   * *Notes and lessons learned:: It is always good to indicate duration when it starts. It might take more time than expected. Some participants have no experience with lego, some have. Those who has no experience with lego it takes longer to get familiar and put pieces together. This is a good start to get familiar with Lego Serious Play methodology and brings more information about each participant they do not think to mention earlier during their oral presentations.*

4. **Presentations**: Several ppts and videos were presented and games played among other activities (such as right-left brain video, observation skills video; perception excercise (FLIP-FLOP and Rabit-Duck); attention exercise: Giraffe story; alignment game.

> * *Notes and lessons learned*:: *These are all very good exercises (fun also) to take a break and make participants to start thinking from a different angle and improve (at least pay more attention) their observation, communication, collaboration and critical thinking skills. Although ppt presentations and videos were very interesting a directly "smart ICT and social media in libraries" focused presentation would be more benefitial keeping in mind that there might be a big diversity among participants' knowledge and expertise on it . This would also help them to keep in mind that the services they develop will be smart ICT based.*

5. **Lego® Serious Play®**: Participants were asked to answer following questions by creating a lego model.
    a. What would be the aspirational role of librarians in the next decade (with a special focus on user training)?
    b. How librarians can fulfil this role?
    c. What librarians think about the changing role of the library as an institution?
    d. Why the library has to become something different?

> * *Notes and lessons learned*:: *Questions were translated into Turkish. This helped very much. This exercise took long time than expected. Because participants had to create a model first and then make a presentation of their model (15x4=60 presentations). Some participants' limited English language skills required translations and that also caused spending more time than expected. One of the obstacles here was that, participants' answers and models for all four questions were similar. And*

X-LIBRIS: Addressing Changes in Libraries Workshop Program

5-6 February 2015
Hacettepe University, Ankara, Turkey

your journey
THE METRO MINUTE MAP

february 5th

100% intense & practical

INSIGHTS | 9
20' Give your insights

FOLLOW

65'
5 NEW SMART | 8

UP

AM

70'
USER SERVICE DESIGN

NEXT DAY

GO COFFEE 20'

15'
ALIGNMENT
(a) You check your alignment skills

GO TO LUNCH 60'

60'

15'

7

GO COFFEE 30'

30'
SOCIAL MEDIA
(a) Impacting Librarians
(b) Impacting the user connection.
(c) Impacting education services.
(d) New service definition

4

5
INTRAINING SERVICE

6
HR SKILLS

3

48'
QUESTIONS
You meet your colleagues.
Library **INNOVATION** starts

DT

15'
Avoiding SCARF
Understanding your mission

5'
EMPATHY MAP
We feel in.

1

15'
YOU ARRIVE & START
Put your Polaroid on the wall and get connected

2

mission 1.3

DW

mission 1.1

WHO YOU ARE
Let's find out.

sometimes they answered the next question in their first model. We concluded that all these could be formulated as one single question.

These were the activities to complete first day in the morning. However they took the whole day. We could not proceed further. Reducing the number of questions and asking one crucial general question about the core issue is enough. Participants need time for their reflections. This is more important. While they are reflecting on the core question they generally refer related sub-issues (no need to formulate more questions around the same core subject/issue. They keep repeating themselves. Waste of valuable time for both sides. Lego® models and presentations were used to extract the Statement of Significance (what is important, why it is important, and how important it is) and help to move on to Design Thinking). First day planned program could not be completed, however good progress achieved.

·2nd Day (6 February 2015)·

1. **Day started with a wrap up**

   * *Notes and lessons learned:: A lot of time pressure because of the delay in the program. This was a very busy day and both participants and organizers were exhausted in the end.*

2. **Lego® Serious Play®**: Participants asked to create Lego® model for two main questions. Based on 1st day's experience related questions asked together to answer together (one model was required).

a. How social media is impacting librarians' work connected to users (especially user education)? What kind of new user services (education services) could be developed by the use smart ICT?
b. What would be in-service training needs for librarians in this ever changing environment? How you like to be trained?

   * *Notes and lessons learned:: Combining questions worked well. Participants started to think, develop ideas and reflect about new services and their training needs. Lego® Serious Play® works very well to un-discover ideas, thoughts, needs and feelings. We should invest on this methodology and keep using it in the future workshops. Lego® Serious Play® should become one of the main components of X-Libris Methodology.*

3. **Statement of Significance** was extracted from each presentation and used to create an Affinity Map (similar ideas and perceptions were grouped).

> ** Notes and lessons learned:: This is also a useful excercise to move forward to the actual outcome (new services). We should continue using this methodology.*

4. **Participants were put in 5 groups** (3 participant in each group. Special attention paid in creating mixed groups (students, faculty, librarians). Each group asked to design a service keeping in mind the user and user's needs (Empathy Map created on the first day).

> ** Notes and lessons learned:: Keep all the documents/materials created in the room and display them in a visible way. Because they will be needed during the entire workshop and also afterwards during the evaluation and reporting.*
> *Although this is a very good idea for user centered service design, the way Empathy Map created did not help much. We can focus (for future workshops) to find a way to create a better (more realistic) Empathy Map. This needs improvement. Because the user profile created in the Empathy Map was very fuzzy in Ankara case. And each service developed later on was for a different user in mind of the participants. This part of the methodology needs improvement.*

5. **Following methodologies were used to fine-tune the service idea and extracting the Statement of Significance: Lego® Serious Play®, Stakeholder Map, Hero's Journey, and BMYOU.**

> ** Notes and lessons learned:: Using so many methodologies together exhaust participants. Because to a certain degree they kept repeating themselves. However, there were also with almost each new methodology something new (something not mentioned earlier, not even thought). Among all, Lego® Serious Play® and BMYOU were the methodologies which provided the best results. Lego® with its modelling feature and BMYOU with its structure to force participants to answer crucial questions such as what you do (key activities), who you help (customers), how you help (value provided), how they know you and how you deliver (channels), how you interact (customer relationships), what you get (revenue/benefits), who help you (key partners), what you give (costs), who you are and what you have (key resources) about the service they design to materliaze the service. BMYOU can be adapted to libraries (in wording and the jargon used) to get more benefit out of it. Because participants in some cases had difficulties to undersatnd the business jargon. It is also recommended for future workshops to find a BMYOU version in the language of the*

participants. That would also help to progress faster. BMYOU should also become an important part of X-Libris methodology set.

Stakeholder Map was another tool which bring new ideas and view-points. However, students especially had difficulties to address stakeholders (probably because they are not aware of all potential stake holders of a library, since they do not the work experience in a library). Partners can also disscuss about how to improve the way we use the Stake Holder Map. One more suggestion could be making a link between Stake Holder Map and Empathy Map.

Participants had difficulties to understand how to utilize Hero's Journey. If we are going to continue using it, we should try to simplify the language (business
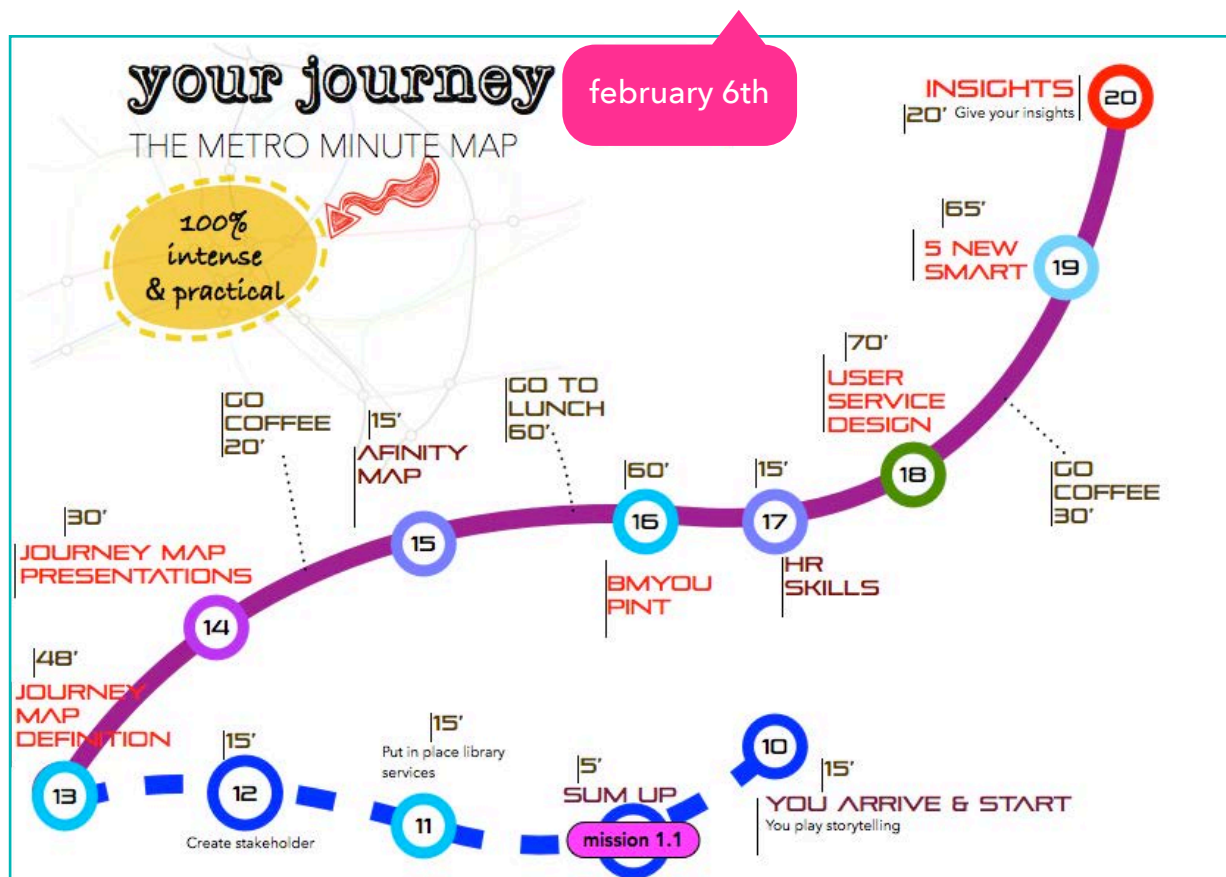
3.3   Services Defined by Participants

3.3.1   Library Tale

Organizing a Flipagram competition about library services and facilities among library users to increase awareness regarding the library and what it provides. This is planned as a marketing service. During two days discussions one of the points participants focused very much was the need for new marketing strategies and channels (in the changing environment) as well as branding for libraries. Group had some wague ideas about how to design the competition and the marketing strategy. They had no experince at all on branding. This pointed out a need for training on marketing strategies especially on branding and also how to use social media for it.

3.3.2   Cite or Bailed Game

The idea was cerating web based educational material for users. It was in the end fine-tuned to creating a game for user training on plagirism (especially important for students and young academics) and to do it in a fun way for the new generation users. User education (information literacy instruction) especially web-based education, e-learning and using gamification in teaching were in the core of discussions. However, participants admitted that they do not have expertise neither on instructional technologies nor on gamification. So that indicated a clear need for training on these two subjects: instructional technologies and platforms and gamification.

3.3.3   Library App

Developing an App (mobile application) for the library. Group was not able to specify the service. Some of the suggestions such as accessing the library catalog were already in practice. They end up with the idea of developing an app for user education service or at least making web-based user education accessible through mobile technologies. There was a lack of expertise on instructional technologies and platforms (including mobile access) which again indicated a need for training.

3.3.4 In-service Training on Pinterest

Developing a web based information literacy instruction and using Kahoot as a tool for its evaluation. There was a confusion within the group based on diversity on their level of knowledge regarding web-based instruction and evaluation tools. Based on this experience they realized that there was a need to introduce these tools to librarians. They changed their service into a Tools/Programs/Applications Instruction service for librarians. Pinterest was chosen as the platfrom.

3.3.5 Living Shelf

The idea was using QR Codes for library shelves which could provide instant statistical information about the collection. Discussions bring participants into a conclusion that technically it was more complicated then it seems.

3.4 Services Defined Based on User's Needs and Reflections

Since Department of Information management of Hacettepe University is an educational instutition providing training and education for students and librarians, the whole workshop and reflections of participants and services they designed needed to be evaluated from their education/training needs point of view. This evaluation guided us to the new training services which can be developed, implemented and provided as an outcome of this Project.

Based on participants' work and reflections following 5 new services were developed. These are mainly based on the ideas participants developed and also their training needs (gaps in knowledge, skills, and expertise) discovered through their service design. In other words the following services are defined truely based on the genuine needs of actual users (target group) of Hacettepe University Department of Information Management in order to enable them to develop/materialize/realize the services they design.

3.4.1 Training on Pinterest: Innovative Tools

This service is an educational service to help librarians to follow up and learn about new applications, tools and programs which are freely available and can be used for different library services such as Kahoot to create tests for instructional services; Smore and Canva to design and create atractive flyers, posters, presentations; Instagram and Flipagram to create short videos for educational activities and marketing; Brickme for crowdfunding. During co-design workshops a need for training on innovative tools was observed. This is mainly because of rapid developments and chance in the market and almost impossible to include in formal curricula. Training material is planned to be published on Pinterest through creating seperate boards for each application/tool/program. Information will include short introduction and description of the tool, short explanation on what it can be used for and links to the actual sites, videos (if available) which show how to use these tools, best practices (when available).

3.4.2 Gamification for Libraries

Gamification is applying game design to non-game applications. Gaming is a proven tool for engagement. This is why gamification is an important trend in libraries, especially to engage new users (who are raised with computer games) with training services. During co-design workshops a need for training on gamification was determined. A training service decided to be developed on the concept and the best practices in libraries. It was also planned to use gamification approach within project activities (such as BookFace and Shelfie). This service is planned to be an educational service for librarians and students to teach them game design in social media so that they can use social media tools/channels and gamification concept together to create games in social media for different services such as user education, orientation, marketing, etc. It is planned to be a face-to-face training which can be improved after iterative trainings.

3.4.3 Branding for Libraries

This service is an educational service for librarians and students to teach them branding and marketing tools and strategies. During the co-design workshops with the main target groups of the Department of Information Management of Hacettepe University (LIS students and the librarians) a need for training on this theme was identified. Although marketing is a part of curriculum branding has been a subject neglected in the curricula. To close the gap and stisfy the need of

users a training service which addresses branding strategies and approaches for libraries and how to use ICT and social media tools for branding campaigns decided to be developed. It is planned as a face-to-face training which can be improved through iterative seminars, workshops and lectures. Some branding campaigns for libraries such as a Shelfie Competition and exhibitions are also planned as part of this service in order to provide solid examples.

3.4.4 Instructional Technologies for Librarians

This service is an educational service which aims to teach librarians and LIS students how to develop video-based instruction materials. During the workshop participants claimed a need for training, because they like to develop web based training and e-learning materials for their users. A face to face training on each an every aspect of the video tutorial preparation process including platforms and applications to use for this purpose was planned. Teaching how to use a freely available software such as Snagit was decided to be included in the training so that everyone could benefit without an obligation to purchase a software.

3.4.5 Green Libraries

This is another training program to make learners aware of the impact of libraries on the environment and teach them how to make libraries green and environmentally more friendly. This service is developed because there are no courses available in LIS curricula in any of the LIS departments in Turkey. And it was observed during the "services co-design" workshops with librarians and LIS sudents that when they create library models they always put green elements (such as trees and plants) and claim it as a green library. This was also a proof which indicated a gap in knowledge and a need for education on the subject. Iterative face to face trainings (seminars, lectures, workshops) are planned to be included in this service.

3.5 Providing Insights through Crowdsourcing

After defining the services and completing service design crowdsourcing is used get some inputs and reflections from users and peers. This provided different perspectives from wide range of individuals (from potential users to experts) before the services are actually implemented.

Within Xlibris a special crowdsourcing platform Brick-me, which is developed by Daniel Weiss, one of the members of the project team, was used (http://platform.brickme.org/index.php?page=ex). Brickme platform helped to share new service ideas and obtain insights from peers across the country.

This platform allows to create a Business Model YOU Canvas for presenting different aspects of the project based on canvas segments. It also allows to add Lego Serious Play videos.

Brick-me interface was translated in to Turkish. An account was created for Hacettepe University. Within this account a board was created for each service in Turkish (to ease the undersatnding of local stake holders and actual target groups) which includes the following:

- The title
- Short description
- Detailed description
- Short video presentation
- Business Model building blocks
- Business Model Canvas
- Lego Serious Play model building videos
- Photos

A deadline was set for each «service project». Contributors were invited through various channels to give feedback and provide inputs about the services by choosing predefined categories along with personal inputs. These inputs were used for fine-tuning the service design.

Brick-me service boards can be seen in the following links:

- Training on Pinterest: Innovative Tools: http://platform.brickme.org/index.php?page=cp&id=16
- Gamification for Libraries: http://platform.brickme.org/index.php?page=cp&id=19
- Branding for Libraries: http://platform.brickme.org/index.php?page=cp&id=20
- Instructional Technologies for Librarians: http://platform.brickme.org/index.php?page=cp&id=21
- Green Libraries: http://platform.brickme.org/index.php?page=cp&id=18

3.6 Matrix

A matrix which is developed for the Xlibris was used for further fine-tuning as well as determining infrastructural and training needs. Xlibris Matrix includes everal components additional to a short description. Components of the matrix are:

- Description of the service
- ICT to use
- Nature of the service
- Target group
- Infrastructure
- Support
- Knowledge & competences needed by the service provider
- In-service training needs for service provider
- Knowledge & competences needed by users
- User training needs

These information is partly derived from the Canvas completed during the previous phase. New elements were carefully filled. Infrastructural requirements such as Internet connection, broadband, features and the quantity of devices to utilize and support needed (if any) from other professionals such as graphical designer, innovation designer, programmer, teacher, app developer, certified Lego Serios Play expert, are determined. Knowledge and competences required to deliver these services are defined. In-service training needs are determined based on the comparison between knowledge and skills required to create the service and the actual case. Training needs for users are determined based on the comparison between knowledge and skills required to use the designed service and their actual competencies.

Turkish services matrix can be seen under Resources/Matrixes/Matrix-TR on project's website: http://www.xlibrisproject.org/resources/

3.7 Service Development and Implementation

Infrastructure, support and in-service trainings are provided if/when necessary and the process continued with the actual service development and implementation.

3.7.1 Training on Pinterest: Innovative Tools

• Background Information

In-service training is becoming part of every successful information center's policy because capacity building of workforce brings competitive advantage. Training helps libraries to better develop the skills of their workforce. The changing scenario of management and leadership styles, communication media, the rapid growth of new knowledge; social needs of highly educated population; expectations of new generation of users; introduction of new technology in libraries; outreach programs to attract new groups of library users; and changing trends in library services (Chaudhary, 2001) have promoted the discussion of continuing education for librarianship.

It is inavitable to carry on with lifelong learning process. It's also evident from research that learning agility is becoming the critical factor for information workers. Rapid advancement in Information Technology is another fact of posing so many challenges to LIS professionals in and around the world. LIS professionals do have a critical need of professional trainings which has been met through different methods and platforms. Face-to-face training leaves its place to web-based training due to 24/7 availability and learning on self-pace feature (Khan & Rafiq, 2013).

Additional to increasing use of e-learning platforms social media platforms are also being used for content development and management for educational purposes. Pinterest is one of the social media platforms which became popular for sharing educational content due to its user friendly interface and ease of content publishing, update and management features.

An increasing array of computing and telecommunications technologies are emerging to create new opportunities for the development of information storage, retrieval, and delivery systems/services.

The traditional information access and management roles played by the information professions are expanding, particularly in the design and development of new information products and services and of tools to support information seeking and selection, the analysis and synthesis of information content on behalf of users, and information user instruction (Griffiths, 1995). Therefore it is becoming curial for information professionals to be aware of new technologies, platforms, and tools they can use to perform their professional activities.

• References

- Arif Khan, A. & Rafiq, M. (2013). Designing effective in-service training for librarians. *Library Philosophy and Practice* (e-journal). Paper 1056. Retrieved from: http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=2576&context=libphilprac

- Chaudhary, M. Y. (2001). Continuing professional education of librarians working in the university libraries. Inspel, 35, 67-73.
- Griffiths, J. M. (1995). The changing role of librarians: Managing new technologies in libraries. Vistas in Astronomy, 39(2), 127-135.

• Service Description

This is a training service on innovative tools which can be used in libraries for different purposes.

• Aim

The main aim of this service is to provide educational content for information professionals on innovative tools and platforms such as Kahoot, Tellegami, Powtoon, AdobeVoice, Flipagram, Instagram, Smore and Canva, which can be used in different library services namely user education, evaluation, marketing, branding, etc. and providing links to useful sites and good practices.

• Target Group

Librarians (from all trypes of libraries such as university, school, public, research) and students of LIS (Library and Information Science) Departments from all levels (undergraduate and postgraduate).

• Importance

Today, as a result of rapid technological developments, the number of products (platforms, tools and applications) proliferates. It is important for information professionals to keep up with these developments and to know which of these producs could be used and in what ways to be used in libraries and library services. Developing content and presenting it in popular and an easy to use and follow social media platform such as Pinterest seems to have curial importance. This service aims to sum up information about innovative tools, provides practical information as well as links to other platforms/sources and examples of different best practices.

• Rationale

Rationale behind developing this service is that it is not possible to cover such an ever changing content in the formal LIS curricula. There are courses which covers some technological developments however they focus on profession specific technological tools (online catalogues, library automation systems, digitization, preservation etc.). No courses available which focuse on innovative technologies which are not developed for libraries but can also be used in libraries for creating innovative services (or providing an existing service in an innovative way). Although observations during the "library services co-design" workshops with librarians and LIS sudents has shown that they are well aware of technological developments and some new tools, it also proved that they are not (possibly cannot) aware of many new tools/plattforms/apps which could be very useful for their day to day work. These observations indicated a need for development of an easy to use, frequently updated training content preferably in a popular platform such as Pinterest.

• Scope

Tools/apps such as Kahoot, Tellegami, Powtoon, AdobeVoice, Flipagram, Instagram, Smore, iStopMotion, PicCollage and Canva, which can be used in different library services namely user education, evaluation, marketing, branding, etc. are introduced with some examples about how to use in libraries. Links provided to useful sites and good practices.

• Smart ICT Used

Pinterest is used. An account was open and boards were created for each tool.

• Learning Outcomes

Individuals who complete this training can:

- Become aware of different innovative tools/platforms/applications
- To be able to use these innovative tools/platforms/applications to be informed on which library services they can be used for
- To be able to use these tools to develop new services
- To be able to use these tools to present existing services in an innovative way

• Development Process

As soon as the need for training on innovative tools/platforms/apps is recognized, a research is conducted on the topic to decide which tools to include in the package. A web search was conducted afterwards to find out about the content on the topic as well as best practices. What is available was evaluated carefully before included in the content. In total ten boards were created (one board for each tool). On each board pins were used for information to be shared. This account will be maintained by Hacettepe University Department of Information Mangement with the help of interested LIS students and professionals.

• Implementation of the Service

First of all, the account was created, tools/platforms/applications to be included were decided and boards and pins were created for content publishing. Following the content development two workshops were organized for introduction of the training content on Pinterest: https://tr.pinterest.com/smartlibrary/. There are followers on Pinterest and 183 individulas in total were trained during two workshops mentioned below.

1.- A two hours training workshop was organized by Hacettepe University for the first year students at the Department of Information Management on 9 May 2016. Both the Pinterest account itself and tools were introduced to students. Sixtytwo students participated in the workshop.

- Participants list: http://www.xlibrisproject.org/wp-content/uploads/2016/05/may-2016-ankara-list.pdf
- Photos: http://www.xlibrisproject.org/workshop-organized-in-may-9-2016-ankara-turkey/#more-571

2.- A half an hour presentation on one of the tools (Kahoot) was made during the Project Final Event which took place in Ankara on 27th June 2016. 121 individuals (librarians, LIS students and researchers) participated in this event.

- Program of Final Event: http://www.xlibrisproject.org/wp-content/uploads/2016/06/final-event-program.pdf

- Presentation: http://www.xlibrisproject.org/wp-content/uploads/2016/08/innovative-tools-for-libraries.pdf

- Participants list: http://www.xlibrisproject.org/wp-content/uploads/2016/06/final-event-participants-list.pdf

- Photos: http://www.xlibrisproject.org/project-final-event-organized-in-june-27-2016-ankara-turkey/#more-693

-

3.7.2 | Gamification for Libraries

• Background Information

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.

Muder 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/) are some examples for digital and non-digital games designed for (by) libraries.

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.

• **References**

- Bozkurt, A. & Kumtepe, E. G. (2014). Oyunlaştırma, Oyun Felsefesi ve Eğitim: Gamification. Akademik Bilişim 2014, 5-7 Şubat 2014, Mersin Üniversitesi, Mersin.

- Bunchball, http://www.bunchball.com/gamification101

- Knautz, K., Wintermeyer, A., Orszullok, L. & Soubusta, S. (2014). From know that to know how providing new learning strategies for information literacy instruction. In S. Kurbanoglu, et al (Eds). *Information Literacy. Lifelong Learning*

and Digital Citizenship in the 21st Century (Volume 492 CCIS, pp 417-426). Hedilberg: Springer.

- Lee, J. & Hammer, J. (2011). Gamification in education: what, how, why bother? AEQ 15(2), Retrieved from: http://www.gamifyingeducation.org/files/Lee-Hammer-AEQ-2011.pdf
- McDevitt, T.R. (2011). Let the games Begin! Engaging students with interactive information literacy instruction. NewYork: Neal-Schuman Publishers.
- Smale, M. (2011). Learning through quests and contests: games in information literacy instruction. JOLI 2(2), 36-55.

• **Service Description**

This is a training service on gamification for libraries.

• **Aim**

The aim of this service is to develop a training program to make learners aware of the importance of gamification in libraries and teach them how to gamify library services.

• **Target Group**

Librarians (from all trypes of libraries such as university, school, public, research) and students of LIS (Library and Information Science) Departments from all levels (undergraduate and postgraduate).

• **Importance**

Gaming is a proven tool for engagement. This is why gamification is an important trend in libraries, especially to engage new users (who are raised with computer games) with training services. In an era where libraries lose their users and even come across with the danger of closing it is very crucial to attract users and engage them with library services.

• **Rationale**

Rationale behind developing this service is that there are no courses available in LIS curricula in any of the LIS departments in Turkey on gamification. It is a new, however very popular subject, especially in education. There is no publication in Turkish on gamification in libraries. Considering the importance of user engagement in libraries, there is a need to provide training programs on the subject. Additionally, it was observed during the "library services co-design" workshops with librarians and LIS sudents that they like to develop games however they do not know how to do it in a library setting for library services. This was a proof which indicated a gap in knowledge and a need for education on the subject.

• **Scope**

The concept of gamification, its benefits, elements of gamification (dynamics, mechanics, components), how it is used in library services (both video games and non-video games) with examples as well as limitations of gamification are covered in this training program.

• Smart ICT Used

Facebook and Instagram used to gamify some library related activities created within the scope of the project such as BookFace activities.

• Learning Outcomes

Individuals who complete this training program can define gamification concept, benefits and elements of gamification become aware of the gamification as an approach for user engagement become aware of the role of libraries/librarians in the society for increasing environmental awareness define how to use gamification within library services use gamification in user education.

• Development Process

As soon as the need for training on gamification is recognized, a research is conducted on the topic. Scientific databases were searched and literature was accessed. Related literature was studied. Best practices were searched and examined. Training material is developed and tested. Several trainings were conducted with different target groups. After each implementation, training material is further developed. Within the project gamification philosophy applied in to several activities to set concreate examples.

• Implementation of the Service

Several training workshops were organized for the implementation of this training service. As a result of these trainings total 214 individuals (LIS students, librarians, 8 professors) were trained. Two bookface companies and one exhibition were organized as part of gamifying some activities.

1. Bookface activity and exhibition were organized at Kadir Has University Information Center in Istanbul between 29-30 June 2015. Another similar activity was organized by Lithuanian partners in Radviliskis.
   - BookFace flyer: https://www.smore.com/asf68-which-bookface-is-your-face?ref=my
   - Photos of exhibition: http://www.xlibrisproject.org/bookface-exhibition-june-29-30-2015- istanbul-turkey/
   - Video of BookFace activity - Istanbul: https://www.youtube.com/watch?v=G-KdEAVjOi4
   - Bookface Competition and video-Lithuania: http://www.xlibrisproject.org/bookface- competition-at-radviliskis-grazinas-primary-school-lithuania/

2. A one day workshop was organized at Kadir Has University Information Centre in Istanbul on 30 June 2015. Fourteen librarians participated in this workshop.
   - Info & photos: http://www.xlibrisproject.org/workshop-june-29-30-2015-istanbul-turkey-2/
   - List of participants. http://www.xlibrisproject.org/wp-content/uploads/2015/06/Participant-list- Istanbul-workshop.pdf

- Video for the workshop marketing (EN): https://vimeo.com/channels/xlibristr/127392675
- Video for the workshop marketing (TR): https://vimeo.com/channels/xlibristr/128176301
- Flyer: https://www.smore.com/mkzw1-branding-gamification?ref=my

3. Workshops were organized for the students of Information and Communication Sciences at Paris Descartes University, Paris, France between 14-15 October 2015. Seventeeen out of 93 students participated in gamification workshop.
- Info and photos: http://www.xlibrisproject.org/workshops-organized-in-october-14-15-2015- paris-france/
- Participants list: http://www.xlibrisproject.org/wp-content/uploads/2015/11/paris-october-participants-list.pdf
- Flyer: https://www.smore.com/81aeb-innovative-service-design?ref=my
  Photos: https://tr.pinterest.com/xlibrisproject/paris-descartes-university-workshop/

4. A two hours training workshop was organized at Hacettepe University for the first year students at the Department of Information Management on 9 May 2016. Sixtytwo students participated in the workshop.
- Photos: http://www.xlibrisproject.org/workshop-organized-in-may-9-2016-ankara-turkey/#more-571
- Participants list: http://www.xlibrisproject.org/wp-content/uploads/2016/05/may-2016-ankara-list.pdf
- Presentation: http://www.xlibrisproject.org/wp-content/uploads/2016/08/gamification-for-libraries.pdf

5. A Summer Seminar was organized as an in-service training for librarians at Hacettepe University on 15th June 2016. Twentynine librarians participated.
- Information & Photos: http://www.xlibrisproject.org/summer-seminar-organized-in-june-15- 2016-ankara-turkey/#more-589
- Presentation:
- http://www.xlibrisproject.org/wp-content/uploads/2016/08/gamification-for-libraries.pdf
- Participants list: http://www.xlibrisproject.org/wp-content/uploads/2016/06/participants- list_summer-school_2016.pdf

6. A half an hour presentation was made during the Project Final Event which took place in Ankara on 27th June 2016. 121 individuals (librarians, LIS students and researchers) participated in this event.

- Programme : http://www.xlibrisproject.org/wp-content/uploads/2016/06/final-event-program.pdf
- Presentation: http://www.xlibrisproject.org/wp-content/uploads/2016/08/gamification-for-libraries.pdf
- Participants list: http://www.xlibrisproject.org/wp-content/uploads/2016/06/final-event-participants-list.pdf
- Poster: http://www.xlibrisproject.org/wp-content/uploads/2014/12/Final_event-EN-2.jpg
- Photos: http://www.xlibrisproject.org/project-final-event-organized-in-june-27-2016- ankaraturkey/#more-693

3.7.3 Branding for Libraries

• Backgound Information

Libraries are organizations providing information services to meet information needs of the community and maintain its cultural values. Libraries are also known as the organizations which are trying to achieve the highest efficiency in their services. The efficiency level a service is directly affected by the perceptions and awareness levels of its audience. As in many other fields, eligibility of the designed services for user expectations is important for the organizations providing information services.

Technically defined as a sign or a logo, brand is generally a mark representing a story or a message for all users (including potential users) of an organization (Doucett, 2008). As a term that is conceptually related with management field, branding is one of the most strategic issues of organizations. Branding is also defined as a set of tangible processes carried out with the aim of creating a perception in user's mind about the organization (Adomson, 2007). Similarly, branding is also seen as processes related to creation of a unique name or an image in audience's mind (Business Dictionary, 2016).

Branding activities of organizations provide many advantages about addressing to designated community and creating long term awareness about the product or the service (Çeliktel, 2008). Branding is a vital concept for organizations to provide effective services and develop desirable products. There are three essential reasons that reflect the necessity of a branding strategy in organizations. These reasons are as follows:

- Users have too much options and too little time.
- Most offerings have similar quality and functions.
- Preferences and experiences of the users are mostly based on the trust and other experiences that are recently easy to learn via web 2.0 technologies (Ayers, 2008; Keller, 2008).

In line with the above-mentioned factors it is possible to claim that branding is a process for the acceptability of a service or a product by designated community. Clear and open interaction, sustainability and consistency are important components in branding processes of a product or a service. Branding is also related to whole structure of an organization and it is one of the marketing strategy (Doucett, 2008; Çeliktel, 2008). Because it is mainly based on the perceptions of users about a product or a service, ceation of a physical and digital user experience is important for branding of the service and product (Westerman, 2015).

Branding is important for libraries. Doucett (2008, p.3) it is basically about "the process of defining a library's story, distilling that into one short, appealing sentence that tells the whole story, and then visually conveying the story via the library's logo and other branding elements".

According to sociological framework, the value of the library is related to perceptions of the community. In general, branding activities in libraries create user experience about the library and its main functions. Branding activities are important for libraries for the following reasons:

- Creating user interest and perception and awareness,
- Providing competitive advantage in information marketplace,
- Creation of community perception (Ayers, 2008).

Libraries should make SWOT and GAP analysis for their branding activities and strategies. These studies reflect the current situation, needs and requirements for creation of an effective branding strategy. Additionally, libraries should determine the platforms that will be used for branding activities. This can also be possible with user analysis (Keller, 2008). It is know that user-centred branding activities are very effective for the creation of library brands.

It is also recommended that libraries should create a unique story and a logo and other components (such as colours, spellings, messages) which represent organizational identity and culture (Doucett, 2008).

In the creation of branding strategies, the following questions are taken into consideration by organizations (Ayers, 2008):

- How this service or product differentiate you?
- Is it unique and relevant to your audience?
- How will you deliver this service according to your promise or characteristics of your library?

Management of the library branding strategy affects substantially service design. In this regard, logos, fonts, announcements and other interaction channels should be determined based on user studies.

• **References**

- Adomson, A. P. (2007). *Brandsimple: How the best brands keep it simple and succeed*. New York: Palgrave Macmillan

- Ayers, J. (2008). Branding your library. Retrieved from http://www.slideshare.net/kramsey/branding-

- Business Dictionary. (2016). *Branding*. Retrieved from http://www.businessdictionary.com/definition/branding.html

- Çeliktel, S. (2008). *Markalaşma süreci ve stratejilerinin incelenmesi* (Unpublished master's thesis). Türk Patent Enstitüsü, Ankara.

- Doucett, E. (2008). *Creating your library brand: Communication your relevance and value your patrons*. Chicago: American Library Association

- Keller, J. A. (2008). *Branding and marketing your library. Feature, September/October*, 45-51.

- Westerman, G. (2015). *Leading digital: dönüşüm için teknolojiyi anlamak*. İstanbul: Türk Hava Yolları.

• **Service Description**

This is a training service on branding for libraries.

• **Aim**

The aim of this service is to develop a training program to make learners aware of the importance of branding and teach them how to use branding for libraries.

• **Target Group**

Librarians (from all trypes of libraries such as university, school, public, research) and students of LIS (Library and Information Science) Departments from all levels (undergraduate and postgraduate).

• **Importance**

Branding is an important part of marketing and management of organizations. It is important for libraries to invest on branding, in other words investing on the perception in user's mind about the library. User perception is the key issue behind library use. Branding is the key for awareness. This increases the importance of training librarians and future librarians (LIS students) in this topic. However, branding for libraries is quite a new subject and the research and publications produced in this field are scarce. Moreover, branding is not covered in LIS curricula. In an era where competition is high among organizations (and where libraries are not the only options for information provision), there is a need to develop training programs on branding. This service aims to address this gap.

• **Rationale**

Rationale behind developing this service is that there are no courses available in LIS curricula in any of the LIS departments in Turkey on this subject. During the "library services co- design" workshops partiicpants claimed the importance of marketing and proposed some ideas for marketing. However, branding was a totally new

subject and they were willing to learn more. This service is designed to address this need.

• **Scope**

The concept of branding as a perception and awareness development tool, strategies to use, and best practices for libraries are included in this training service. Smart ICT Used: Social media platforms and tools such as Instagram are used for branding campaigns.

• **Learning Outcomes**

Individuals who complete this training program can

- Define branding and branding strategies
- Understand the connection between marketing and branding
- Become aware of the role of libraries/librarians in the society for increasing environmental awareness
- Explain its importance for libraries define select appropriate branding strategies for libraries knows which tools and technologies to use.

• **Development Process**

As soon as the need for training on branding theme is recognized, a research is conducted on the topic. Scientific databases were searched and literature was accessed. Related literature was studied and best practices were examined. Training material is developed and tested. Several trainings were conducted with different target groups. After each implementation, training material is further developed. A shelfie competition was developed as a concreate example.

• **Implementation of the service**

Several training workshops were organized for the implementation of this training service. As a result of these trainings total 234 individuals (LIS students, librarians, professors) were trained. Additionally, a branding campaign (shelfie competition and exhibitions) was organized.

1. A shelfie competition was organized in April 2015 as a concrete example of branding campaign for libraries. As a result two exhibitions were organized. First one at Paris Descartes University, France between 26-29 May 2015 and the second one in Istanbul on 29-30 June 2015 at Kadir Has University Information Center). An e-book was published.

- Information about competition: http://www.xlibrisproject.org/shelfie-instagram-competition/
- Shelfie competition book: http://www.xlibrisproject.org/wp-content/uploads/2015/09/ShelfieBook.pdf
- Shelfie competition flyer: https://www.smore.com/aa2yb-shelfie-instagram-yar-mas
- Shelfie competition promotion video: https://vimeo.com/channels/dissemination/119741267

- Shelfie İstanbul exhibition poster: http://www.xlibrisproject.org/wp-content/uploads/2014/12/Istanbul-Poster.pdf
- Shelfie Paris exhibition poster: http://www.xlibrisproject.org/wp-content/uploads/2014/12/Paris-Poster.pdf
- Shelfie Paris exhibition video: https://vimeo.com/channels/xlibristr/129300663
- Shelfie exhibition photos: http://www.xlibrisproject.org/shelfie-exhibition-june-29-30-2015- istanbul-turkey/
- Photos: https://tr.pinterest.com/xlibrisproject/shelfie-competition/

2. A two hours workshop was organized during QQML2015 Conference on 26-29 May 2015, in Paris, France. 11 librarians and 4 faculty (total 15 people) particiapted in this workshop from different countries.
- Info and Photos: http://www.xlibrisproject.org/workshop-on-branding-for-libraries-organized-in- may-27-paris-france/
- List of participants: http://www.xlibrisproject.org/wp-content/uploads/2015/05/Participant-list- Paris-workshop.pdf
- Flyer: https://www.smore.com/vgany
- Promotional video: https://vimeo.com/channels/dissemination/125032399
- Promotional video of the project: https://vimeo.com/channels/xlibristr/115336208
- Promotional video of the project: https://vimeo.com/channels/xlibristr/115807764

3. A two days workshop was organized at Kadir Has University Information Centre in Istanbul between 29-30 June 2015. First day (29th June) was on Branding for Libraries and 13 librarians from several libraries in Istanbul participated in this workshop.
- Info & photos: http://www.xlibrisproject.org/workshop-june-29-30-2015-istanbul-turkey-2/
- List of participants. http://www.xlibrisproject.org/wp-content/uploads/2015/06/Participant-list-Istanbul-workshop.pdf
- Video for the workshop marketing (EN): https://vimeo.com/channels/xlibristr/127392675
- Video for the workshop marketing (TR): https://vimeo.com/channels/xlibristr/128176301
- Flyer: https://www.smore.com/mkzw1-branding-gamification?ref=my

4. Workshops were organized for the students of Information and Communication Sciences at Paris Descartes University, Paris, France between 14-15 October 2015. Twentyfour out of 93 students participated in branding workshop.

- Info and photos: http://www.xlibrisproject.org/workshops-organized-in-october-14-15-2015-paris-france/
- Participants list: http://www.xlibrisproject.org/wp-content/uploads/2015/11/paris-october-participants-list.pdf
- Flyer: https://www.smore.com/81aeb-innovative-service-design?ref=my
- Photos: https://tr.pinterest.com/xlibrisproject/paris-descartes-university-workshop/

5. A two hours training workshop was organized at Hacettepe University for the second year students at the Department of Information Management on 29 April 2016. Thirty students participated in the workshop. Green Libraries and Branding for Libraries were the main themes of the workshop.
- Info and photos: http://www.xlibrisproject.org/workshop-organized-in-april-29-2016-ankara-turkey/#more-541
- Participants list:http://www.xlibrisproject.org/wp-content/uploads/2016/04/hacettepe_workshop-participants-list.pdf

6. A Summer Seminar was organized as an in-service training for librarians at Hacettepe University on 15th June 2016. Twentynine librarians participated.
- Information & Photos: http://www.xlibrisproject.org/summer-seminar-organized-in-june-15-2016-ankara-turkey/#more-589
- Presentation: http://www.xlibrisproject.org/wp-content/uploads/2016/08/branding-for-libraries.pdf
- Participants list:http://www.xlibrisproject.org/wp-content/uploads/2016/06/participants-list_summer-school_2016.pdf

7. A half an hour presentation was made during the Project Final Event which took place in Ankara on 27th June 2016. 121 individuals (librarians, LIS students and researchers) participated.
- Programme:http://www.xlibrisproject.org/wp-content/uploads/2016/06/final-event-program.pdf
- Presentation:http://www.xlibrisproject.org/wp-content/uploads/2016/08/branding-for-libraries.pdf
- Participants list:http://www.xlibrisproject.org/wp-content/uploads/2016/06/final-event-participants-list.pdf
- Poster: http://www.xlibrisproject.org/wp-content/uploads/2014/12/Final_event-EN-2.jpg
- Photos: http://www.xlibrisproject.org/project-final-event-organized-in-june-27-2016- ankaraturkey/#more-693

• Background Information

"Instructional Technology is the theory and practice of design, development, utilization, management and evaluation of processes and resources for learning." (Seels & Richey, 1994).

Instructional Technology is a field concerned with improving the efficiency and effectiveness of instruction involving (Wayne State University, 2016):

- Designing instruction (from needs assessment to evaluation)
- Applying learning theory to instructional design
- Selecting delivery systems and designing techniques for a given delivery system
- Assessing human characteristics
- Conducting process and product evaluation
- Managing change and adopting innovations
- Implementing delivery to reach learners when they need it
- Using technology in support of the development and delivery of instruction

Instructional Design seeks to teach how to plan, develop, evaluate and manage the instructional process effectively to ensure improved performance by learners. Instructional Technology's goal is to understand how people learn and how to best design instructional systems and instructional materials to facilitate that learning (Reiser & Dempsey, 2002).

The Instructional design approach considers instruction from the perspective of the learner not from the perspective of the content." (Wayne State University, 2016). This approach is very much in line with the user-centered service design of libraries. Additionally instrcution becomes a core activity for librarians. This requires librarians to master instructional design and instructional technologies. Today there are librarians who define themselves as instruction librarians, emerging technology librarians, online/distance education librarians and blended librarians. Blended librarians combine the traditional aspects of librarianship with the technology skills of an information technologist, furthermore adds the instructional or educational technologist's skills for curriculum design, and the application of technology for student-centered learning (Bell & Shank, 2004).

Today, the state of librarianship and libraries are at a critical professional juncture. There is growing debate and ambiguity about where the future lies for libraries. Courseware systems allow faculty to create information silos that serve as gateways

to all courserelated 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! Need more be said? Radical transformation in scholarly publishing is creating new avenues by which scholars make their research available, potentially heralding the demise of traditional journals upon which our collections are based, and throwing into question whether libraries will continue to serve as the primary conduit for scholarly literature. 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 our systems emulate Google, makes us look desperate and fearful that our days of teaching end users to develop efficient research skills are over. Microsoft is pursuing and creating partnerships with all of traditional information vendors of lbraries for direct linkages from their ubiquitous Office software to fulltext database content that will allow endusers to bypass libraries with the click of a mouse button (Bell & Shank, 2004).

The profession is struggling with ways to harness and apply new technologies into the existing information service delivery. As the wants and needs of the end users transform, librarians have sought to redefine what the library building and library services mean to user communities. Information profession has experimented with new ideas for its capture, organization, and delivery. 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. This is the perfect time for this profession to transform the library and the role of the librarian (Bell & Shank, 2004). That leeds us to blended librarian who is well equipped with the knowledge and skills of instructional technologist not only to design instructional materials for users but also become facilitators for those (academics, teachers, instructors) who like to use instructional technologies.

• **References**
- Bell, S. J. & Shank, J. (2004). The blended librarian: A blueprint for redefining the teaching and learning role of academic librarians. College & Research Libraries News, (July/August), 372-375.
- Reiser, R.A. & Dempsey, J.V. (2002). T*rends and issues in instructional design and technology*. Upper Saddle River, NJ: Merrill Prentice Hall.
- Seels, B.A., & Richey, R.C. (1994). *Instructional technology: the definitions and domains of the field.* Washington D.C.: Association for Educational Communication & Technology.
- Wayne State University (2016). About learning design and technology. Retrieved from http://coe.wayne.edu/aos/ldt/about.php

• Service Description

This is a training service on instructional technologiith a special focus on video-based instruction material.

• Aim

This service is an educational service which aims to teach librarians and LIS students how to develop video-based instruction materials.

• Target Group

Librarians (from all trypes of libraries such as university, school, public, research) and students of LIS (Library and Information Science) Departments from all levels (undergraduate and postgraduate).

• Importance

In the light of developments which provide easy remote access to information, the role of librarians as information professionals is changing. There is an important shift towards user training, since users do not seem to need intermediaters anymore. Therefore, there has been a trend towards focusing on the development of instructional sessions and materials. Keeping in mind the characteristics of new generation librarians started to develop web-based and video-based instruction materials. Knowledge and experience on instructional design becomes a necessary ingredient of every information professionals. However, LIS curricula do not cover pegagogical aspects and instructional technologies.

• Rationale

Rationale behind developing this service is that LIS curricula does not cover pegagogical aspects and instructional technologies, however information professionls' role as instructor is becoming a common practice. Information professionals need to be equipped with new set of skills and knowledge to be able to develop well designed instructional materials and packages. During co- design workshops it was emphasized by partipants (librarians and LIS students) that they see a gap in their skills regarding pegadocical themes and instructional technologies and they are willing very much to close this gap.

• Scope

Introduction to instructional technologies, video tutorial preparation process including platforms and applications to use for this purpose are included.

Smart ICT Used: Several platforms and tools are used. Camtasia and Snagit are amont them.

• Learning Outcomes

Individuals who complete this training program can

- Define instructional technogies
- Become aware of platform and tools for video tutorial preperation
- Use video preperation tools and platforms to develop instructional material
- Select an appropriate tool
- Develop video tutorials

• Development Process

As soon as the need for training on instructional technologies is recognized, a research is conducted for selection of the tools to teach. A study was carried on the tools/systems/platforms available. Speciall attention was paid for focusing on free software and applications. Most appropriate ones were selected. Training material is developed and tested. Several trainings were conducted with different target groups. After each implementation, training material is further developed.

• Implementation of the Service

Several training workshops were organized for the implementation of this training service. As a result of these trainings total 160 individuals (LIS students, librarians, professors) were trained.

1. A traning on video creation tools to facilitate the production of next the project output (MOOC) was provided to partners on 25 February 2016 during the fifth transnational meeting in A Coruña, Spain. 10 individual from partner institutions were trained.

- Info and photos: http://www.xlibrisproject.org/workshop-organized-in-february-25-26-2016-a-coruna-spain/
- Participants list: http://www.xlibrisproject.org/wp-content/uploads/2016/04/spain-workshop-list-of-participants.pdf

2. A Summer Seminar was organized as an in-service training for librarians at Hacettepe University on 15th June 2016. Twentynine librarians participated.

- Information & Photos: http://www.xlibrisproject.org/summer-seminar-organized-in-june-15- 2016-ankara-turkey/#more-589
- Presentation: http://www.xlibrisproject.org/wp-content/uploads/2016/08/educational- technologies-for-libraries.pdf
  Participants list: http://www.xlibrisproject.org/wp-content/uploads/2016/06/participants- list_summer-school_2016.pdf

3. A half an hour presentation was made during the Project Final Event which took place in Ankara on 27th June 2016. More than hundred librarians, LIS students and researchers participated.

- Programme : http://www.xlibrisproject.org/wp-content/uploads/2016/06/final-event-program.pdf
- Presentation: http://www.xlibrisproject.org/wp-content/uploads/2016/08/educational- technologies-for-libraries.pdf
  Participants list: http://www.xlibrisproject.org/wp-content/uploads/2016/06/final-event-participants-list.pdf
- Poster: http://www.xlibrisproject.org/wp-content/uploads/2014/12/Final_event-EN-2.jpg
- Photos: http://www.xlibrisproject.org/project-final-event-organized-in-june-27-2016- ankaraturkey/#more-693

Green Libraries

• **Background Information**

Scientists agree that our planet is in jeopardy because of the threat of environmental challenges such as air and water pollution; destruction and depletion of the ozone layer, forests, soil, oil fields, energy and water; accumulation and distribution of toxic wastes; and emission of greenhouse gases which altogether can change our lifestyle drastically. Environmental changes and challenges are mainly caused by human activities, however, impact the survival of all living species, the integrity of the earth, the security of nations, and the heritage of future generations. Consequently, there is a need for urgent action to address these problems by changing people's and institutions' behaviors to reverse the trend and repair the damage. Environmental issues have become a major area of research and also concern in twenty-first century (ULSF, 2001; Antonelli, 2008; Chowdhury, 2012).

Today, as awareness and interest have increased towards environmental problems, the discussion of environmental sustainability has become widespread in many governments and organizations. Organizations including libraries (Stark, 2011). are taking measures to reduce their damage on the environment. As a result of libraries' involvement with environmental issues, the Green Library Movement main concern of which is reducing libraries' environmental impact, emerged in the early 1990s (Antonelli, 2008).

The Green Library Movement, greening libraries and reducing their environmental impact, emerged in the early 1990s and gained popularity in the beginning of this century (Antonelli, 2008). Talloires Declaration, the first official statement for a commitment to environmental sustainability in higher education - composed in 1990 and signed by over 40 countries - had an important impact on this movement. As an action plan for educating for environmentally responsible citizenship, fostering environmental literacy for all and incorporating sustainability and environmental literacy in the operations of universities (ULSF, 2001) this Declaration forced academic libraries to start going green (Smith, 2010-2011).

Greening of the libraries is now pervasive, as evidenced by the many publications on the subject. Libraries of all sorts, today are finding ways to incorporate green thinking into action (Stark, 2011) by working on reducing the waste -ecological/ carbon footprints- resulting from library operations and adding more environmentally responsible practices in their daily operations and services (Jankowska, 2010-2011).

Libraries today are taking a more proactive role in green practices (Jankowska, 2010-2011).by helping communities they serve to become green and sustainable. They lead, set example to and act as role models for sustainability. Green library is a multi-faceted concept which has several components such as green buildings,

green operations and practices, green programs and services, green information systems and green collections.

Green library building is, generally, the first thing comes to minds when talking about green libraries. A green or sustainable building is "a structure that is designed, built, renovated, operated, or reused in an ecological and resource efficient manner" (CalRecycle, 2014). Green buildings not only help using finite energy resources prudently but also reduce the carbon footprints of these buildings. Buildings are known as one of the heaviest consumers of natural resources and produce a significant portion of the greenhouse gas emissions. Sustainable aspects of library buildings include features such as lighting, ventilation, heating and cooling; the interior fittings; installing solar or geothermal energy systems; use of water-harvesting systems; using double-panel windows; use of low-flush and dual-flush; all for electricity and water efficiency. The use of sustainable materials and resources, utilizing building materials, furnishings, and fixtures with recycled content; use of refurbished materials and products; using products (building materials, furniture and consumables) made from natural materials help the preservation of natural resources and less depletion of resources that require a long time to renew themselves (Mulford & Himmel, 2010; Christinsen, 2010-2011).

Green operations and practices in libraries include but not limited with the following: reusing or donating the items instead of disposing; separating the waste and providing onsite-recycling collection; reducing or reusing of paper; eliminating use of plastics and instead providing and encouraging use of real plates/mugs/utensils; using recycled, chlorine-free, FSC certified paper; setting copier/printer default to duplex; minimizing printing; routing print materials rather than making multiple copies; using shared network and public e-mail folders as searchable repositories for information and content; using electronically completed/submitted forms; using electronic/digital communication; using products/consumables with recyclable content; procuring refurbished items when possible; purchasing locally; using environmentally friendly cleaning products instead of toxic chemical cleaners; using stairs rather than elevators; having every-other light off where possible; re- filling toner cartridges rather than buying new; installing energy-efficient lighting, using motion sensors; shutting down computers when the library is closed to the public, using LCD monitors; using natural lighting and ventilation; choosing and using Energy Star compliant computer components; consolidating servers in large institutions; using virtualization so that multiple patrons can share a single machine's computing power; managing equipment replacement cycles mindfully and having older computers repaired; finding reputable recyclers of e-waste; recycling toner cartridges and choosing "green" inks (Antonelli, 2008; Mulford & Himmel, 2010; Christinsen, 2010-2011; Smith, 2010-2011; Time for Change, 2007; The Role, 2009; Milliot, 2008).

Green Library Movement pushed libraries to offer new services. In addition to the efforts of creating sustainable libraries, librarians have started to offer creative and unusual green programs to their communities for broadening awareness not only

by providing resources and information on green living and environmental issues but also organizing educational outreach programs and workshops on adopting green practices such as recycling and food security to help others achieve greening of their own lives, facilities, and operations (Antonelli, 2008; (Mulford & Himmel, 2010; Time for Change, 2007).

Libraries, especially public libraries, started to become known as the center for green education (Mulford & Himmel, 2010). Librarians today, provide information about growing food and alternative medicines (Antonelli, 2008). Some libraries have created community gardens to educate patrons about successful gardening practices, some even have maintained a tool-lending (for gardening), some became archival depositories for genetic material like seeds and started to serve as depository for local seeds (Antonelli, 2008; Time for Change, 2007)

Lending watt meters at a library is another good example for creative and unusual green services. The Pennsylvania State University Libraries provide watt meters to be checked out by users to measure at home or office how much electricity an electronic appliance consumes (in use and not in use). Main aim of this green service is to help individuals to be aware of their consumption and reduce their electric footprint as well as save money and become energy smart (PennState, 2014).

Information systems are important parts of libraries and library services. Information systems and services make extensive use of ICT (information and communication technologies) and increased use of ICT has a significant impact on energy consumption and greenhouse gas emission. Research shows that appropriate use of ICT can reduce the overall greenhouse gas emissions of these systems and services. Use of cloud computing (mainly based on reduced server energy consumption) and Green IT is one example (Chowdhury, 2013). Chowdhurry (2012) proposes four key enablers of green information retrieval: standardization in processes and practices; sharing resources; reusing content and tools; and green user behavior with regard to energy usage, business practices, and lifestyle.

Connell (2010) presents three facets of green collection development: selection of materials whose content informs and assesses green practices; de-selection processes that emphasize reusing and recycling materials; and selection of a material format (print or electronic) which generates less CO2 emission. Selection is about building up green collections by selecting green resources on issues such as environment, green computing, organic gardening, energy conservation, etc. to add to the library's collection, including reference works, serials, books, DVDs, and websites (Connell, 2010). It is all about facilitating access to green information. Collection development includes de- selection/weeding of outdated or worn library materials. Green de-selection is about recycling and reusing weeded materials. Instead of throwing them away, selling, giving-away or recycling weeded and unneeded printed resources became a standard green practice. While it is easy to recycle printed material, it is more difficult to recycle multi-media waste

products such as CDs, DVDs, audiobooks -all come with plastic cases- (Connell, 2010). Sustainability of library collections is generally addressed with regard to environmental impact of print resources versus electronic resources. There are numerous studies which compare the two formats by listing the benefits each type brings with the cost, accessibility, archiving, and processing. From environmental impact point of view, carbon footprint of resource formats is the main focus.

There has long been a debate on print versus electronic, however it still is not fully resolved in regard to their environmental impacts. The popular opinions that delivering information electronically is greener and paperless libraries are more environmentally friendly are not fully proven (Nardozza & Stern, 2006). Print and electronic media both have positive and negative impacts on the environment (Carli, 2010). There is no doubt that the amount of databases, electronic journals, eBooks, digital repositories, archives, and digitally borne collections will continue to grow. Both print and e- resources will remain as significant portion of most libraries' collections. As Carli (2010) notes both can be sustainable, but both will need to become far more eco-efficient over the next years.

• **References**
- Antonelli, M.: The Green Library Movement: An Overview and Beyond. Electronic Green Journal, 1, 27 (2008) http://escholarship.org/uc/item/39d3v236
- CalRecycle: Green Building Basics. (2014). http://www.calrecycle.ca.gov/greenbuilding/basics.htm Chowdhury, G.: Building Environmentally Sustainable Information Services: A Green IS Research Agenda. Journal of the American Society for Information Science and Technology, 63, 4, 633--647 (2012).
- Chowdhury, G.: Sustainability of Digital Information Services. Journal of Documentation, 69, 5, 602--622 (2013)
- Chowdhury, G.: An Agenda for Green Information Retrieval Research. Information Processing & Management, 48, 6, 1067--1077 (2012)
- Christinsen, K.: Sustainability in Collection Development: Seeing the Forest and the Trees. Against the Grain, 22, 6, 1--16 (2010-2011). http://www.Berkshirepublishing.com/assets/pdf/ATG_v22_No6_DecJan2011.pdf
- Connell, V.: Greening the Library: Collection Development Decisions. The Journal of the New Members Round Table, 1, 1 (2010) http://www.ala.org/nmrt/sites/ala.org.nmrt/files/content/oversightgroups/comm/schres/endnotesvol1is1/3greeningthelibrary.pdf
- Jankowska, M. A.: Practicing Sustainable Environmental Solutions: A Call for Green Policy in Academic Libraries. Against the Grain, 22, 6 (2010-2011) http://www.berkshirepublishing.com/assets/pdf/ATG_v22_No6_DecJan2011.pdf
- Milliot, J.: Toward a Greener Future. Publishers Weekly, 255, 10 (2008) http://www.publishersweekly.com/pw/print/20080310/15955-toward-a-greener-future.html
- Mulford, M. S., Himmel, N.A.: How Green is My Library? Libraries Unlimited, Santa Barbara, California (2010)

- Nardozza, F., Stern, N.: Printsense: Making Sense of Print Management. EDUCAUSE CAR Research Bulletin, (2006) http://net.educause.edu/ir/library/pdf/ERB0606.pdf
- The Role of IT in Campus Sustainability Efforts: An EDUCAUSE White Paper (2009). https://net.educause.edu/ir/library/pdf/PUB9003.pdf
- Smith, M.: Getting There from Here: Changing the Ecological and Social Footprint of our Professional Conferences. Against the Grain, 22, 6 (2010-2011) http://www.berkshirepublishing.com/assets/pdf/ATG_v22_No6_DecJan2011.pdf
- Stark, M. R.: Information in Place: Integrating Sustainability into Information Literacy Instruction. Electronic Green Journal, 1, 32 (2011) http://escholarship.org/uc/item/1fz2w70p
- ULSF: Talloires Decleration. (2001) http://www.ulsf.org/programs_ talloires.html

• **Service Description**

This is a training service on Green Libraries theme.

• **Aim**

The aim of this service is to develop a training program to make learners aware of the impact of libraries on the environment and teach them how to make libraries green and environmentally more friendly.

• **Target Group**

Librarians (from all trypes of libraries such as university, school, public, research) and students of LIS (Library and Information Science) Departments from all levels (undergraduate and postgraduate)

• **Importance**

Libraries have an impact on environment like all other organizations. It is important to be aware of this impact and which services and practices are actually causing it the most, as well as what to do for reducing the damage caused. On the other hand, unlike many other organizations, libraries can play an important role on increasing awareness in the society in regard to environmental issues. This increases the importance of training librarians and future librarians (LIS students) in this topic. However, green library is quite a new subject and the research and publications produced in this field are scarce. Moreover green libraries topic is neither covered yet in LIS curricula nor in in- service training programs. In an era where environmental threats are increasing, there is an urgent need to develop training programs on green libraries. This service aims to address this need.

• **Rationale**

Rationale behind developing this service is that there are no courses available in LIS curricula in any of the LIS departments in Turkey. It is a new subject. No publications in Turkish. There is an urgent need to provide training programs on the subject. Additionally, it was observed during the "library services co-design" workshops with librarians and LIS sudents that when they create library models they always put green elements (such as trees and plants) and claim it as a green library. Certainly

plants by themselves cannot make a library green. This was also a proof which indicated a gap in knowledge and a need for education on the subject.

• **Scope**

Enviromental issues in general, environmental sustainability, green library movement, green library buildings, green services, green practices, green policies, green collection development and green information systems are covered in this training program.

• **Smart ICT Used**

Stop Motion is used for practical work during the green workshops to create some videos for increasing awareness regarding green issues (see greenhero video: https://www.youtube.com/watch?v=tfBzmoCuzKg)

• **Learning Outcomes**

Individuals who complete this training program can define environmental changes and challenges become aware of the libraries' impact on environment become aware of the role of libraries/librarians in the society for increasing environmental awareness define green library services, programs, and practices develop green green library services, programs, and practices

• **Development Process**

As soon as the need for training on green library theme is recognized, a research is conducted on the topic. Scientific databases were searched and literature was accessed. Related literature was studied and best practices were examined. Training material is developed and tested. Several trainings were conducted with different target groups. After each implementation, training material is further developed.

• **Implementation of the Service**

Several training workshops were organized for the implementation of this training service. As a result of these trainings total 222 individuals (LIS students, librarians, and academics) were trained. Following activities and trainings were organized within the life span of the project:

1. To include green libraries training permenantly in the curricula of Hacettepe University Department of Information Management, in October 2015 a course for doctoral level (titled: Environmental Sustainability and Libraries) was proposed to university authorities. This course is approved by University Senate and will be available for doctoral students starting from 2016-2017 academic year.
   - Course description in Course Catalog: http://akts.hacettepe.edu.tr/ders_detay.php?ders_ref=410c626453af0ef80153f4d72dce0408&ders_kod=BBY721&zs_link=2&prg_kod=21122&submenuheader=2

HACETTEPE UNIVERSITY
Course Catalog / ECTS Information Package

| Home |
| General Information for Students |
| Degree Programmes |
| Information Management |
| D.1. General Information about Program |
| D.2. Qualification Awarded |
| D.3. Level of Qualification |
| D.4. Provisions for Registration |
| D.5. Qualification Requirements and Regulations |
| D.6. Specific Arrangements for Recognition of Prior Learning |
| D.7. Goals and Objectives |
| D.8. Course Structure Diagram with Credits |
| D.9. Key Learning Outcomes |

BBY721 - ENVIRONMENTAL SUSTAINABILITY and LIBRARIES

Course Name	Code	Semester	Theory (hours/week)	Application (hours/week)	Credit	ECTS
ENVIRONMENTAL SUSTAINABILITY and LIBRARIES	BBY721	3rd Semester	3	0	3	10

Prequisites	
Course language	Turkish
Course type	Elective
Mode of Delivery	Face-to-Face
Learning and teaching strategies	Lecture Discussion Question and Answer Team/Group Work Preparing and/or Presenting Reports Case Study
Instructor (s)	Prof. Dr. Serap Kurbanoğlu

2. On 14 October 2015 the first training launched. A workshop was organized for the students of information and communication sciences at Paris Descartes University, Paris. Twentyseven students participated (for more information, participants list and photos see:
  - Info and photos: http://www.xlibrisproject.org/workshops-organized-in-october-14-15-2015- paris-france/
  - Participants list: http://www.xlibrisproject.org/wp-content/uploads/2015/11/paris-october-participants-list.pdf
  - Flyer: https://www.smore.com/81aeb-innovative-service-design?ref=my
  - Photos: https://tr.pinterest.com/xlibrisproject/paris-descartes-university-workshop/

3. A workshop titled *Go Green and Keep the Earth Clean* was organized on the green libraries theme at the ECIL2015 Conference. ECIL2015 held between 19-22 October 2015, at Tallinn University in Tallinn, Estonia. The workshop was organized on 22nd October (http://ecil2015.ilconf.org/documents/ecil2015_final_programme.pdf). More than 300 participants from more than 50 countries participated in the conference. In this two hours workshop participants trained about green library services and how to design new green services. They prototyped green services. At the workshop X-Libris Methodology further tested and developed. Fifteen participants (librarians and library science professors) from 14 different countries (Bulgaria, China, Czech Republic, Estonia, Lithuania, Norway, Poland, Romania, Scotland, Turkey, United Arab Emirates, USA, and UK) participated in the workshop.
  - Abstracts published: http://ecil2015.ilconf.org/documents/ecil2015_abstracts.pdf
  - Info and photos: http://www.xlibrisproject.org/workshop-organized-in-october-22-2015-tallinn-estonia/#more-397
  - Participants list : http://www.xlibrisproject.org/wp-content/uploads/2015/11/tallinn-october- participants-list.pdf

- Flyer : https://www.smore.com/dy9xb-go-green-and-keep-the-earth-clean?ref=my
- Photos : https://tr.pinterest.com/xlibrisproject/tallin-greening-workshop/

4. A lecture was given at Hacettepe University for the second year students at the Department of Information Management in Ankara on 29 April 2016. Thirty students participated in the workshop. *Green Libraries and Branding for Libraries* were the main themes of the workshop (for more information, partiicpants list and photos:
- Info and photos: http://www.xlibrisproject.org/workshop-organized-in-april-29-2016-ankara-turkey/#more-541
- Participants list:http://www.xlibrisproject.org/wp-content/uploads/2016/04/hacettepe_workshop-participants-list.pdf

5. A Summer Seminar was organized as an in-service training for librarians at Hacettepe University on 15th June 2016. Twentynine librarians participated.
-Information & Photos: http://www.xlibrisproject.org/summer-seminar-organized-in-june-15-2016-ankara-turkey/#more-589
-Presentation: http://www.xlibrisproject.org/wp-content/uploads/2016/08/green-libraries.pdf
-Participants list: http://www.xlibrisproject.org/wp-content/uploads/2016/06/participants- list_summer-school_2016.pdf

6. A half an hour presentation was made during the Project Final Event which took place in Ankara on 27th June 2016. 121 individuals (librarians, LIS students and researchers) participated in this event.
- Programme:http://www.xlibrisproject.org/wp-content/uploads/2016/06/final-event-program.pdf
- Presentation: http://www.xlibrisproject.org/wp-content/uploads/2016/08/green-libraries.pdf
- Participants list:http://www.xlibrisproject.org/wp-content/uploads/2016/06/final-event-participants-list.pdf
- Poster:http://www.xlibrisproject.org/wp-content/uploads/2014/12/Final_event-EN-2.jpg
- Photos: http://www.xlibrisproject.org/project-final-event-organized-in-june-27-2016- ankaraturkey/#more-693

3.8 | Statistics

During the lifespan of the project in total 417 individuals took part and get trained on different subjects in workhsops organized by Hacettepe University. Some participants were trained on more than one subject.

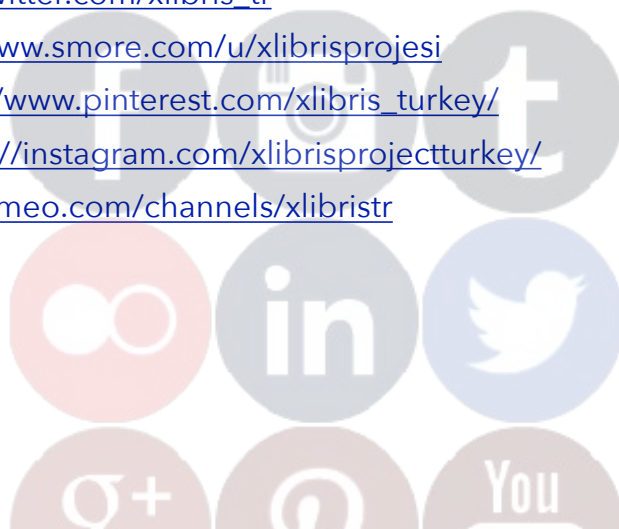| Workshops & Seminars (Training Activities)					
	Librarians	LIS Students	Academics	Others	Total
5-6 February 2015, Ankara, Turkey	6	7			13
29 June 2015, Istanbul, Turkey	13				13
30 June 2015, Istanbul, Turkey	14				14
27 May 2015, Paris, France	11		4		15
14-15 October 2015, Paris, France		93			93
22 October 2015, Tallin, Estonia	7		8		15
25 February 2016, A Coruna, Spain	2		1	7	10
29 April 2016, Ankara, Turkey		32			32
9 May 2016, Ankara, Turkey		62			62
15 June 2016, Ankara, Turkey	29				29
27 June 2016, Ankara, Turkey	60	31	28	2	121
Total	**142**	**225**	**41**	**9**	**417**

3.9 | Dissemination

Dissemination was carried out mainly through project website and both general social media accounts of the project and social media accounts of partners.

Project website: http://xlibrisproject.org

3.9.1 | Social Media Channels: Turkey

- Facebook: https://www.facebook.com/xlibrisprojesiturkiye
- Twitter: https://twitter.com/xlibris_tr
- Smore: https://www.smore.com/u/xlibrisprojesi
- Pinterest: https://www.pinterest.com/xlibris_turkey/
- Instagram: https://instagram.com/xlibrisprojectturkey/
- Vimeo: https://vimeo.com/channels/xlibristr

This page intentionally left blank