



Welcome

Dear Colleagues,

Web 2.0, Library 2.0, Office 2.0, Health 2.0, Government 2.0, Education 2.0. We just can't get enough of 2.0! There is some hype around 2.0 somewhat reminiscent of the dot com bubble period, but for our organizations there are and will be real impacts of 2.0 concepts and technologies.

We're living in one of the most exciting and challenging times for the information industry. As publishers and information professionals, we take seriously our responsibility to deliver services including disseminating information, facilitating access to and sharing of scientific information, providing forums to create and share new knowledge, enabling collaboration, and connecting scientists and students. Web 2.0 technologies are enabling us to take such services to a new level and make them more interactive and participatory for our users.

Figuring out how best to use Web 2.0 technologies to improve and ease our customers' lives and solve customers' needs seems harder than identifying such technologies. Helping us get a leg up in that area, helping us decide how and where to use Web 2.0 technologies are the kind contributors to this issue.

Reading these pages can give you insights and ideas useful as you determine which Web 2.0 applications might best benefit your library, your organization and your customers. Wan Wee Pin, David Marques, Daviess Menefee, Christie Koontz and Dori Geise help set the stage, as they discuss strategy and trends and big questions relating to the Web 2.0 movement. Additional contributors, including Brenda Green, Jasmine Bagay, Matt Grayson, Kate Sinclair and Gali Halevi help us keep our feet on the ground, as they give details on Web 2.0 technologies that have worked for particular institutions and details on how to put the same technologies to work for other institutions.

My hope is that you pick up practical knowledge as well as inspiration from this issue and start testing some ideas covered here. Many Web 2.0 technologies are low-cost and simple to implement. By experimenting with them and with some innovative thinking you'll discover new ways to adapt and lead your organizations in the new landscape.

Thanks go to all the contributors to this issue. And to the rest of you, now it's time to push the boundaries and grab the new opportunities.

Best regards,

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Rafael Sidi

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CrossCheck helps verify originality of publications

Together with seven other publishers, Elsevier recently entered into collaboration with CrossRef to develop and pilot a system that allows publishers to verify the originality of submitted and published works. The pilot involves software from iParadigms, a company known for providing plagiarism detection software for the academic world. Publishers participating in the pilot are allowing their fulltext content to be indexed and are testing the service along several measures.



When launched, the service will be called CrossCheck. Via the service, CrossRef members will create a single database of published articles (and perhaps at a later date also submitted articles) against which submitted works can be checked for originality. At its launch early next year, the database will also contain 8+ billion pages of current and archived Web content that iParadigms has already indexed.

To stay updated on what Elsevier is doing to detect plagiarism, including our participation in the CrossCheck pilot, please see the "Plagiarism detection" message on the Editors' View at Elsevier.com.

www.elsevier.com/editors/plagdetect

www.crossref.org

Library 2.0: The new e-world order

**By Wan Wee Pin, Manager, Strategic Programming Office,
National Library Board of Singapore**

As trends go in the library world, the sceptics amongst us would consider all the talk about Library 2.0 and this thing called New Media as just another fad. After all, despite the doomsday scenarios of the death of books, aren't libraries still standing strong?

Libraries must give up control and make use of collaborative tools and technology to engage and share information rather than just provide it.

In a way such thinking is valid; technologies like video, mobile technology and even broadcasting over the Internet have been with us for a while. Closer inspection however would indicate that things are a lot different. For one, Web 2.0 not only means new technologies, it also brings about a fundamental change in how libraries operate.

I will attempt to highlight the key change in principles that form the context of libraries in this "E-World" order.

Everyone is in charge; no one is in control

The main characteristic of this new order is that information management and provision are no longer under the purview of the librarian. For example, cataloging may be a fundamental skill of librarianship but the art of social tagging on the Net turns that upside down because it is the reader who is now categorizing and defining information based on her or his own terms. And the best thing about social tagging is that everyone is allowed to categorize the information the way they want to.

The phenomenon of Wikipedia breaks yet another golden rule of librarianship: that of content validation. We tend to believe that information is useful only if it is authenticated. However on the Net, everyone is in a position to provide and to collaborate on information. Not only are these platforms very popular, they are where people go to look for information!

Thus libraries must give up control and make use of collaborative tools and technology to engage and share information rather than just provide it. Are we ready to build a reader advisory document based on links provided by different parties?

Access, and not validity, is the key

As a result of changes in user behavior, libraries today should be more concerned about the question of access rather than validity. The new user wants answers and he wants them now, in the most convenient manner to him. Thus being the trusted source is no longer enough.



Wan Wee Pin

logging on. Because of the pervasiveness of mobile phone ownership, this inquiry service has proved very popular.

The new marketplace: Don't wait for them, go to them

One would probably remember not too long ago the drive to make the Library the Third Place — after the home and the workplace. We must have been too successful because crowds in libraries are a common sight. Yet ask yourself this question: Are they using the library?

Unfortunately the reality is that more than 90% of any survey would indicate that whenever the public wants to find out about something, the first thing they would do would be to "Google" it. No one would think about asking a reference librarian or even logging onto a library website to use the inquiry service.

We must recognize that the Internet and search engines are now the main ways in which people look for information.

This is the new marketplace; this is where most people live and work. Thus as libraries, we must recognize that the Internet and search engines are now the main ways in which people look for information. Rather than try to change users' habits, the library can change its approach and meet users where they are — on the Web, using the tools they enjoy using.

Part of the NLB strategy has been to use blogs to reach our clientele and it doesn't stop there. The Singaporean population is fond of accessing information using a wide variety of media such as video, podcasts and vodcasts, rather than reading — and is definitely not just using the traditional print sources. NLB recognizes this and is moving away from the written word and is looking at ways of providing information in as many formats as possible.

Knowing the propensity to use the search engines, NLB has also tried to make our Web pages and content "GYM-enabled" — that is, optimized so they are findable by Google, Yahoo and MSN. That way the library can continue to maintain its relevance to the general public.

In summary, to libraries, Web 2.0 may be nothing more than just new tools of technology. However, how we use these tools and what we use them for will determine whether libraries can survive this new E-volution. LC

Scopus podcast: Using a popular device to reach users

By Brenda F. Green, Associate Professor and Coordinator of Instructional Services, Jasmine Bagay, Computer Information Specialist, and Matt Grayson, Web and IT Services Coordinator, Health Sciences Library, University of Tennessee, Memphis, USA

In 2006, the University of Tennessee Health Sciences Library began developing podcasts to support library orientations and a curriculum-integrated two-part workshop. After the successful launch of the first three podcasts, Instructional Services decided to expand the series to include database orientations.

Scopus was selected as the first database for three reasons:

1. It was the newest addition to the library collection.
2. The database has a "Live Chat" feature connecting to immediate assistance when reference librarians are not available.
3. Compared to other databases in the library's collection, Scopus was not as widely familiar to campus users as other databases with similar content.

Like most of our library podcasts, the Scopus podcast provides helpful information in five minutes or less. The podcast discusses how to access the database, provides an overview, identifies key features, provides avenues for help and promotes the database through a device that is currently popular with a large segment of the library's patrons.

The Scopus podcast was created with Apple's GarageBand and iWeb software programs using screenshots from the Scopus interface and a library-developed audio narration highlighting the unique features of the database. The podcast can be viewed using an iPod or MP3 player, online at the library's podcast page using Quick Time (freely available for PC and Mac computers),



Find the University of Tennessee Health Sciences Library's Scopus podcast at <http://library.utmem.edu/media/podcasting/Podcast/Podcast.html>.

and on desktop computers or laptops using the iTunes software (also freely available for PC and Mac computers).

The library website first made the podcast available on November 17, 2006. Between November 2006 and August 2007, there were 157 visits to the Scopus podcast page and the Scopus podcast itself (the media file) was accessed over 86 times. The latter number is a better indicator of users actually viewing the podcast, though we've no way of knowing whether they watched all of it. During the same time frame, the podcast was accessed on average 10 times per month. Given this number, the library considers the podcast to be a valuable tool in promoting Scopus. **LC**

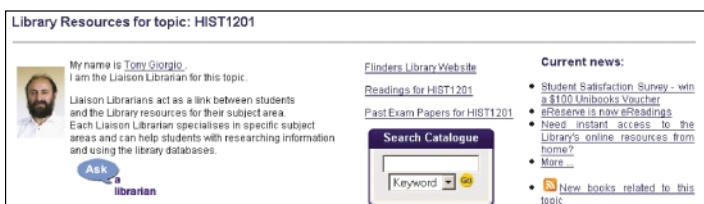
[Editor's note: Jasmine Bagay has since moved to a position with another institution.]

Using RSS to connect with your users

By Kate Sinclair, Senior Liaison Librarian, Flinders University Library, Adelaide, Australia

Web 2.0 technologies offer diverse ways to add value to library services. Librarians and users recognize tools such as blogs and wikis as facilitating communication. However, say "RSS" and you still get blank looks — though RSS is one of the easiest and most seamless ways to connect with your users!

RSS (Rich Site Summary or Really Simple Syndication) is basically a format to deliver updated Web content. With RSS feeds, your news and information don't need to be static on your website; they can be subscribed to by anyone with an RSS aggregator or displayed on any Web page. In this way, you can target your services and content to where your users are online.



This Flinders University WebCT page offers topic-specific resources delivered via RSS.

In the Flinders University Library, we've developed RSS feeds for updated content from our website and library catalog. We have feeds for Library News, New Databases and New Books. The New Books feed is broken into Dewey ranges so patrons can choose to be notified about new books in particular topics. The New Book feed is also customizable so a librarian can define a narrower or wider Dewey range to match a patron's interests.

In addition, we're exploring using RSS feeds to deliver topic-specific content to students via our Learning Management System (WebCT). Students working within a particular topic can click on the "Library" link and receive for that topic a list of resources including new books and databases. Students don't need to be subscribed to an RSS aggregator to read this content; RSS technology enables it to be "pushed" out to the online space where students are.

RSS is also a great way to encourage staff to keep up with professional reading. Library staff can subscribe to feeds from professional blogs and journals and read them anywhere, anytime. **LC**

www.lib.flinders.edu.au/new/feeds/

Elsevier strategically invests in Web 2.0 technologies

By David Marques, Vice President, Architecture and New Technology, Elsevier, Seattle, WA, USA

Since the advent of the World Wide Web, no promise has gone less fulfilled than the promise of easy and widespread collaboration. Remember the hype six to eight years ago about “communities” on the Web? Collaboration is just one of the promises of the recent “Web 2.0” hype, but we at Elsevier think there is something different this time around. Why? The main reasons are maturity of the technology (making it more user-friendly and removing barriers so more people can participate) and maturity and expectations of users.

Why Elsevier cares about Web 2.0

The term Web 2.0 is widely used to encompass a lot of different things, as is often the case with heavily hyped new directions in the Internet. What distinguishes the Web 2.0 direction for us is that it facilitates users creating new value from existing content and that complements existing content. Powerful new services reflecting the 2.0 movement integrate disparate data to make it more focused for user needs, integrate data within specific user tasks, facilitate collaboration and team use of information, and allow creation of new information and value by users.

The core of all Web 2.0 services consists of open, published, structured interfaces of data, on the back of which value is created.

Exposing data for use by “Rich Internet Applications” (RIA), in collaborative environments (the extreme perhaps is Second Life, but more traditional environments exist as well) and combined with user-generated content, enables the next major step forward in the ever-important quest to enrich the context, the task relevance, the task-focused quality of information. That major step forward in value to users is what Elsevier sees as the promise of Web 2.0 technologies.

Elsevier has identified Web 2.0 as a key part of our technology strategy. The elements of user contributions and collaboration are cornerstones in Elsevier’s technology strategy for the next three to five years, and almost all upcoming innovation projects in Elsevier Labs will be based on Web 2.0 technologies and concepts. As you may know, Elsevier Labs is our group of senior technologists dedicated to exploring and exploiting new technology to help drive and implement innovation in our products and services.

Current Web 2.0 services provided by Elsevier

Elsevier now offers a number of services falling within the scope of Web 2.0. RSS is seen by many as the beginning of the Web 2.0 movement: RSS offered the first structured exposure of data for incorporation into contextualized, personalized knowledge networks. That’s a lot of buzzwords together, but the core of

all Web 2.0 services consists of open, published, structured interfaces of data, on the back of which value is created.

Elsevier invested early in RSS, and today users can benefit from RSS on Engineering Village, Scopus and ScienceDirect — as well as RSS offered by other Elsevier products and services including this newsletter.



David Marques

Web service architecture is one of the enabling steps forward in Web 2.0.

Data services such as RSS are enabled and almost always implemented in a “Web service” architecture. “Web service” in the simple case is the service (data and operations you can request to be performed on those data) that is defined by an XML structure and exposed in an XML interface, such as SOAP or REST. The simplicity of the architecture and its independence of any specific programming language make creating new applications on top of the architecture easier than when it was built with older APIs (e.g., Java, C++ and even .ASP interfaces).

Elsevier was among the first major publishers to commit to a Web service product architecture and now has five core structured, published Web services exposing three of our large databases: Scopus, ScienceDirect and Scirus. These services are article retrieval (with style sheets) across all the databases, search (within each database), federated search (across all the databases), Scopus API and Scopus metadata feeds. Redesigning our products on a Web service architecture allowed decoupling of the data and services (data plus functionality) from the full products, thus increasing the flexibility of use of the data to create new value.

With these services, a customer, partnering organization or potentially in the future a user can take the Scopus metadata, for example, and build a completely new product that shows author collaboration networks independent of Scopus itself. That is the key difference between a product-focused architecture and a Web service architecture: The latter allows creation of new services that are tied to product databases, but that are services rather than products because they are essentially pipelines for data on top of which can be built new functionality.

Web service architecture is one of the enabling steps forward in Web 2.0 — the exposure of data through XML interfaces on top of which others can create new value. Web 2.0 means value for the user, with contribution and customization by the user, and exposing our content through Web services is the means to enable such creation. As we go forward, we’ll build more user interfaces allowing greater user control and enhancement (for example, users will be able to put their own analytics on top of our data services), enabled by our switch to Web service architecture.

Continued from page 4

Elsevier has developed or contributed to several applications that use the Web services already listed to create new user value: Patient Research, RefWorks, Quosa, 2collab and two others still in alpha testing. These new data services are or will be available to our customers and partners (other organizations wishing to collaborate with us to produce new products) to help them build the next generation of Rich Internet Applications.

The future for Web 2.0 at Elsevier

Across our technology and product groups, Elsevier is increasing investment in Web 2.0 initiatives. Our 2.0 initiatives slated for development include:

- Creating new databases to be the basis of new services on top of which customers, partners and Elsevier can create new value in a Web 2.0 world
- Competitions for users to contribute new ways of looking at or extracting value from our content on small and large scales
- Forays into virtual worlds to assess their best use for collaborative learning and problem solving
- Collaborative authoring of textbooks
- Facilitating author commentary to enhance more formal, published works
- Facilitating collaborative, user-created reviews of content

2collab, new collaboration tool, debuts in November on ScienceDirect and Scopus

Researchers and librarians can soon benefit from a new way of working together, thanks to the new collaboration tool 2collab. Based on several aspects of social bookmarking and networking applications, the tool provides a free and accessible platform for collaboration at www.2collab.com.



Designed for the research and librarian community, this tool allows users to bookmark, tag and share Internet resources ranging from articles to video clips. Unlike when favorites are stored in a browser, 2collab allows users to store bookmarks on a platform that's open to everyone. Making them easy to find, bookmarks stored in 2collab can be tagged with searchable keywords. Uniquely, these bookmarks can then be shared in groups, enabling members to start discussions by commenting and rating the linked resources.

Further, as Elsevier Senior Product Manager Michiel van der Heyden noted, "The groups can be set up as private invitation only or public groups so you can ensure your research is shared only with those you want, but obviously we see more benefit in open discussions." And, as Elsevier Product Manager Thijs Willems pointed out, "Researchers writing papers with co-authors around the globe will especially find 2collab useful."

2collab is the result of a joint effort between the ScienceDirect and Scopus teams and applies Agile methodology, which revolves around biweekly "sprints" of development releases and ensures

Elsevier & Web 2.0: A sampling

Podcasts

- ScienceDirect news
www.info.sciencedirect.com/news/podcasts
- The Lancet
www.thelancet.com/audio

RSS

Product alerts & feeds

- Engineering Village: www.engineeringvillage.com
(Available on search result screens)
- ScienceDirect: www.info.sciencedirect.com/using/#
- Scopus: <http://info.scopus.com/setup/promo/usertools>

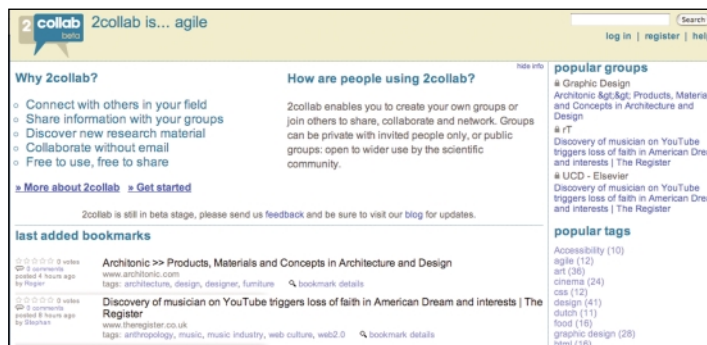
Alerts & newsletters for librarians

- Library Connect News: <http://feeds.feedburner.com/libraryconnect>
- Others: www.elsevier.com/librarians/alertingservices

Tagging

- Engineering Village: www.engineeringvillage.com
(Look under Tags + Groups)

These initiatives are investigations, explorations of possible new product ideas, not all of which are likely to emerge into the market in their currently defined forms, but all of which hold promise for delivering greater value to users, which is the goal. Watch for these initiatives to unfold in some form over the coming one to two years. If you would like to participate in helping us assess the value these initiatives offer users, please contact me at d.marques@elsevier.com. LC



2collab — shown here in beta — allows researchers worldwide to bookmark, tag, share and discuss information resources. Find the beta of 2collab at www.2collab.com.

fast integration of user feedback. Initial development of 2collab involved user and customer consultation, with focus groups of researchers and librarians leading to prototype user tests moderated by Elsevier's User Centered Design group. 2collab was launched in beta in June, in cooperation with Scopus and ScienceDirect Development Partners.

2collab is launching fully in November. Look for it on ScienceDirect and Scopus, where the service will be available via links in article pages and throughout the sites — or try the beta version for yourself at www.2collab.com. LC

www.2collab.com

Web 2.0 and scholarly publishing

**By Daviess Menefee, Library Relations Director,
Elsevier, Columbus, OH, USA**

(The following is an excerpt from a presentation I gave while on the Library Connect Australian road trip this past August. I owe a debt of gratitude to Martin Tanke, Elsevier's managing director of publishing, who first created it.)



Daviess Menefee

Since the time of Henry Oldenburg in 1665 and the appearance of the *Philosophical Transactions of the Royal Society*, the scholarly journal has fulfilled a primary role for researchers in communicating the results and discoveries from their experiments. This role can be defined by four distinct qualities:

1. Registration (or the time stamping of a discovery or idea)
2. Validation (the review by one's peers affirming the discovery)
3. Distribution (pushing the article content to new users and markets)
4. Archive (insuring the journal content will be available in the future)

The "journal" itself has performed well over time and has even evolved (e.g., Letters, News, Reviews) following various changes in scientific communication. Now, we see new technologies on the horizon, specifically Web 2.0, that challenge the traditional role of the journal. I will discuss some of these here.

Where journal and online functions converge

Today, researchers can choose to make their findings available over the Web in a variety of ways. By uploading documents to Google Base or Flickr, users can establish the time when the material was first placed in the public domain. Even pictures can be mounted and shared within a trusted network. In short, these and other sites (e.g., YouTube) can assume the journal's role of registration in the publishing process.

Furthermore, the rating and networking services in the Web 2.0 world are fairly ubiquitous. Networking platforms have grown dramatically as major players (Google, Yahoo) have invested and promoted these companies. LinkedIn, MySpace and ZoomInfo, to name only a few, have helped to create communities of like-minded people. This too sounds very much like the role of the scholarly journal.

Rating services, moreover, have become popular (Amazon, Digg) as readers vote on and review their favorite books or news stories. Who can resist taking a survey in order to see the results? It is then but a small step to envision how social networking together with rating sites could become a type of validation process, a critical process of the research journal. Will this happen? It is hard to say at this point in time but the means are already in place to effect it.

The Internet has, as we know by now, facilitated the distribution and access to scholarly journal articles around the globe. A researcher at just about any place in the world has access to the

most current scientific information. But online technology does not stop at the physical distribution; there are Web 2.0 add-on and value-add services that promote and facilitate the distribution of articles. One of these is 2collab, Elsevier's new tool that allows researchers to share bookmarks among a select group or the general public. This tool and others like it (e.g., del_icio_us) act as filtering mechanisms for information. This saves researchers precious time and brings them into contact with others who have similar interests.

We come now to "archiving," an area familiar to all of us. Libraries have maintained this responsibility for time immemorial. In the Electronic Age, however, we are witnessing new players entering this arena where there may be money to be made. Google Book Search is probably the best example of old content finding new value as thousands of books are scanned every day. It is safe to say, I think, that Google has a business model (advertising) tied to its investment in post-copyright content and expects a decent return for its shareholders.

Will younger scholars decide to move away from traditional journal communication and place their research directly on the Web?

Additionally, several other groups — including the Open Content Alliance and Wayback Machine — have also made old content their focus. While the goals of these groups may be slightly different, each strives to archive digitized text and multimedia content. Web references, too, have found an archiving interest in WebCite, a platform that stores Web pages and websites in addition to citations. Archiving has moved beyond the library.

The way ahead

To sum up, there are now Web 2.0 sites and companies in all four areas that are the domain of the scholarly journal. Further, the direction towards social networking and communication is certainly the path of the next generation and those who follow. Taking these two trends together, we can see the scholarly journal as we know it could be in jeopardy.

The question we as publishers face is: Will younger scholars decide to move away from traditional journal communication and place their research directly on the Web? Other factors (besides generational and technology trends) play a part in the answer, such as tenure and promotion and of course the prestige of publishing in high-quality journals. Only time can answer the question posed here, but it remains, nevertheless, the responsibility of publishers to develop Web 2.0 tools to meet the needs of current and future scholars. LC

Brazil Scopus Awards 2007 honor 15 researchers


By Carla Pieroni, Marketing Manager, Elsevier, Rio de Janeiro, Brazil

On August 6, in Brasilia, Brazil, researchers from throughout the country received the Scopus Award — recognizing since 2006 outstanding researchers in specific countries in Latin America. Recipients of the award are chosen based on the numbers of their articles and citations indexed by Scopus and the numbers of students under their advisement. The selection criteria identify researchers whose work is exceptionally significant in their fields.



(Left to right) Dr. Helena Nader, Unifesp researcher and one of the award winners; Elsevier Latin America Sales Director Dante Cid; Elsevier A&G International Markets Director Eduard Cohen; Brazilian Ministry of Education Executive Secretary José Henrique Paim; and CAPES President Professor Jorge Guimarães

This year, 15 Brazilian researchers received the award in a ceremony attended by 200 people and co-sponsored by Elsevier and the consortium CAPES, which is part of the Brazilian Ministry of Education. In May 2007, CAPES licensed Scopus, making it available to 44 leading universities and research institutes in Brazil.

During the event, Elsevier's Latin America Sales Director Dante Cid commented, "We can see that Brazilian government efforts to increase the availability of high-level content for local scientists have been effective. We are very proud to be part of this story." 

Brazil 2007 Scopus award winners

- Aluizio Rosa Prata** (Medicine)
Universidade Federal do Triângulo Mineiro
- Constantino Tsallis** (Physics)
Centro Brasileiro de Pesquisas Físicas
- Helena Bonciani Nader** (Biochemistry and Molecular Biology)
Universidade Federal de São Paulo
- Jairton Dupont** (Chemistry)
Universidade Federal do Rio Grande do Sul
- João Batista Calixto** (Pharmacology)
Universidade Federal de Santa Catarina
- José Claudio Geromel** (Electrical Engineering)
Universidade Estadual de Campinas
- Jose Murilo de Carvalho** (Political Science and History)
Universidade Federal do Rio de Janeiro
- Maria Aparecida Juliano** (Biophysics)
Universidade Federal de São Paulo
- Mauro Martins Teixeira** (Pharmacology)
Universidade Federal de Minas Gerais
- Mayana Zatz** (Biological and Biomedical Sciences)
Universidade de São Paulo
- Patricia Torres Bozza** (Immunopharmacology)
Fundação Oswaldo Cruz
- Ricardo Brentani** (Medicine)
Fundação Antônio Prudente and Universidade de São Paulo
- Ricardo Tostes Gazzinelli** (Biochemistry and Immunology)
Universidade Federal de Minas Gerais
and Fundação Oswaldo Cruz
- Rubens Belfort Mattos, Jr.** (Medicine)
Universidade Federal de São Paulo
- Sebastião de Campos Valadares Filho** (Zootechnics)
Universidade Federal de Viçosa

ScienceDirect eBooks promotional tools are at your fingertips

As you've likely heard, over 4,000 new eBooks are now available on ScienceDirect. Covering a wide range of scientific disciplines, these new eBooks — including those published under the Pergamon and Academic Press imprints — are fully integrated with existing books and journals on ScienceDirect. Moving forward, over 50 newly published eBooks will be added to the platform each month.



But did you know about the range of tools available to help librarians promote eBooks on ScienceDirect?

- **RSS feeds:** Getting ScienceDirect content via RSS can help librarians and researchers share information. Available ScienceDirect RSS feeds covering book and journal content include search and citation results, topic alerts and new articles. <http://info.sciencedirect.com/using/personalization>
- **Promotional tools:** Taking advantage of the freely available email templates, Web banners, brochures, fact sheets and posters can help librarians connect researchers with available titles. <http://info.sciencedirect.com/books/promote>
- **Books Connect:** Subscribing to this free e-newsletter can help librarians and researchers get to know leading STM book authors. <http://mail.elsevier-alerts.com/go.asp?m1OZ984/bESB001>

 <http://info.sciencedirect.com/books/promote>

Librarians Speak Up

How is your library using 2.0 to reach users?



Thomas Brevik, Head Librarian, Royal Norwegian Naval Academy, Bergen, Norway

Our library uses blogging on the Wordpress platform to reach our users. In addition we are working on including LibraryThing, Flickr and Meebo widgets in the blog to reach our users with more information. I am also looking at Facebook and Second Life.

➔ www.bibgate.mil.no/sksk



Sue White, Head of Library Services, University of Huddersfield, West Yorkshire, UK

At the University of Huddersfield we've introduced Web 2.0 features to the library catalog, allowing greater personalization and options for rating books as well as dynamic floor plans showing the locations of subject areas. The aim is to make the catalog a more interactive tool — and it is!

➔ www.hud.ac.uk/cls



Bonaria Biancu, Technologist, University of Milano-Bicocca Library, Milan, Italy

Our library has adopted a number of Web 2.0 features to enhance user experience and mash up information and services: RSS feeds for library news; a database of free online resources enriched with recommendations, comments and ratings; a browser toolbar to show off our tools; photos and videos on social networking sites. And we are going to add as many more as we can!

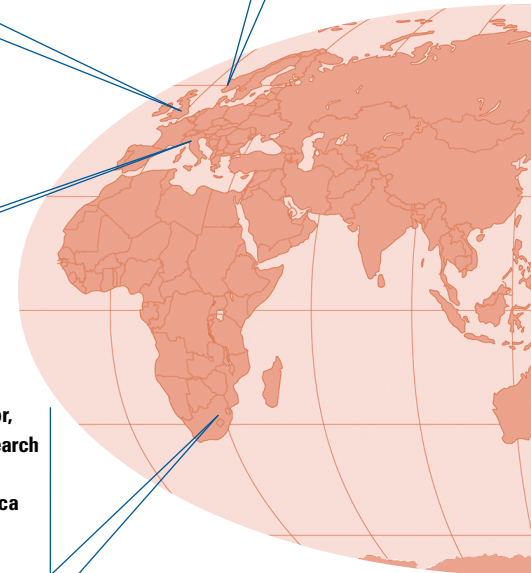
➔ www.biblio.unimib.it



Dr. Heila Pienaar, Deputy Director, e-Information Strategy and e-Research Enablement, Library Services, University of Pretoria, South Africa

Currently the UP Library uses Web 2.0 applications like RSS feeds from the catalog, book covers sourced from Amazon.com integrated with the catalog, email notification via FeedBlitz when the library's Web page is updated, blogs and wikis as communication tools, and a list of Web 2.0 tools on the library's Web page as a reference for users.

➔ www.ais.up.ac.za



Five Quick Questions

With **Christie Koontz, GeoLib Director and College of Information Faculty Member, Florida State University, Tallahassee, USA**



Christie Koontz

1 What's the attitude of librarians toward the new technology involved in Library 2.0 (L2.0)?

Information professionals embrace and fear new media and technologies. We're loathing and embracing L2.0, depending on where we are on the technology food chain. I would argue that the underlying philosophy of librarianship is in essence not "one-directional" but rather "reflectional," as is L2.0. This means that overall librarians are among first adopters when it comes to embracing new technologies that enhance services we can provide users.

2 Why do some librarians feel uneasiness regarding new technologies used in L2.0?

Some information professionals are reticent to embrace new technologies, because, at least for the "hunter-gatherer" part of us, there may be just too many all at once. At least the other technologies dribbled in over half a century!

3 How does L2.0 fit into the evolution of libraries?

L2.0 resides on the underpinnings of our service-based profession. The new technologies allow increased and enhanced two-way participation between users and librarians. Now as in the past, collaboration is what librarianship is all about.



Sandra Kramer, Assistant Director for Services, Arizona Health Sciences Library, University of Arizona, Tucson, USA

AHSL uses Web 2.0 tools such as Google's custom search feature on our Evidence-Based Medicine Search Engine to help patrons discover fulltext resources held in our library's collection. Customizing curriculum resource pages and creating health topics pages focused on the university's research priorities are other ways that Web 2.0 helps us serve clients across both our campus and our state.

➔ www.ahsl.arizona.edu/



Casey Bisson, Information Architect, Plymouth State University, NH, USA

Our new site, based on Scriblio, invites comments on every page. When a user recently reported a database wasn't working, the comment and our response were posted for all to see. Another user said seeing that interaction made her more comfortable asking questions. That transparency and interactivity are delivering new value to our users and stats show increased usage over last year.

➔ <http://MaisonBisson.com>



Stephen Cramond, Electronic Resources Librarian, University of Adelaide, Australia

At Adelaide, we see the potential of Web 2.0 for more direct engagement with library users. Though current focus is on our Institutional Repository, some interesting 2.0 developments include RSS feeds from the catalog, redirected RSS feeds from database sites to the library website and a staff intranet blog.

➔ www.adelaide.edu.au/library/



Lynette Lewis, Coordinator Online Services, Yarra Plenty Regional Library Service, Victoria, Australia

Web 2.0 technologies at Yarra Plenty Library include four blogs, a reading club wiki for our younger audience and the beginnings of a community wiki and a reader's advisory wiki. We offer Web 2.0 classes for the public on blogging, LibraryThing and Second Life, and we showcase special library events (such as our Unconference earlier this year) through Flickr and YouTube.

➔ www.yprl.vic.gov.au/



4 What's an example of L2.0 that you want to call to readers' attention?

A mixture of the best of tech and nontech L2.0 is occurring on my own campus. At Florida State University College of Information, in the Goldstein Library we have the CAVE (Collaborative Environment) run by future library and information professionals. The CAVE encourages student use by offering a free space with current flexible resources, vodcasts and podcasts with a continually updated download list. At the front circ desk soon-to-be librarians offer nontech L2.0 through instruction and guidance face-to-face.

5 What will 3.0 bring to the library community?

So Library 3.0 — what is it? I say it is Librarian 3.0. It is acceptance of our role as the only profession, thus far on earth, that can successfully corral society's knowledge and information and make it usable to markets within the masses based upon our commitment to a combination of customer service and relevant technologies.

Goldstein Library: <http://ci.fsu.edu/go/goldstein/>

Sarah de Crescenzo, this summer's Library Connect marketing intern, served as section editor for these two pages. Thanks go to Sarah for her contributions to this issue. And best wishes go to her, as she returns to her undergraduate studies at the University of California, San Diego and continues her career development.

— *The Editor*



Sarah de Crescenzo

Gali Halevi talks about Elsevier's new online training initiative and 2.0

Web 2.0 is a hot topic these days, and the term Library 2.0 is becoming a buzzword among the information science community. This fall, Elsevier is launching an eLearning 2.0 training site for customers and staff alike. The Elsevier TrainingDesk offers a blog and wiki as well as traditional eLearning materials to help make training not just an individual task, but a collaborative undertaking. Here Elsevier Online Training Manager Gali Halevi, who put together the new site, talks about Web 2.0, eLearning and how her work towards a PhD in library and information science has altered her perceptions of both.

How have your LIS studies impacted your work at Elsevier?

Gali Halevi: When I started working at Elsevier, I was a second-year PhD student and found my studies reconnected me to the information science research front. This has significantly impacted the importance I put on the latest information collection and dissemination technologies and their uses in academic, government and business libraries. My studies have also increased my awareness of the changing role of information professionals and challenges faced by librarians today. Newly developed methods for delivering information are altering the library's role and the functions assumed by librarians and information specialists.

Library 2.0 is a part of a whole new approach to information organization and dissemination.

What do you think will be Library 2.0's greatest impact?

Halevi: Library 2.0 is a part of a whole new approach to information organization and dissemination. Tagging, blogs, wikis and RSS feeds (to name but a few) are changing the traditional library functions of indexing, cataloging and information dissemination. The greatest impact of these tools is visible in the areas of information access and delivery. From "push" information, we are moving towards "pull" information and beyond. Libraries today utilize wikis and RSS feeds to deliver library news and catalog updates; they also solicit patrons' feedback and participation in the form of blog comments and the ability to alter existing information. The nature of library-related functions is therefore becoming collaborative and flexible as users become active participants.

What is Elsevier's 2.0 training initiative I've been hearing about?

Halevi: The TrainingDesk program centers on a website that's going live this October — at www.trainingdesk.elsevier.com. This site, primarily aimed at librarians and researchers, is freely available to all. It gathers together diverse training resources, ranging from written materials, to recorded simulations, to traditional online trainings, to 2.0 tools including a blog and wiki to encourage knowledge sharing. Most importantly, the site offers a collaborative and interactive learning environment.

Elsevier's training site: www.trainingdesk.elsevier.com

TrainingDesk blog: <http://elseviertrainingdesk.blogspot.com>

TrainingDesk practice wiki: <http://elseviertrainingdesk.pbwiki.com>

Can you give more details about what's available on the site?

Halevi: Users new to Elsevier products including EMBASE.com, Engineering Village, ScienceDirect and Scopus can find introductory trainings, tutorials and reference guides on how to use the products, while also being able to participate and learn from others through the practice wiki. Experienced users can find topical trainings and automated simulations to assist in utilizing advanced features of our products.



Gali Halevi

Wikis are the ultimate collaborative information tool.

What kinds of live, expert-led trainings can librarians register for?

Halevi: Via the site we'll be offering topic-focused trainings such as "Creating enhanced current awareness services using RSS feeds" and "Knowledge organization, discovery and sharing using tags." Through the topic-focused trainings, participants can learn how best to accomplish their goals by using multiple tools and products. Topic-focused trainings allow users to focus on what they're trying to achieve, as opposed to product-focused trainings in which participants simply gain experience with using specific products.

What 2.0 tools will make this learning experience particularly efficient and effective?

Halevi: We're using collaborative technologies and the Internet as a communication tool to build a dynamic, multifaceted training service. Training materials such as presentations, white papers, short reference guides, automated simulations and online seminars are just one aspect of eLearning. On top of providing traditional eLearning resources such as those, we believe it's vital to deliver training while encouraging user participation. By incorporating collaborative tools, such as wikis and blogs, we hope to create an environment in which users learn from one another and we as information vendors learn from our users.

What are the greatest advantages of eLearning?

Halevi: Independence from geographical boundaries places accessibility at the heart of eLearning. The key to successful eLearning is careful tailoring of materials and delivery methods — allowing learners to progress at their own pace. It opens up a multidimensional knowledge flow in which both trainers and trainees learn from one another, creating a knowledge base rather than static training channels.

Continued on page 11



Enhancing library services: How to create a blog, wiki or RSS feed

By Gali Halevi, Online Training Manager, Elsevier, New York, NY, USA

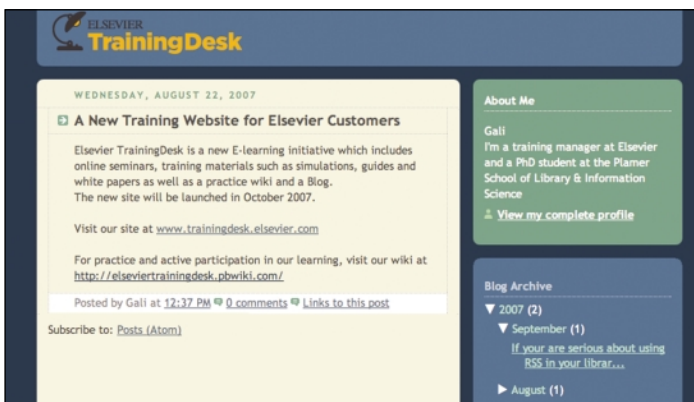
Web 2.0 and Library 2.0 are widely discussed terms, talked about and written about all over the world today. Blogs, wikis and RSS feeds can be easily utilized to deliver library services that are customer-centric and participatory.

Would you like to start your own blog, wiki or RSS feed? Just follow the simple instructions below and alter your patrons' library experience.

Create a blog

In a blog you can instantly publish news, articles or any item of interest and receive feedback from your readers. You can use a library blog to discuss the latest innovations in your field, exchange comments about events or share project updates.

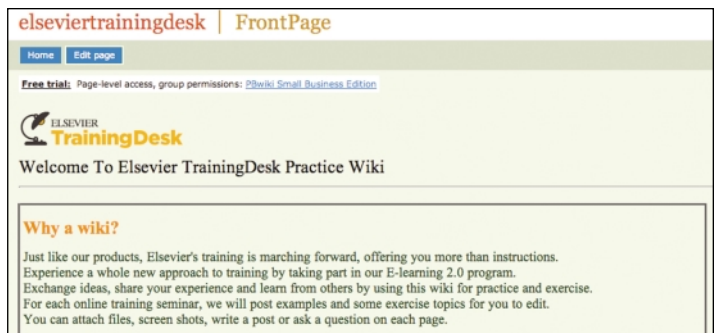
There are many freely available blogging platforms today, including Blogger (www.blogspot.com). To create your own blog, visit the Blogger website and follow the simple steps listed on the main page.



Take a look at our TrainingDesk blog at <http://elseviertrainingdesk.blogspot.com>.

Create a wiki

A wiki is a collaborative Web page that enables users to edit its content. A wiki can be used for collaborative projects such as research or teaching. Wiki platforms provide interfaces that



Take a look at our TrainingDesk practice wiki at <http://elseviertrainingdesk.pbwiki.com>.

make editing easy and support file uploading and sharing. You can use a wiki to deliver library education classes or create communities of interest.

There are many freely available wiki platforms today, including PBwiki (www.pbwiki.com). To create your own wiki, visit the PBwiki website and follow the simple steps listed on the website's main page. Depending on the purpose of your wiki, you can make it fully editable or provide viewing privileges only.

Create RSS feeds

RSS feeds are a superb replacement for email alerts. You can offer patrons library RSS feeds that gather alerts from databases and free websites to one platform that is accessible and available anytime, anywhere. RSS aggregators also support sharing and collaboration. You can share your feeds with your community and allow others to add their feeds. In this manner you're creating a dynamic and participatory knowledge base rather than a "push" information service.

There are many freely available RSS platforms today, including Pageflakes (www.pageflakes.com). To create your own feeds, visit the Pageflakes website and gather your alerts using RSS feeds or preprogrammed "flakes." Pageflakes requires a simple sign-up and sign-in. To take a look at my Pageflakes pages, go to <http://pageflakes.com/trainingdesk>. LC

Continued from page 10

What is your favorite 2.0 tool and why?

Halevi: Personally, I love the concept and utilization of wikis. Wikis are the ultimate collaborative information tool. Their simplicity, flexibility and inexpensiveness make them the best instrument for compiling people's know-how around the clock. Wikis enable minds to come together, collaborate and share what they know and what they have found. Having professionals and novices problem-solve together benefits all. Wikis enable that experience.

What was the impetus for the TrainingDesk?

Halevi: The main drive was twofold: first, the ability to offer online training tools that go hand-in-hand with Elsevier's online product development; and second, the ability to reach more

customers with easily accessible eLearning resources. Recent developments in Scopus, ScienceDirect, EMBASE.com, Engineering Village and other Elsevier products have incorporated Web 2.0 tools such as RSS and tagging. Through the Elsevier TrainingDesk, librarians and researchers can learn about our latest product developments including incorporation of 2.0 technologies and they can access materials independently or participate in a community of learners. It's all about making the most of exciting new developments. LC

Interview by Sarah de Crescenzo, Library Connect Marketing Intern, Elsevier, San Diego, CA, USA

LexisNexis survey finds info pros are very interested in 2.0 technologies

By Dori Geise, Senior Director of Marketing, LexisNexis, Dayton, OH, USA

LexisNexis recently conducted a survey about trends and challenges facing information professionals today. The survey encouraged IPs to contribute their thoughts on how they see technology and knowledge management developing in their organizations. We limited participants to those considered information professionals as defined by the Special Libraries Association.

Because IPs are an important and valued LexisNexis user segment, periodically conducted surveys covering IP-related issues help identify challenges these professionals face and determine ways in which LexisNexis can help IPs address these challenges. LexisNexis and SLA jointly conducted a similar survey two years ago. This year, we expanded on that original survey to identify new responsibilities and services IPs have added to increase their presence and perceived value and identify the most successful new IP initiatives launched in the past year.

Leveraging technology to enhance information services

Information professionals are savvy when it comes to leveraging technology to make information more valuable, relevant and accessible. Of librarians surveyed this year, 93% said they use intranets for managing and distributing information and 57% see collaborative workspaces as very important for the future.

The survey revealed an interesting breakdown and frequency of information sources accessed. It's no surprise that information professionals are very in-tune with Web 2.0 developments; nearly four in ten (39%) access weblogs at least weekly, and more than a third (34%) access wikis.

When asked, "What is the most successful new initiative/service that you have launched in the past year?" respondents' top five responses were:

1. Document search, retrieval, delivery and access enhancements, such as centralizing a document collection into a common Integrated Library System; OpenURL linking; RSS feed; taxonomy; and library portal integration, development or enhancement
2. Embed or migrate IP services within business units
3. Increase, provide or offer new training
4. Enhance or standardize process and quality control procedures
5. Provide assistance and services proactively

Other notable mentions included digitizing important or historical print sources, providing collaborative workspaces and creating wiki-type databases.

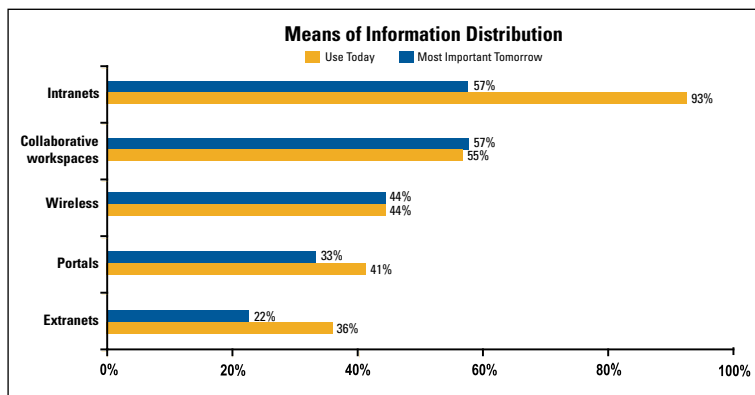
Advancing technologies are changing librarians' role

In their increasingly proactive role, IPs are facing increasing responsibilities and tasks without the luxury of extra time. The Internet appears to be speeding up the pace at which IPs are supposed to function on an everyday basis. This lack of

adequate time, along with a lack of adequate funds or staff, was named the greatest obstacle facing IPs at the moment; as technologies advance almost instantaneously, IPs are expected to keep up with the newest available resources. Turnaround times are expected to keep pace with today's ever-increasing amount of available information.

What can assist IPs to keep up with growing expectations? More, the survey determined. More staff, more content acquisitions, more user training, more intranet development. In other words, an increase in funding and resources to match the increase in pace and amount of information librarians are expected to have at their fingertips.

Regarding their role, findings revealed that IPs for the most part feel they are more and more serving as educators for their internal clients and becoming more proactive members of the research process. Instead of simply gathering and presenting information, IPs are moving toward a more involved consultant position in relation to their customers. In addition, a majority of surveyed IPs reported an increase in their involvement in design and evaluation of information systems they use.



Information professionals' answers to "Which of the following means of information distribution does your organization currently utilize? Of these same means of information distribution, which do you believe will be the most important to information professionals and their internal clients five years from now?"

LexisNexis headed in the right direction

The survey results affirm we're on the right track in terms of product developments to help information professionals. In the Web 2.0 arena, LexisNexis has teamed up with Newstex Blogs on Demand and recently won an SIIA Codie Award for the best blog aggregation via LexisNexis. Also LexisNexis has formed an alliance with Newscom and World Picture Network to make their images and graphics available to LexisNexis customers. These images are in addition to the McClatchy-Tribune text archives and images added in February. Moves like these bring more value to our products that IPs use. We're happy to see that results of our recent survey are in synch with our increased product capabilities and utilization of Web 2.0 technologies. LC

www.lexisnexis.com

How can using 2.0 help researchers find highly relevant results? Scirus Topic Pages provide the answer

By Stephen Cawley, Scirus Marketing Manager, Elsevier, Amsterdam, The Netherlands

Creating a meaningful online community model for scientific researchers presents a challenge. Any such model needs to reflect the less formal and community-driven approach of Web 2.0 applications, while also delivering the most relevant content.

Where can you find such a model? On the Scirus Topic Pages platform, a new, experimental and free online resource for the scientific community, at <http://topics.scirus.com>.

The screenshot shows a Scirus Topic Page titled "Analysis of Traditional Oriental Medicines" by Dr. Wei Li. The page includes an introduction, a table of contents, and web search results. The introduction discusses the history and importance of traditional oriental medicines. The table of contents lists sections like Introduction, References, Selected Links, Web Search Results, Recent Papers, and Related Keywords. The web search results section shows a search for "The Institute for Traditional Medicine" with a result from Dec 2006.

To learn more about Scirus Topic Pages, visit <http://topics.scirus.com>.

Scirus Topic Pages' impetus

When conducting scholarly investigation, researchers are looking for the most highly relevant search results — accessible instantly. To help researchers in their quest for highly relevant

search results, the Scirus team, in partnership with Elsevier Journals Publishing, is experimenting with ways in which to harness the wisdom of experts in specific topics and is creating Scirus Topic Pages as the mechanism to deliver the results.

Launched in beta in June 2007 and in continual development based on user feedback, Scirus Topic Pages is an online platform that allows authors to create pages on specific research topics. An editorial process, devised by Elsevier scientific editors, ensures that the pages are of the highest quality.

How to create a topic page

An author writes a summary article of 500 words giving an expert overview of a specific topic and submits the article along with bibliographic citations including Web links. The Scirus search engine then analyzes the article's title and searches for and returns relevant results from the Scirus index and relevant results from the Scopus database. The summary and search results are uploaded to a new Scirus Topic Page, where researchers can find highly relevant sources on the specific topic, sources based on the recommendations of the expert as well as the automated capabilities of the Scirus search engine.

What's in it for authors

By creating Scirus Topic Pages, authors can increase their visibility within their fields. Because the topic pages are indexed in search engines, authors have a tremendous opportunity for their work to be discovered by Web searchers.

To see sample topic pages or learn how to apply to create one, visit <http://topics.scirus.com>. LC

Rights Spot

Helen Gainford of Elsevier's Global Rights Department answers questions relating to rights and permission.

Q: Regarding sharing and discussing research, prior to publication, what are Elsevier's policies?

A: Collaboration and discussion of research are integral parts of the research process and, as such, are to be encouraged. Questions for a publisher arise when there is public sharing of a paper slated for publication, or when results of the research reported in such a "preprint" paper are widely disseminated in some other manner. For example, recently we have been asked whether we have a policy on blog or wiki discussion of research activities.

As to preprints, with the exception of a small number of our journals (notably Cell Press titles and *The Lancet*), our policy is not to consider preprint posting as prior publication that would disqualify an article's consideration by a journal. For

details on a specific journal's preprint policy, see the journal's page on www.elsevier.com.



Helen Gainford

We don't have a formal policy regarding wiki or blog discussion of findings intended for submittal for publication on ScienceDirect. We see this as an evolving area and we're following our general approach of "watch, test and learn," with no predisposition to establish a policy prior to gaining more experience and gathering more examples. LC

- www.elsevier.com/librarians/rightsspot
- www.elsevier.com/copyright

HOT TOPICS INFORMATION DISSEMINATION

USA, JULY — At a press conference at the National Academy of Sciences in Washington, DC, HINARI leadership announced a new strategy plan. Attendees included representatives of HINARI partners — comprising publishers, WHO, the United Nations Environment Programme and the UN Food and Agriculture Organization — and invited HINARI users from developing nations. News included that the HINARI/OARE/AGORA program is extended until 2015, and Microsoft is coming on board as the newest technical partner in the HOA initiative — which Elsevier has supported since its founding.



(Left to right) Librarian Edda Tandí Lwoga with Sokoine National Agricultural Library in Tanzania, Dr. Mohamed Jalloh with the Hôpital Général de Grand Yoff in Senegal and ITOCA Trainer Gracian Chimwaza hold a ceremonial copy of the HINARI 2015 Strategy Plan.

HOT TOPICS LIBRARY PERFORMANCE MEASURES

MALAYSIA & THAILAND, AUGUST — At Library Connect Seminars in Kuala Lumpur and Bangkok, the theme was Library



Speakers and Elsevier colleagues bask in a job well done in Kuala Lumpur.

Performance Measures and presenters spoke about new ways of measuring and reporting library performance. Three presenters hailed from the University of Newcastle, Australia: **Debbie Booth** discussed “Research Quality

Framework: Bibliometrics and the Library”; **Vicki Picasso** discussed “Repositories, Metrics and Impact on Library Services”; and **Lisa Cotter** discussed “Evidence-Based Librarianship: A Measured Approach to Library Service.” The session in Thailand also featured **Professor Peter Haddawy** from the Asian Institute of Technology who spoke on using citation analysis as a form of measuring research performance. Thai and Malaysian librarians in attendance were unanimous! 100% agreed that this year’s seminar topic was relevant. Chiang Mai University Librarian **Kingthong Sirimongkol** summed up the collective appreciation by saying, “Hope we will continue to have [such a] useful seminar next year and forever!”

Want to see presentations delivered at Library Connect Seminars? Visit

www.elsevier.com/librarians/presentations

HOT TOPICS WEB 2.0

AUSTRALIA, AUGUST — More than 100 librarians attended the recent Library Connect Seminars held in Perth, Adelaide, Brisbane, Melbourne and Sydney and focusing on Web 2.0. Providing the Australian perspective and explaining how they’re implementing Web 2.0 technologies in their libraries were **Christine Mackenzie** and **Lynette Lewis** from Yarra Plenty Regional Public Library and **Kate Sinclair** from Flinders University Library. Additional speakers included Elsevier’s Library Relations Director **Davieess Menefee** and Singapore’s National Library Board Manager of Strategic Programming **Wan Wee Pin**. To get the gist of comments those two shared in Australia, see their articles in this issue. Appreciative feedback abounded, including from **Michelle Noble** from Commonwealth Scientific and Industrial Research Organisation in Melbourne who said that she “learnt a lot and is excited about new ideas and possibilities” for her library.



(Left to right) NLB Singapore Manager of Strategic Programming Wan Wee Pin, Yarra Plenty Online Services Coordinator Lynette Lewis and Elsevier Library Relations Director Davieess Menefee

HOT TOPICS IN-PERSON OUTREACH

SOUTH AFRICA, AUGUST — At the Elsevier booth at the IFLA Conference in Durban, eBooks and Scopus generated lots of buzz. Visitors answering questions about Elsevier eBooks or Scopus entered drawings for prizes including electronic picture frames and iPods. The drawings were a huge hit and generated a large crowd every day! Many conference goers got into the action and also sported Scopus pins as part of the “Wear the Pin to Win” daily drawings. Additionally, HINARI/OARE/AGORA drew positive attention and sparked much discussion.



Elsevier Account Manager Ramy Hassanien (on the left) enjoys speaking with an attendee during IFLA in Durban.

HOT TOPICS CAREER DEVELOPMENT

THE NETHERLANDS, AUGUST — Elsevier sponsorship helped these librarians attend this year’s TICER summer school: **Tiago Sousa Fernandes** with Portugal’s University of Oporto and **Elif Aytekgurses** with Turkey’s TUBITAK – ULAKBIM in Ankara. TICER (Tilburg Innovation Centre for Electronic Resources) is affiliated with the University of Tilburg and ranks among the most prestigious European continuing education programs for librarians and LIS faculty. TICER’s renowned annual International Summer School on the Digital Library was first held in 1996. The weekend after this year’s TICER course in Tilburg, Tiago kindly joined the EMEA team during the Elsevier beach volleyball tournament. His skills helped the team come out in second place!



University of Oporto Librarian Tiago Sousa Fernandes (on the left) and Elsevier Customer Marketing Events Coordinator Alberto Rodriguez-Zapata take five during the Elsevier beach volleyball tournament.



Arjan Huisman of Elsevier's Customer Service Focus Project Reports from Amsterdam


Q: What 2.0 tools provide support to Scopus users?

A: As we gravitate towards the realm of Web 2.0, users are looking for more ways for online interaction and sharing. At Elsevier, we offer 2.0 support to Scopus users by providing them with three basic and useful tools. Our RSS feed, HTML feed and API (application programming interface) offer fast access to relevant search results and ways for librarians and users to share information with others.

Scopus RSS feeds allow users to receive updates of their favorite search results. Users can choose the type of feed they want including document searches, citation searches and shared references. The feeds automatically download the latest published articles in Scopus that match the users' search criteria. Not only does this tool support Scopus users by saving them time, it's also a convenient way for them to stay informed about the latest developments in their fields.

If you want to offer your researchers more peer-to-peer interaction, another useful 2.0 tool is the Scopus HTML Feed. Via this feed, a Scopus RSS feed is converted into HTML code — facilitating sharing the RSS search results. This code can be placed into your website, and the resulting HTML feed can be customized to complement the page. The Scopus HTML Feed allows quicker access to information for users visiting your site and provides a link to Scopus from the titles listed in the feed.

Our Scopus API enables you to select Scopus data elements to create your own mashups. The API returns Scopus data in a format that is easily integrated into an application on your website.

Find these user tools on the Scopus Info site under "Set Up Scopus: Scopus Tools." 

 <http://info.scopus.com/setup/promo/usertools>



Arjan Huisman



Librarians and end users can find useful support tools for Scopus at <http://info.scopus.com/setup/promo/usertools>.



Tom Noonan of Elsevier's User Centered Design Group answers your usability questions


Q: Will "Web 2.0" changes to my library site improve its usability and usefulness?

A: Web 2.0 refers to a convergence of technologies, some new, some old, which are changing the way we experience what we've come to know as the Internet. With Web 2.0, the potential variety and richness of the user experience have grown substantially.

For website managers, the challenge is how to harness these technologies to provide a useful and usable experience for our users. For example, could your library users benefit from library-provided social networking, tag-based folksonomies, blogs or wikis? Will some sort of Rich Internet Application (RIA) simplify browsing or searching for sources on your library website? Or would an RIA distract and confuse your site's users?

One thing that won't change is that a product will fail if it is difficult to use or if it uses a technology in a way that doesn't provide a useful experience. Users will find another way to accomplish what they need or they will just go away. If our usability testing demonstrates anything, it's that users are impatient and won't tolerate something designed without their needs in mind.

To be sure, some websites effectively use Web 2.0 technologies. But the popularity of these sites is due to the effective ways they utilize the technologies to provide value to users, and not due to

the technologies in and of themselves. Useful and usable are still nonnegotiable qualities. Just as it was in Web 1.0 or back in the days before the Internet, understanding users' needs remains critical to designing useful and usable ways to meet those needs. 



Tom Noonan

Explore More

Dolnicar, S. (2005). Should we still lecture or just post examination questions on the web? The nature of the shift towards pragmatism in undergraduate lecture attendance. *Quality in Higher Education*, 11 (2), 103-115.

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STAYING CONNECTED

Upcoming Events 2007

➔ www.elsevier.com/librarians/events

Events listed here include:

■ Library Connect events ■ Other Elsevier events ■ Industry events featuring Elsevier booths or speakers

OCTOBER

- Oct. 3 Library Connect Seminar, Durban, South Africa
- Oct. 9 Library Connect Event, Tel Aviv, Israel
- Oct. 10 – 14 Frankfurt Book Fair, Germany
- Oct. 11 Scopus Awards, Buenos Aires, Argentina
- Oct. 11 Library Connect Seminar, Madurai, India
- Oct. 12 Library Connect Seminar, Coimbatore, India
- Oct. 18 Scopus Awards Dinner, Ankara, Turkey
- Oct. 24 Academic & Government Library Connect Seminar, NYC, USA
- Oct. 29 – 31 Internet Librarian 2007, Monterey, CA, USA

NOVEMBER

- Nov. 1 Scopus Awards, Bogota, Colombia
- Nov. 1 – 2 Conferencia Internacional de Biblioteca Digital y Educación a Distancia, Valencia, Venezuela

NOVEMBER, *continued*

- Nov. 7 – 9 Library Fair & Forum 2007, Yokohama, Japan
- Nov. 7 – 12 Charleston Conference, SC, USA
- Nov. 8 – 9 5th Elsevier Scandinavian Librarians Forum, Oslo, Norway
- Nov. 12 – 15 2nd Educative Innovation International Congress, Mexico City
- Nov. 12 – 16 XV Congreso de Catálisis y 4º Congreso de Catálisis del Mercosur, La Plata, Argentina
- Nov. 21 – 24 XXVI Painei Biblioteconomia em Santa Catarina, Florianopolis, Brazil
- Nov. 27 Corporate Library Connect Seminar, Princeton, NJ, USA
- Nov. 29 Corporate Library Connect Seminar, Chicago, IL, USA

DECEMBER

- Dec. 4 – 6 Online Information, London, UK
- Dec. 7 Scopus Young Scientist Awards Ceremony, New Delhi, India

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